


Subject - PE 	Year 3	Topics-Indoors	1) Physical Literacy/ Strength Lab/Fitness 2) Dance	1) Gymnastics 1 2) Gymnastics 2	1) Dance 2 2) Outdoor and adventurous activities
		Topics Outdoors	1) Net/Wall Games 1 2) Invasion Games 1	1) Invasion Games 2 2) Net/Wall Games 2	1) Striking and Fielding 2) Athletics
<p>Key learning from national curriculum- develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities, lead healthy, active lives.</p> <p>Core Themes: Strength Lab, Fitness, Dance, Gymnastics, Invasion Games, Net/Wall Games, Striking and Fielding Games, Athletic Activities, Outdoor and Adventurous Activities.</p> <p>Health and Wellbeing-Daily mile, trim trail, classroom activity bursts, active playtimes and lunchtimes.</p> <p>Living in the Wider World-Team work and level 2 competitions, Community and Afterschool Clubs, Commando Joe.</p>					

Intent	Implementation	Impact
<p>To recognize the importance of PE for a healthy body and mind and see this as a vital part of the curriculum and for longer term to lead confident, healthy, independent lives. To engage our pupils in a wide range of sporting opportunities both within the school week and extended into an out of school hours program. To ensure children are physically active for sustained periods of time. To give children the knowledge and skills for PE through a varied progressive PE curriculum for both indoor and outdoor activities. To develop and embed a lifelong love of physical activity, sport. To ensure a positive and healthy physical and mental outlook. To develop leadership and teamwork skills. To consider the impact exercise has on their health and fitness. To compete/perform and evaluate. To ensure that learning is as inclusive as possible. To ensure that every child has access to at least between 30 and 60 minutes of physical activity every day.</p>	<p>To explore and improve the children's physical literacy health in line with the age milestones as set down by Derby City Sports Partnership. To follow the guidance of the National Curriculum for KS2 but exceed it in breadth. To offer a wide variety of teaching and learning styles within PE using Derby City Sports Partnership Schemes of work, along with regularly updated CPD and government initiatives. To offer pupils a broad and balanced curriculum that includes units such as dance, gymnastics, team and invasion games, fitness, athletics, outdoor and adventurous activities. To further extend that learning into the many extra-curricular clubs and competitions we operate. To ensure that children are given time and opportunities to practice existing skills and build on these to develop new or more advanced skills. To signpost children along with their parents to areas of further possibility outside of the school curriculum.</p>	<p>Pupils will reflect and transfer what they have learned from on subject to another, from school and into the wider community. To provide them with knowledge, skill, attitudes and understanding they need to fulfill their potential. To encourage positive relationships with their peers and adults. To demonstrate and apply both the British Values and the School RAVENS Values. To actively encourage whole school and parental engagement using active assemblies, newsletters, visitors, and the PE Bulletin board. Pupils will achieve age related expectations across the breadth of the subject and the wider curriculum.</p>


Prior learning	Future learning
Content from KS1 National Curriculum	Year 4 Curriculum areas plus Swimming unit

What pupils need to know or do to be secure					
Autumn Term		Spring Term		Summer Term	
Strength Lab Dance	Net/Wall Games 1 Invasion Games 1	Gymnastics 1 Gymnastics 2	Invasion Games 2 Net/Wall Games 2	Dance 2 O&A Activities	Striking and Field Athletics
Key vocabulary					
Weight bearing, taught, control, relaxed, core, bridge, balance, squat, plank, triceps, biceps, Superheroes- Iron Man, Thor, Superman, Spiderman, Hulk, Pathway, bend, meander, zig zag, splash, unison, cannon.	Fundamental movement skills, bounce, catch, send, receive, space, underarm, overarm, ready position, tactics,	Rolls, tuck, log, travelling, contrast, straddle, star, dynamics, fluency, balance, body parts, direction, position, front/back support, straight, curved, link, sequence, extend, apparatus.	Keep possession, tactics, release, stationary, technique, pass, teamwork, attack, defend, dodge, opponent, intercept, mark.	Problem solving, seek, find, explore, orienteering, checkpoint, code, features, marker/flag, map, symbols, route, scale, terrain,	Underarm, overarm, forehand, backhand, volley, accuracy, bowler, batting, fielding, communication, retrieval. Athletic, distance, agility, personal best.
Key Learning/Knowledge					
Strength Lab -Focusing on core strength movements and physical literacy control. Assessment and screening of the 19 movement skills-	Net/Wall Games 1 -To send and receive a ball over a line-net using hands and progressing to a racket. Sending a ball over a net/barrier	Gymnastics 1 -Working safely and rules for getting out and storing equipment. Rolling and shapes- Exploring and	Invasion Games 2 -To explore, refines and improve ball handling skills, use simple tactics, apply rules and conventions for	Dance 2 -Exploring 2D shape, refining movements and sequences, more fluidity, expressing emotions. (Continue using strength lab for	Striking and Fielding -Learn the rules of rounders-based games and implement them in lessons. Continue

<p>program developed from it based on the five exercises. Using Physical Literacy exercises. Strength Lab, introducing the characters and how it works up to stage 2.</p> <p>Dance 1-Creating characters and narrative through movement and gesture, linking movements into small sequences, communicate ideas effectively, using clear and fluent movements, (with control) working individually, with a partner and in small groups, create an awareness of own muscle control.</p>	<p>accurately and hit a ball with hand/racket to return it as in tennis.</p> <p>Invasion Games 1-To explore how to choose and apply skills, use simple tactics, apply rules and conventions for different activities and small games for example endball, handball, and football, to throw/send and catch/receive a large ball with increasing accuracy.</p>	<p>creating, linking 2 or more actions with increasing control.</p> <p>Using floor work and benches to adapt and apply sequences.</p> <p>Gymnastics 2-Pathways and linking shapes, travelling with a change of front or direction, improving strength and suppleness, changes in speed and levels. Creating short sequences linking 3+actions using floorwork. Using larger apparatus to apply sequences.</p>	<p>different activities and small game situations-tag rugby and basketball.</p> <p>Net/Wall Games-Use rolling and hitting skills, strike ball with increasing control and accuracy, decide on best positions for sending and receiving a ball, elect and use appropriate shots in situations. Understand placement of shots as tactic. Playing games smoothly without dispute, introducing rules</p>	<p>warmups and warm downs increasing in difficulty stage 2-3.)</p> <p>O&A Activities – Working safely, follow a trail of familiar places (classroom, school field, playground), using plans and diagrams, simple problem-solving activities, and team building skills-CoJo.</p>	<p>to refine previously learnt bat and ball skills.</p> <p>develop the skills needed to play the game such as holding the bat correctly and bowling a ball. Learning the basic rules needed to play</p> <p>Athletics-Explore a wide range of athletic events, including indoor athletics which include running jumping and throwing. Building up techniques and personal targets for individual events and begin to give peer feedback.</p>
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Key Skills

<ul style="list-style-type: none"> • Work and exercise safely • Fundamental Movement Skills • Exploration of using equipment • Copying, remembering, repeating • Link movements to create simple sequences • Awareness and Personal performance • Listening and watching others • Selecting and applying • Demonstrating with increased confidence, control and accuracy • Evaluating and improving • Communicating effectively • Develop and understanding of simple games and rules • Learn to work as a team • Working collaboratively and cooperatively • Understand the importance of physical health • Explanation of their own feelings and changes during and after exercise • Assess and evaluate against given criteria 	<ul style="list-style-type: none"> • Work and exercise safely • Fundamental Movement Skills • Exploration of using equipment • Copying, remembering, repeating • Link movements to create simple sequences • Awareness and Personal performance • Listening and watching others • Selecting and applying • Demonstrating with increased confidence, control and accuracy • Evaluating and improving • Communicating effectively • Develop and understanding of simple games and rules • Learn to work as a team • Working collaboratively and cooperatively • Understand the importance of physical health • Explanation of their own feelings and changes during and after exercise • Assess and evaluate against given criteria 	<ul style="list-style-type: none"> • Work and exercise safely • Fundamental Movement Skills • Exploration of using equipment • Copying, remembering, repeating • Link movements to create simple sequences • Awareness and Personal performance • Listening and watching others • Selecting and applying • Demonstrating with increased confidence, control and accuracy • Evaluating and improving • Communicating effectively • Develop and understanding of simple games and rules • Learn to work as a team • Working collaboratively and cooperatively • Understand the importance of physical health • Explanation of their own feelings and changes during and after exercise • Assess and evaluate against given criteria
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Subject - PE 	Year 4	Topics-Indoors	Swimming Strength Lab/Dance-Tsunamis	Swimming Gymnastics	Swimming Athletics
		Topics-Outdoors	Swimming Invasion Games	Swimming Net/Wall Games	Swimming Striking and Fielding
Key learning from national curriculum for year 4 – Core Themes: Strength Lab, Fitness, Dance, Gymnastics, Invasion Games, Net/Wall Games, Striking and Fielding Games, Athletic Activities and Swimming. Health and Wellbeing- Daily run, trim trail, classroom activity bursts, active playtimes and lunchtimes. Living in the Wider World- Team work and level 2 competitions, Community and Afterschool Clubs, Commando Joe.					

<p>Intent</p> <p>To recognize the importance of PE for a healthy body and mind and see this as a vital part of the curriculum and for longer term to lead confident, healthy, independent lives. To engage our pupils in a wide range of sporting opportunities both within the school week and extended into an out of school hours program. To ensure children are physically active for sustained periods of time. To give children the knowledge and skills for PE through a varied progressive PE curriculum for both indoor and outdoor activities. To develop and embed a lifelong love of physical activity, sport. To ensure a positive and healthy physical and mental outlook. To develop leadership and teamwork skills. To consider the impact exercise has on their health and fitness. To compete/perform and evaluate. To ensure that learning is as inclusive as possible. To ensure that every child has access to at least between 30 and 60 minutes of physical activity every day.</p>	<p>Implementation</p> <p>To maintain and improve fitness levels to a sustained period of exercise. To follow the guidance of the National Curriculum for KS2 but exceed it in breadth. To offer a wide variety of teaching and learning styles within PE using Derby City Sports Partnership Schemes of work, along with regularly updated CPD and government initiatives. To offer pupils a broad and balanced curriculum that includes units such as dance, gymnastics, team and invasion games, fitness, athletics and a continuous swimming program in year 4. To further extend that learning into the many extra-curricular clubs and competitions we operate. To ensure that children are given time and opportunities to practice existing skills and build on these to develop new or more advanced skills. To signpost children along with their parents to areas of further possibility outside of the school curriculum.</p>	<p>Impact</p> <p>Pupils will reflect and transfer what they have learned from on subject to another, from school and into the wider community. To provide them with knowledge, skill, attitudes and understanding they need to fulfill their potential. To encourage positive relationships with their peers and adults. To demonstrate and apply both the British Values and the School RAVENS Values. To actively encourage whole school and parental engagement using active assemblies, newsletters, visitors, and the PE Bulletin board. Pupils will achieve age related expectations across the breadth of the subject and the wider curriculum.</p>
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Prior learning	Future learning
Year 3 Units of work	Year 5 Units of work

What pupils need to know or do to be secure					
Autumn Term		Spring Term		Summer Term	
Swimming Strengthlab/Dance	Swimming Invasion Games	Swimming Gymnastics	Swimming Net/Wall Games	Swimming Athletics	Swimming Striking and Fielding
Key Vocabulary					
Reach and rescue, lifesaving, underwater, above, below, breaststroke, backstroke, front, crawl, prone, float, tread water, breathing, inhale, exhale, sculling, diving, retrieval, submerge, technique.		Rolls, travelling, pathways, matching, contrasting, partner balance, sequence, effective, evaluate, targets, improvement, dynamics, composition, apparatus, complex, start/finish position, link, bridges, stretch, taught, muscle control, refine.		Athletic, distance, agility, personal best, running techniques, breathing, muscles, javelin, shot, action, push, distance, sprint, jog, stamina, standing jump, long jump.	

<p>Superheroes, trunk, circuits, intervals, canon, unison, eb and flow, pathways, patterns, balance, symmetry, asymmetry, tsunami, earthquakes, cyclone, twist, turn, rolling, shrink and grow, partner work, balance, mirroring, matching. Non-Contact, shoot, aim, semi-circle, attack, defend, intercept, umpire, referee, center, wing, speed, agility, coordination, tactics, strategy, net, block, pivot, balance, teamwork, footwork, goal keep.</p>	<p>Tactics, rally, coordination, agility, speed, control, send, receive, throw, catch, strike, racket, court, forehand, backhand, follow through, overhead, underarm, overarm, smash, serve, lob, volley, drop,</p>	<p>Rounder, fielding, batting, delivery, backstop, first post, second, third, last, flat bat, tee, strike, bowler, square, slide, contact, stump, catch, tactics, run out, bowling, underarm, overarm.</p>
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Key Learning/Knowledge

<p>Swimming- Following the Derby City syllabus of swimming to aim to develop water confidence. To be able to execute and perform a reach and rescue from the water. To work on individual strokes-breaststroke, backstroke, and front crawl. To work on the correct breathing technique for efficient swimming strokes. Swimming between 25-50 meters, using arms and legs to move across the pool. Using floats, swim with a controlled leg kick. Describe actions of different strokes. Strength Lab/Dance-Focusing on core strength movements using the superheroes. Building on the stages from year 3 and aiming for stage 4 of the exercises. Creating motifs and narrative through movement and gesture, linking movements into small sequences, communicate ideas effectively, using clear and fluent movements, gain inspiration from literacy characters and visual stimuli, expressive movements, working individually, with a partner and in small groups. To explore and create dance sequences of movement to music in line with the termly project of disasters-Tsunamis and earthquakes. To perform the sequences to a variety of audiences. To evaluate and improve their work.</p>	<p>Swimming- Improving techniques for recognisable strokes -Front crawl, back stroke and breaststroke. Work with and without floatation aids to improve stroke technique. Work on regulating breathing techniques. Demonstrate and practice water safety principles. Aiming for 25-metre distance swim. Gymnastics- To acquire and develop actions such as rolls, tucks and turns. To vary the use of dynamics within floorwork. To develop their use of space by travelling in inventive ways. To use partner and small group works. To develop the clarity, fluency, accuracy and consistency in their movements. Net/Wall Games-Throwing and catching with increasing control and accuracy. Bouncing activities to develop accuracy. Develop a ready position and what it looks like. Develop sending a ball over distance. Varying the power and effort behind a ball for different distances. Develop control of the use of equipment used. Using a dish/hand to receive the ball at increasing distances. To develop a 'keepy-uppy' technique. Maintain control of a rally with a partner. Suggest ideas to improve performance.</p>	<p>Swimming-Continue to develop efficient swimming techniques, gradually increasing the distance. Athletics- Concentrate on developing good basic running, jumping and throwing techniques. Set different challenges for distance and time. Combine and apply skills learnt to competitive events. Striking and Fielding-To throw and strike a ball with increasing accuracy, choose appropriate tactics to cause problems for opponent, field with control. Practicing batting, fielding and bowling techniques with partners and small groups. Encourage fielding activities and teamwork. Playing small and large group rounder style games. Demonstrating and describing bowling techniques.</p>
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Key Skills

<ul style="list-style-type: none"> • Working safely • Showing increasing control, accuracy and coordination • Awareness and Personal performance • Fundamental Movement Skills • Listening and watching others • Explore, select and apply appropriate skills • Plan and create sequences • Demonstrating with increased control and accuracy • Describe and evaluate performances • Use accurate terminology • Communicating effectively • Working collaboratively and cooperatively • Recognise the importance of physical activity in their own lives • Realise the importance of preparation • Assess and evaluate against given criteria • Pace themselves in floating and swimming challenges related to speed, distance and personal survival • Swim unaided for a sustained period of time over a distance of at least 25m • Use recognised arm and leg actions, lying on their front and back 	<ul style="list-style-type: none"> • Working safely • Showing increasing control, accuracy and coordination • Awareness and Personal performance • Fundamental Movement Skills • Listening and watching others • Explore, select and apply appropriate skills • Plan and create sequences • Demonstrating with increased control and accuracy • Describe and evaluate performances • Use accurate terminology • Communicating effectively • Working collaboratively and cooperatively • Recognise the importance of physical activity in their own lives • Realise the importance of preparation • Assess and evaluate against given criteria • Pace themselves in floating and swimming challenges related to speed, distance and personal survival • Swim unaided for a sustained period of time over a distance of at least 25m • Use recognised arm and leg actions, lying on their front and back 	<ul style="list-style-type: none"> • Working safely • Showing increasing control, accuracy and coordination • Awareness and Personal performance • Fundamental Movement Skills • Listening and watching others • Explore, select and apply appropriate skills • Plan and create sequences • Demonstrating with increased control and accuracy • Describe and evaluate performances • Use accurate terminology • Communicating effectively • Working collaboratively and cooperatively • Recognise the importance of physical activity in their own lives • Realise the importance of preparation • Assess and evaluate against given criteria • Pace themselves in floating and swimming challenges related to speed, distance and personal survival • Swim unaided for a sustained period of time over a distance of at least 25m • Use recognised arm and leg actions, lying on their front and back
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<ul style="list-style-type: none"> Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving]. 	<ul style="list-style-type: none"> Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving]. 	<ul style="list-style-type: none"> Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].
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Subject - PE 	Year 5	Topics-Indoor	Dance Gymnastics 1	Traditional Dance Gymnastics 2	O&A Activities Athletics
		Topics-Outdoor	Net/Wall Games 1 Invasion Games 1	Invasion Games 2 Net/Wall Games 2	Striking and Fielding 1 Striking and Fielding 2
Key learning from national curriculum for year 5 – Core Themes: Strength Lab, Fitness, Dance, Gymnastics, Invasion Games, Net/Wall Games, Striking and Fielding Games, Athletic Activities, Outdoor and Adventurous Activities. Health and Wellbeing- Daily mile, trim trail, classroom activity bursts, active playtimes and lunchtimes. Living in the Wider World- Team work and level 2 competitions, Community and Afterschool Clubs, Commando Joe.					

Intent	Implementation	Impact
<p>To recognize the importance of PE for a healthy body and mind and see this as a vital part of the curriculum and for longer term to lead confident, healthy, independent lives. To engage our pupils in a wide range of sporting opportunities both within the school week and extended into an out of school hours program. To ensure children are physically active for sustained periods of time. To give children the knowledge and skills for PE through a varied progressive PE curriculum for both indoor and outdoor activities. To develop and embed a lifelong love of physical activity, sport. To ensure a positive and healthy physical and mental outlook. To develop leadership and teamwork skills. To consider the impact exercise has on their health and fitness. To compete/perform and evaluate. To ensure that learning is as inclusive as possible. To ensure that every child has access to at least between 30 and 60 minutes of physical activity every day.</p>	<p>To follow the guidance of the National Curriculum for KS2 but exceed it in breadth. To offer a wide variety of teaching and learning styles within PE using Derby City Sports Partnership Schemes of work, along with regularly updated CPD and government initiatives. To offer pupils a broad and balanced curriculum that includes units such as dance, gymnastics, team and invasion games, fitness, athletics, outdoor and adventurous activities. To further extend that learning into the many extra-curricular clubs and competitions we operate. To ensure that children are given time and opportunities to practice existing skills and build on these to develop new or more advanced skills. To signpost children along with their parents to areas of further possibility outside of the school curriculum.</p>	<p>Pupils will reflect and transfer what they have learned from on subject to another, from school and into the wider community. To provide them with knowledge, skill, attitudes and understanding they need to fulfill their potential. To encourage positive relationships with their peers and adults. To demonstrate and apply both the British Values and the School RAVENS Values. To actively encourage whole school and parental engagement using active assemblies, newsletters, visitors, and the PE Bulletin board. Pupils will achieve age related expectations across the breadth of the subject and the wider curriculum.</p>

Prior learning	Future learning
Year 4 Units of Work	Year 6 Units of Work

What pupils need to know or do to be secure					
Autumn Term		Spring Term		Summer Term	
Dance Net/Wall Games 1	Gymnastics 1 Invasion Games 1	Traditional Dance Invasion Games 2	Gymnastics 2 Net/Wall Games 2	O&A Activities Striking/Fielding 1	Athletics Striking/Fielding 2
Key Vocabulary					
Canon, unison, eb and flow, pathways, patterns, balance, stability, symmetry, grace, asymmetry, complex sequences, refine, improve, evaluate, emotions, moods, anger, frustration, happiness, morose, elation, surprise, composition, cues, components, refine, travelling, elevation, turning, gesture, stillness, falling. Tense, relax, muscles, commination, levels, high, low, medium, match, mirror, pike, straddle, tuck, slow, sudden, twist, flex, swing, balance, V-shapes, arch, angular, position, dynamic, strength, fine/gross motor skills,		Passing, receiving, dribbling, space, attacking, low balanced position, protect, squat, awareness, increase, decrease, simplify, complex, controlled pass, pressure, identify, intercept, communication. Flight off, landing, flexed, bent, criteria, A-frame, table, slopes, ramps, ropes, ladder, large apparatus, Sherwood Frame, ropes, ladders. Modify, restraint, dominate, manipulate, moderate, vigorous, Dodging, feinting, impulse, prioritise, resiliensnce, self-control, agility, analyse, effective, coordination, repetition.		Compass, maps, symbols, strategy, problem solving, reference, distance. Fingertips, palm, spin, underarm, overarm, throwing, catching, outfield, backstop, intercept, precision, control, fairness, respect, peers, gender, Techniques, running jump, safety aspects, accuracy, control, follow through, preparation, stance, straddle, bended knees, performance, personal bests.	


<p>Ready position, forehand, backhand, volley, scoring, attack, challenge, competitive, complex, core movement, motor skills, regular, stamina, flexibility, sustained.</p> <p>Fundamental movement, locomotion, Chest pass, overhead pass, bounce pass, dodging, footwork, possession, defending, tactics, drills, attempts, pivot, sharp, passer, signal.</p>		
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Key learning/knowledge

<p>Revisit all the Strength Lab Characters moving children to levels 3-6 in warmups.</p> <p>Dance-Space-Use emotions to create moods and contrasts. Improvise with ideas and movements. Evaluate and improve performances.</p> <p>Gymnastics-1 Move with consistent control and coordination. Combine actions, shapes and balances in gymnastic performances. Know and perform different types of rolls and twisted shapes, Identify strengths and weaknesses. Balancing on different body parts with increasing control. Select appropriate actions to perform matching and mirroring.in their performances. Application of sequences to include benches and mats. Moving with greater fluidity. Use pathways when mirroring and matching a partner. Evaluate swinging movements. To transport and store apparatus safely.</p> <p>Net/Wall Games-1 Tennis-Learn ready position. Learn how to send ball. Use a racket with correct technique. Perform forehand shot. Perform backhand shot. Know where to stand when receiving the ball. Know and understand the volley shot. Learn simple scoring rules. Understand when to attack.</p> <p>Invasion Games-1-Netball Learn different types of passes used in netball. Explore areas of the court. Understand footwork rule. Know and understand roles of hi five netball. Understand importance of dodging. Apply attacking skills to keep possession. Apply range of tactics when defending.</p>	<p>Traditional Dance—To lead partner warmups. Be creative and imaginative in composition of dances. Perform with expression.</p> <p>Gymnastics-2 To lead a group in warmup stretches. Make complex sequences that include changes in direction and levels and adapt them to the large apparatus. Prepare and perform in front of an audience.</p> <p>Net/Wall Games-2 Tennis Assess each other’s work. Know when to attack. Use arrange of tactics when playing against another team. Play in a tournament. Work effectively in a team. Umpire and score games. Develop ideas using their skills for their own tennis style of game.</p> <p>Invasion Games-2 Football-Know how to dribble using different parts of the foot. Understand importance of space. Pass with increasing accuracy. Use correct technique to shoot. Develop simple defending principles. Apply a range of strategies in a game. Learn how to close-down space when defending.</p>	<p>Athletics- Choose the best pace for running. Use controlled techniques in taking off and landing when jumping. Develop accuracy for throwing over a distance. Combine running and jumping.</p> <p>O&A Activities- Use maps and diagrams to orientate themselves. Adapt actions to changing situations. Plan careful and safe responses to challenges and problems. Use and apply seven skills from the CoJo unit of work.</p> <p>Striking and Fielding-1 Cricket-Develop and improve fundamental movement skills. Explore a range of throwing techniques. Know how to strike a stationary ball with control and direction. Understand how and when to differentiate their bowling technique. Apply rules and conventions of Kwik Cricket games. Explore range of throwing/bowling techniques. Striking drop fed ball. Strike an overhead bowled ball. Increasing accuracy of throwing techniques. Using various ways of fielding the ball. Show simple tactics in small games.</p> <p>Striking and Fielding-2 Rounders Develop and improve throwing and catching skills. Hit a ball with increasing accuracy using equipment. Using strategy to place the ball. Learning areas and zones of a rounders pitch. Hit a ball in different directions. Learn ways of stopping the ball. Learn simple rounders rules. Practice different positions on a rounders field in both relaxed and competitive games.</p>
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Key Skills

<ul style="list-style-type: none"> • Fundamental movement skills • Linking ideas • Accuracy • Demonstrate precision, control, fluency • Understand tactics and composition • Make comparisons • Assessments of techniques and performance • Identify areas of improvements • Explain basic safety principles for exercise • Explain effects of exercise to their own bodies • Value fitness and health • Respect and encourage classmates • Develop increasing understanding of the necessity to use rules • Improve technical use of equipment-rackets, balls etc • Lead a small group warmup 	<ul style="list-style-type: none"> • Fundamental movement skills • Linking ideas • Accuracy • Demonstrate precision, control, fluency • Understand tactics and composition • Make comparisons • Assessments of techniques and performance • Identify areas of improvements • Explain basic safety principles for exercise • Explain effects of exercise to their own bodies • Value fitness and health • Respect and encourage classmates • Develop increasing understanding of the necessity to use rules • Improve technical use of equipment-rackets, balls etc • Lead a small group warmup 	<ul style="list-style-type: none"> • Fundamental movement skills • Linking ideas • Accuracy • Demonstrate precision, control, fluency • Understand tactics and composition • Make comparisons • Assessments of techniques and performance • Identify areas of improvements • Explain basic safety principles for exercise • Explain effects of exercise to their own bodies • Value fitness and health • Respect and encourage classmates • Develop increasing understanding of the necessity to use rules • Improve technical use of equipment-rackets, balls etc • Lead a small group warmup
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Subject - PE 	Year 6	Topics-Indoors	Modern Dance Gymnastics 1	Traditional Dance Gymnastics 2	Athletics Striking /Fielding 1
		Topics-Outdoors	Net/Wall Games 1 Invasion Games 1	Invasion Games 2 Net/Wall 2 Games	O&A Activities Striking/Fielding 2
Key learning from national curriculum for year 6 Core Themes: Strength Lab, Fitness, Dance, Gymnastics, Invasion Games, Net/Wall Games, Striking and Fielding Games, Athletic Activities, Outdoor and Adventurous Activities. Health and Wellbeing- Daily mile, trim trail, classroom activity bursts, active playtimes and lunchtimes. Living in the Wider World- Team work and level 2 competitions, Community and Afterschool Clubs, Commando Joe.					

<p style="text-align: center;">Intent</p> <p>To recognize the importance of PE for a healthy body and mind and see this as a vital part of the curriculum and for longer term to lead confident, healthy, independent lives. To engage our pupils in a wide range of sporting opportunities both within the school week and extended into an out of school hours program. To ensure children are physically active for sustained periods of time. To give children the knowledge and skills for PE through a varied progressive PE curriculum for both indoor and outdoor activities. To develop and embed a lifelong love of physical activity, sport. To ensure a positive and healthy physical and mental outlook. To develop leadership and teamwork skills. To consider the impact exercise has on their health and fitness. To compete/perform and evaluate. To ensure that learning is as inclusive as possible. To ensure that every child has access to at least between 30 and 60 minutes of physical activity every day.</p>	<p style="text-align: center;">Implementation</p> <p>To follow the guidance of the National Curriculum for KS2 but exceed it in breadth. To offer a wide variety of teaching and learning styles within PE using Derby City Sports Partnership Schemes of work, along with regularly updated CPD and government initiatives. To offer pupils a broad and balanced curriculum that includes units such as dance, gymnastics, team and invasion games, fitness, athletics, outdoor and adventurous activities. To further extend that learning into the many extra-curricular clubs and competitions we operate. To ensure that children are given time and opportunities to practice existing skills and build on these to develop new or more advanced skills. To signpost children along with their parents to areas of further possibility outside of the school curriculum.</p>	<p style="text-align: center;">Impact</p> <p>Pupils will reflect and transfer what they have learned from on subject to another, from school and into the wider community. To provide them with knowledge, skill, attitudes and understanding they need to fulfill their potential. To encourage positive relationships with their peers and adults. To demonstrate and apply both the British Values and the School RAVENS Values. To actively encourage whole school and parental engagement using active assemblies, newsletters, visitors, and the PE Bulletin board. Pupils will achieve age related expectations across the breadth of the subject and the wider curriculum.</p>
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Prior learning	Future learning
Year 5 Units of work	KS3 National Curriculum units

What pupils need to know or do to be secure					
Autumn Term		Spring Term		Summer Term	
Modern Dance Gymnastics 1	Net/Wall Games 1 Invasion Games 1	Traditional Dance Gymnastics 2	Invasion Games 2 Net/Wall 2 Games	Athletics Striking /Fielding 1	O&A Activities Striking/Fielding 2
Key Vocabulary					
Exaggerated, motifs, expression, sequence, tableau, pace, stimulus, stylized. Improvisation, linking. Push, pull, repel, attract, friction, zigzag, wavy, crisscross, parallel, straight, Opponent, forehand, backhand, volley, overhead, lob, service ball, Bounce pass, teamwork, sideline, jump shot, chest pass, block, lay-up, double dribble, overhead pass, tactics, shot, time-out, backboard, marking, shadowing, man to man, tip off, pointers.		Hand gestures, water, sunshine, light, dark, step pattern, beats, rhythm, Bhangra, Bollywood. Tackle, intercept, try, scrum, support, pop pass, backwards pass, touch.		Running, distance, stamina, sustained, triple jump, standing jump, long jump, track, field, javelin, hammer, discus.	

<p>Dribbling, bouncing, tackling, tactics, fair-play, coordination, competitive, tactics, composition, modify,</p>		
<p>Key Learning/ Knowledge</p>		
<p>Modern Dance-Forces- Gravity. Develop control and balance movements. Perform dances using movement patterns. Begin to refine dances with style and artistic intention. Matching the mood of the music. Gymnastics 1- Practice and perform with control. Movements include controlled balances, shapes and levels. Applying gymnastics movements to floorwork and mats. Net/Wall Games 1-Tennis-Develop techniques of forehand, backhand and volley. Striking a volley. Introduce different ways of serving the ball. Learn simple scoring rules. Use a range of tactics when facing an opponent/team. Invasion Games1-Basketball- Know and practice dribbling techniques. Know different passes in basketball. Keeping possession of the ball. Learn how to mark for defence. Learn the basic set shot technique.</p>	<p>Traditional Dance-Bollywood-Bhangra- Using hand gestures in dance sequences. Perform dances using movement patterns. Begin to refine dances with style and artistic intention. Matching the mood of the music. Choosing and developing own steps based on a theme. Gymnastics 2- Link and adapt movements into a well-timed sequence. Applying and linking work to larger apparatus. Invasion Games 2-Tag Rugby- Know how to pass the ball effectively. Understand the importance of dodging. Work as a team when attacking. Pass with accuracy when under pressure. Use a range of tactics when playing in attack and defense. Understand pass back rule. Playing competitively. Net/Wall Games 2-Tennis/Volleyball. Develop techniques of forehand, backhand and volley. Working together as a team. Introduce different ways of serving the ball. Umpire and score games.</p>	<p>Athletics- Show accurate control, speed. Strength and stamina in athletic activities. Adapt skills to different situations. Know and follow guidelines and rules for competition. Striking and Fielding 1 Rounders Refine throwing and catching skills. Learn simple rounders rules. Use a range of tactics when batting and fielding. Work effectively in a team. Scoring and umpiring a game. Play in an organised tournament. O&A Activities- Careful and confident in unfamiliar environments. Use senses to assess possible risks and adapt plans accordingly. Prepare well by considering safety aspects. Plan with others, seeking and sharing advice. Striking and Fielding 2- Kwik Cricket- Use a range of tactics when batting and fielding. Work effectively in a team. Umpire games. Play in a tournament. Apply rules of games in readiness for competition.</p>
<p>Key Skills</p>		
<ul style="list-style-type: none"> • Fundamental Movement Skills • Select and apply necessary skills • Demonstrate increasing accuracy • Show precision, control, and fluency • Apply strategies to individual and group games • Use tactics and composition • Analyse personal and peer performances • Advise improvements on a variety of techniques • Refine and adapt techniques in a variety of situations • Explain bodily reactions to different types of exercise • Provide explanations for the use of warm-ups, cool downs and stretches. • Understand the use of exercise to maintain fitness, health and wellbeing • Lead group/class warmups and cool downs • Demonstrate and explain accurate techniques • Understand basic principles of attack and defence • Plan appropriate strategies for a variety of games 	<ul style="list-style-type: none"> • Fundamental Movement Skills • Select and apply necessary skills • Demonstrate increasing accuracy • Show precision, control, and fluency • Apply strategies to individual and group games • Use tactics and composition • Analyse personal and peer performances • Advise improvements on a variety of techniques • Refine and adapt techniques in a variety of situations • Explain bodily reactions to different types of exercise • Provide explanations for the use of warm-ups, cool downs and stretches. • Understand the use of exercise to maintain fitness, health and wellbeing • Lead group/class warmups and cool downs • Demonstrate and explain accurate techniques • Understand basic principles of attack and defence • Plan appropriate strategies for a variety of games 	<ul style="list-style-type: none"> • Fundamental Movement Skills • Select and apply necessary skills • Demonstrate increasing accuracy • Show precision, control, and fluency • Apply strategies to individual and group games • Use tactics and composition • Analyse personal and peer performances • Advise improvements on a variety of techniques • Refine and adapt techniques in a variety of situations • Explain bodily reactions to different types of exercise • Provide explanations for the use of warm-ups, cool downs and stretches. • Understand the use of exercise to maintain fitness, health and wellbeing • Lead group/class warmups and cool downs • Demonstrate and explain accurate techniques • Understand basic principles of attack and defence • Plan appropriate strategies for a variety of games