



PE Medium Term Plan

| Intent | At Wellington Community we understand the importance of physical education for the lifelong impact on pupils' health. The PE curriculum will be supportive of their health and fitness and promote physical activity throughout their school lives and beyond. Through Physical Education, we will foster the children's physical literacy, enabling them to participate in diverse physical activities (including competitive games) with growing self-assurance and proficiency. This will happen through the high quality and engaging lessons that help all pupils enjoy physical education. Through the provision of various sports and activities, we will nurture character development and instil the values of respect and fairness among our students. | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Additional units/ sessions |
| Year R | | <p><u>Body Management</u></p> <p>Explore balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.</p> <p>1. to balance beanbags.</p> <p>2. to move through hoops in different ways.</p> <p>3. to reach and stretch to get equipment.</p> <p>4. to make bridges and tunnels with our bodies.</p> <p>5. to travel over and under apparatus.</p> <p>6. to make shapes with our bodies.</p> | <p><u>Dance</u></p> <p>Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music</p> <p>1. to use colours and feelings in dance.</p> <p>2. to perform as animals using different levels and directions.</p> <p>3. to work with a partner.</p> <p>4. to show expression in our sequence.</p> <p>5. to perform transport movements in our dance.</p> <p>6. to use leading and following movements.</p> | <p><u>Gymnastics</u></p> <p>Develop confidence in fundamental movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions.</p> <p>1. to link different shapes and ways of moving.</p> <p>2. to egg roll and log roll.</p> <p>3. to follow different pathways.</p> <p>4. to balance on points and patches.</p> <p>5. to perform our story to music.</p> <p>6. to use a start and finish position.</p> | <p><u>Speed and Agility</u></p> <p>Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.</p> <p>1. to move in different directions.</p> <p>2. to keep our bodies safe in running games.</p> <p>3. to jump in different directions.</p> <p>4. to stop safely.</p> <p>5. to move at slow and fast speeds.</p> <p>6. to stop safely in different ways.</p> | <p><u>Manipulation and coordination</u></p> <p>Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope.</p> <p>1. to play parachute games.</p> <p>2. to use equipment to perform actions.</p> <p>3. to use a baton to push beanbags and balls.</p> <p>4. to use a baton to dribble.</p> <p>5. to perform different jumps.</p> <p>6. to handle a hoop</p> | |



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| Year 1 | <u>Run, Jump, Throw 1</u> | <u>Run, Jump, Throw 2</u> | <u>Send & Return 1</u> | <u>Send & Return 2</u> (In Hall) | <u>Dance (Teacher led)</u> | <u>Dance (outside agency)</u> | |
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| | <p>Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.</p> <p>1. to start and stop moving at speed.</p> <p>2. to use our arms when running at different speeds.</p> <p>3. to take off on two feet to jump at distance.</p> <p>4. to use the correct technique to throw different objects for distance.</p> <p>5. to show improvement in our throwing.</p> <p>6. to take part in a competition using running, jumping and throwing skills.</p> | <p>Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.</p> <p>1. to start and stop moving at speed.</p> <p>2. to use our arms when running at different speeds.</p> <p>3. to take off on two feet to jump at distance.</p> <p>4. to use the correct technique to throw different objects for distance.</p> <p>5. to show improvement in our throwing.</p> <p>to take part in a competition using running, jumping and throwing skills.</p> | <p>Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.</p> <p>1. to slide a beanbag to a target.</p> <p>2. to hit a ball in different ways with our hands.</p> <p>3. to move towards a ball to return it.</p> <p>4. to work with a partner to stop and return a beanbag.</p> <p>5. what a rally is and rallying with a partner.</p> <p>6. to send a ball into space to make it harder for our opponent.</p> | <p>Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.</p> <p>1. to slide a beanbag to a target.</p> <p>2. to hit a ball in different ways with our hands.</p> <p>3. to move towards a ball to return it.</p> <p>4. to work with a partner to stop and return a beanbag.</p> <p>5. what a rally is and rallying with a partner.</p> <p>to send a ball into space to make it harder for our opponent</p> | <p>Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds and perform with different body parts.</p> <p>1. to show moods and feelings we would experience in the jungle.</p> <p>2. to move as if we were living in the jungle.</p> <p>3. to create and perform movements which show friendship.</p> <p>4. to perform leading and following movements.</p> <p>5. to perform a short dance with a clear start, middle and end.</p> <p>6. to use repeated actions in our dance</p> | <p>Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.</p> <p>1. to perform actions to well-known nursery rhymes.</p> <p>2. to march in time to the beat and turn while marching.</p> <p>3. to march in time as a group.</p> <p>4. to perform actions in canon (one after the other).</p> <p>5. to perform a short dance using canon.</p> <p>6. to perform in rounds in different groups</p> | |
| | <p><u>Gymnastics 1</u></p> <p>Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.</p> | <p><u>Gymnastics 2</u></p> <p>To show a range of recognised point balances. To introduce turn, twist, rock, and roll and to link these. To perform unison simple</p> | <p><u>Hit, Catch, Run 1</u></p> <p>Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.</p> | <p><u>Hit, Catch, Run 2</u></p> <p>Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and</p> | <p><u>Attack, Defend, Shoot 1</u></p> <p>Practice basic movements, including running, jumping, etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.</p> | <p><u>Attack, Defend, Shoot 2</u></p> <p>To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.</p> | |



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| | <ol style="list-style-type: none"> to perform 'like' actions in a sequence. to carry and set up apparatus safely. to perform shapes on large and small body parts. to take off and land and use shape in our jumps. to travel on our feet, showing good body tension. how we can create different levels in our performance. | <p>canon and unison techniques.</p> <ol style="list-style-type: none"> to move on, off and over apparatus and use the 'Magic Chair' landing. to rock on different parts of our body and rock using shape. to perform specific point balances such as 'h' and 'y' balance. to perform actions at the same time as others (unison) to perform actions one person after the other (canon). to turn and jump and quarter and half turn. | <ol style="list-style-type: none"> to select a space to throw or roll a ball into. to track and collect a rolling ball. to catch a ball to stop an opponent from scoring. to use our hands to hit a ball. to run between bases to score points. to work as a team to score points. | <p>fielders. Introduce the concept of simple tactics.</p> <ol style="list-style-type: none"> to catch a ball over a short distance. to begin to hit a ball with power. to position ourselves in the path of the ball. to field a ball to a base. to catch a high ball. to stop other teams from scoring points. | <ol style="list-style-type: none"> to hit a target. to defend a target. to roll and slide balls and beanbags. to shoot in a game to get points. to work with a partner to score points. to use our attacking and defending skills in a game. | <ol style="list-style-type: none"> to find our pulse on our wrists. to move side to side to defend a goal. to bounce a ball with control to ourselves. to aim at different targets. to adapt to a game with changing rules. to play in the best defensive position in a game. | |
| Year 2 | <p><u>Run, Jump, Throw 1</u></p> <p>Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.</p> <ol style="list-style-type: none"> to move quickly whilst being aware of others around. | <p><u>Run, Jump, Throw 2</u></p> <p>Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.</p> <ol style="list-style-type: none"> to move quickly whilst being aware of others around. | <p><u>Send & Return 1</u></p> <p>Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.</p> <ol style="list-style-type: none"> to stay on our toes to move quickly to the ball. | <p><u>Send & Return 2</u></p> <p>Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy, active lifestyles. Jump for distance and height.</p> <ol style="list-style-type: none"> to work individually to run over a longer distance. | <p><u>Dance (outside agency)</u></p> <p>Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively, responding to music. Work as part of a group to create and perform.</p> <ol style="list-style-type: none"> to use penguin images to inspire our dance. | <p><u>Dance (Teacher led)</u></p> <p>Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.</p> <ol style="list-style-type: none"> to develop a dance that shows different emotions, to dance with rhythm following a clockwork pattern. | |



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| | <p>2. to create power with our legs to turn at speed.</p> <p>3. to move through an obstacle course with speed and control.</p> <p>4. to choose the best throw for different situations.</p> <p>5. to use quick feet whilst sprinting.</p> <p>6. to perform static and dynamic balances.</p> <p><u>Gymnastics 1</u></p> <p>Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.</p> <p>1. to combine 4 elements into a floor sequence.</p> <p>2. to create power in a variety of different jumps.</p> <p>3. to take weight on our hands and move in different ways.</p> | <p>2. to create power with our legs to turn at speed.</p> <p>3. to move through an obstacle course with speed and control.</p> <p>4. to choose the best throw for different situations.</p> <p>5. to use quick feet whilst sprinting.</p> <p>6. to perform static and dynamic balances.</p> <p><u>Gymnastics 2</u></p> <p>Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements. Attempt to use rhythm while performing a sequence.</p> <p>1. to use a relevé walk in a sequence.</p> <p>2. to perform a dish and arch shape moving smoothly from one to the other.</p> <p>3. to develop our strength in back support and crab.</p> | <p>2. to identify which hand is dominant in a game.</p> <p>3. the basic rules of serving to our partner.</p> <p>4. to develop agility and use it in a game.</p> <p>5. to use the correct grip to hit a self-fed ball.</p> <p>6. to use the ready position in a rally.</p> <p><u>Hit, Catch, Run 1</u></p> <p>To develop hitting skills with a variety of bats/rackets. Practice feeding/bowling skills. Hit and run to score points in a game.</p> <p>1. to hit a ball and score points running to cones.</p> <p>2. to defend a target by kicking.</p> <p>3. to bowl underarm with control.</p> <p>4. To hit a ball using different bats</p> <p>5. To throw accurately to a base</p> | <p>2. to improve strength to increase our jumping distance.</p> <p>3. to create power when throwing for distance.</p> <p>4. to use breathing techniques to be able to run more.</p> <p>5. to cooperate with our partners to complete a task well.</p> <p>to listen to others and work as a team to achieve the highest score possible</p> <p><u>Hit, Catch, Run 2</u></p> <p>Work on a variety of ways to score runs in the different hit, catch, run games. Work in teams to field. Begin to play the role of wicketkeeper or backstop.</p> <p>1. to time our run around the bases to stay safe,</p> <p>2. to kick a ball into space using different parts of the foot.</p> <p>3. to respond to how a ball is being bowled when hitting.</p> <p>4. learn about the role of the wicketkeeper.</p> | <p>8. to show feelings of abandonment through dance.</p> <p>9. to create movements that show friendship between two characters.</p> <p>10. to create a solo dance with changes of direction and speed.</p> <p>11. to match our movements to music.</p> <p>12. to choose a formation for our dance and explain our choi</p> <p><u>Attack, Defend, Shoot 1</u></p> <p>Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.</p> <p>1. to kick the ball over long and short distances.</p> <p>2. to stop a ball with control using the foot.</p> <p>3. to work as a team to keep the ball.</p> | <p>3. to work on our own to create a short movement phrase.</p> <p>4. to watch, copy and repeat actions to create a 'motif'.</p> <p>5. to perform our motif in different formations.</p> <p>6. to use different movement pathways in our dance.</p> <p><u>Attack, Defend, Shoot 2</u></p> <p>Select and apply a small range of simple tactics. Recognise good qualities in self and others. Work with others to build basic attacking play.</p> <p>1. to throw different types of equipment.</p> <p>2. to move to space after passing the ball.</p> <p>3. to pass and move forward to a target with a partner.</p> <p>4. to position ourselves as a goalkeeper.</p> <p>5. to intercept a ball from a person on the other team.</p> | |
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| | <p>4. to use our flexibility in a bridge and japana gymnastic shape.</p> <p>5. to perform the point balance arabesque.</p> <p>6. to perform a teddy roll.</p> | <p>4. to frog jump and leapfrog.</p> <p>5. to hold an L-sit with a straight back.</p> <p>6. to bring rhythm and flow to our sequence.</p> | <p>6. To hit the ball into space away from fielders.</p> | <p>5. learn about the role of the backstop and its likeness to the wicketkeeper.</p> <p>6. to bowl underarm in a game with accuracy.</p> | <p>4. to bounce a ball with my partner.</p> <p>5. to bounce the ball while we are moving (dribbling).</p> <p>6. to pass the ball forward in a game.</p> | <p>6. to use the skills we have developed in a competition.</p> | |
| Year 3 | <p><u>Gymnastics 1</u></p> <p>Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.</p> <p>1. to show full extension during a balance.</p> <p>2. to move in and out of contrasting shapes with fluency.</p> <p>3. to perform a sequence using different types of rolls.</p> <p>4. to perform powerful jumps from low apparatus.</p> | <p><u>Gymnastics 2</u></p> <p>Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances.</p> <p>1. to perform Japana</p> <p>2. to use bounces and broad jumps in a sequence.</p> <p>3. to attempt a half-lever.</p> <p>4. to transition from a Japana to another shape with control.</p> | <p><u>Dance (Teacher led)</u></p> <p>Practise and put together a performance. Perform using facial expressions. Perform with a prop.</p> <p>1. to perform a jazz square and use it in our dance.</p> <p>2. to perform a dance showing two contrasting characters.</p> <p>3. to develop movements using improvisation.</p> <p>4. to use props in our dance sequence.</p> <p>5. to use facial expressions to bring life and emotion to our dance.</p> <p>6. to take on the role of director to help others improve their dance.</p> | <p><u>Dance (Outside Agency)</u></p> <p>Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work.</p> <p>1. to perform a dance phrase inspired by the ocean's depths.</p> <p>2. to use improvisation to create a longer movement phrase.</p> <p>3. to use dynamics in a short group dance to show travelling on the ocean.</p> <p>4. to perform as a class to show the damage that can be caused to the ocean.</p> | <p><u>Cricket</u></p> <p>Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball. Incorporate learning based on respect and fairness.</p> <p>1. to hit a stationary ball into space using the straight drive.</p> <p>2. to bowl underarm to a batter with some consistency.</p> <p>3. to use the correct footwork to strike a bowled ball.</p> <p>4. to stop a moving ball using the long barrier technique.</p> <p>5. to throw longer distances overarm.</p> | <p><u>Rounders</u></p> <p>To be able to play simple rounders games. Apply some rules to games and develop and use simple rounders skills. Incorporate learning based on respect and fairness.</p> <p>7. to get into the best body position to field a ball.</p> <p>8. to bowl with some consistency in a game.</p> <p>9. to hit a moving ball with one hand.</p> <p>10. to stop a moving ball with the long barrier technique.</p> <p>11. to throw longer distances using the overarm technique.</p> <p>12. to select and apply new skills in a competition</p> | |

Objective - black Specific skills - blue



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| | <p>5. to perform in unison with a partner.</p> <p>6. to create a group performance using contrasting actions.</p> <p><u>Outdoor Adventurous Activities (OAA)</u></p> <p>Taking part in and completing a variety of activities that develop orienteering, teamwork and communication.</p> <p>1. To Locate and record a control point</p> <p>2. To cooperate with others</p> <p>3. To strategically transfer objects in groups</p> <p>4. To reflect and feedback to my team</p> <p>5. To find alternative ways of communicating within a team</p> <p>6. To locate and record a control point</p> | <p>5. stretches while moving and when we are still to increase our flexibility.</p> <p>6. to show strength, flexibility and control in our sequence.</p> <p><u>Tag Rugby</u></p> <p>Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules. Incorporate learning based on respect and fairness.</p> <p>1. to use speed to run past defenders.</p> <p>2. how to use a short pass in a game.</p> <p>3. to use agility to evade being tagged</p> <p>4. to understand and apply the tag protocol in game situations.</p> <p>5. to close down an attacker's space as a defender.</p> | <p><u>Netball</u></p> <p>Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball. Incorporate learning based on respect and fairness.</p> <p>1. to perform quick, accurate chest passes.</p> <p>2. to use dodging to get free from our opponent.</p> <p>3. to catch a netball.</p> <p>4. to use a bounce pass to feed a goal shooter.</p> <p>5. to throw for distance using a shoulder pass.</p> <p>6. to collect a loose ball.</p> | <p>5. to work as a group to develop a dance representing the ocean.</p> <p>7. to prepare our group dance for the final performance.</p> <p><u>Tennis</u></p> <p>To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting. Incorporate learning based on respect and fairness.</p> <p>1. to use the ready position to return a ball.</p> <p>2. to hit the ball to different parts of the court using a forehand hit.</p> <p>3. to perform an underarm serve to start a rally.</p> <p>4. to move towards a ball to return it over the net.</p> <p>5. to play cooperatively with a partner to keep the ball moving over the net.</p> <p>6. to perform forehand hits to score points in a competition.</p> | <p>6. to perform as a wicketkeeper</p> <p><u>Football</u></p> <p>Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football. Incorporate learning based on respect and fairness.</p> <p>1. to use the inside of the foot to pass the ball.</p> <p>2. to trap a ball that is moving along the ground with control.</p> <p>3. to pass the ball accurately into space over short distances.</p> <p>4. to identify and move into space to receive the ball.</p> <p>5. to use the outside of the foot to control the ball and dribble.</p> <p>6. to cushion the ball when receiving.</p> | <p><u>Athletics</u></p> <p>Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force. Incorporate learning based on respect and fairness.</p> <p>1. jumping and hopping sequences.</p> <p>2. to run at different speeds.</p> <p>3. to approach and jump hurdles.</p> <p>4. to throw a javelin using the pull-throw technique.</p> <p>5. a variety of skipping techniques.</p> <p>6. to keep score accurately over a range of events</p> | |
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| | | 6. to perform a backward pass to continue an attack | | | | | |
| Year 4 | Netball Introduce high-five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skills such as marking and footwork. Introduce the concept of preliminary moves. Incorporate learning based on respect and fairness. 1. to protect the ball once we have caught it. 2. to use basic shooting techniques in a game. 3. one-to-one marking. 4. to pivot once we have caught the ball. 5. to use quick feet. 6. to use preliminary moves. | Tag Rugby Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay. Incorporate learning based on respect and fairness. 1. to use accurate passes to create an attack as a team. 2. to pick the ball up from the floor & run with it to start an attack. 3. to keep possession of the ball and build an attack. 4. to evade being tagged. 5. to use changes of speed to create gaps to run into. 6. to create attacking opportunities in competitive games. | Dance (Outside Agency) Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. 1. to use freeze frame in our dances. 2. to perform a slide and roll confidently. 3. to use a variety of formations when performing. 4. to extend our 'mission dance' phrases using canon. 5. to sequence our dance actions to show good flow. 6. To create a 5 action dance routine showing good 'stage' entry. | Dance (Teacher led) Concentrating on one simple theme throughout and linking all activities to communicate this to an audience. 1. to communicate the theme of a snake through our dance actions. 2. to use dynamics and formations in our dance to help us tell a story. 3. to use space, travel and floor patterns to enhance the dance. 4. to develop our choreography skills. 5. to work in a small group to create contact movements. 6. to use peer evaluation to improve each other's work | Tennis Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay. Incorporate learning based on respect and fairness. 1. to return to the middle of the court after playing a shot. 2. to accurately use the forehand in game situations to score points. 3. to play a backhand shot with some control. 4. to combine ready position and court movement to consistently return the serve. 5. to work with a partner to score points in a game. 6. to use forehand and backhand shots to score points in a competitive situation. | Rounders To develop a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different roles in rounders. Incorporate learning based on respect and fairness. 1. to hit the ball in different directions. 2. to run between the posts and avoid getting stumped out. 3. to intercept the ball using one hand. 4. to underarm bowl abiding by the rules of bowling. 5. to play the role of backstop in a small game. 6. the rounders scoring system and using it in a game. | |



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| | <p><u>Outdoor Adventurous Activities (OAA)</u></p> <p>Taking part in and completing a variety of activities that develop orienteering, teamwork and communication.</p> <ol style="list-style-type: none"> To Locate and record a control point To cooperate with others To strategically transfer objects in groups To reflect and feedback to my team To find alternative ways of communicating within a team To locate and record a control point | <p><u>Football</u></p> <p>Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement. Incorporate learning based on respect and fairness.</p> <ol style="list-style-type: none"> to run onto the ball to receive it. to explore front and goal-side marking techniques. to perform a standing tackle to dispossess an attacker. to dribble, showing good control to progress forward. to pass and receive the ball over longer distances. to perform passing and moving with a teammate. | <p><u>Gymnastics 1</u></p> <p>Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.</p> <ol style="list-style-type: none"> to perform a 6-element sequence that uses changes in speed and direction. to use the STEP principle to create and perform a partner sequence. to take weight on our hands, showing control. to develop a sequence using compositional ideas, e.g. changing speed. to co-operate as a group to refine a short sequence. to compare and judge sequences | <p><u>Gymnastics 2</u></p> <p>Develop an increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of the body. Refine taking weight on small and large body parts.</p> <ol style="list-style-type: none"> to perform a weighted bunny hop showing control and balance. an arabesque balance and over-the-shoulder roll. to identify and engage core muscles for stability. to smoothly transition from a front support to side support. to perform a shoulder stand with control. to combine all elements of this unit, showing smooth transitions | <p><u>Cricket</u></p> <p>To begin to link a range of skills and use in combination. To make in game decisions to score or limit points. To develop new techniques as a batter, fielder and bowler.</p> <ol style="list-style-type: none"> to use a batting stance and hit the ball in different directions. to anticipate when to run to score singles. to intercept a moving ball with one hand. to bowl overarm. to use the pull shot and attempting it in a game. to field a bouncing ball effectively. | <p><u>Athletics</u></p> <p>Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. Incorporate learning based on respect and fairness.</p> <ol style="list-style-type: none"> to challenge ourselves in running, jumping and throwing tasks to accelerate over short distances. to run and jump using one-footed take-off. to use a sling action to throw a discus. to run on a curve and exchange a baton in our team to apply the skills we have developed in a competitive way | |
| Year 5 | <p><u>Dance (Teacher led)</u></p> <p>Perform different styles of dance fluently and clearly. Refine and</p> | <p><u>Dance (Outside Agency)</u></p> <p>Using professional examples to inspire ideas for explosive action.</p> | <p><u>Gymnastics 1</u></p> <p>Create longer and more complex sequences and adapt performances. Take the lead</p> | <p><u>Gymnastics 2</u></p> <p>Take responsibility for your own warm-up. Perform more complex actions, shapes and</p> | <p><u>Athletics</u></p> <p>Sustain pace over short and longer distances. Run as part of a relay team.</p> | <p><u>Cricket</u></p> <p>Link a range of skills and use in combination. Collaborate with a team to choose, use</p> | |

Objective - black Specific skills - blue



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| | <p>improve dances, adapting them to include the use of space, rhythm and expression.</p> <p>1. what a non-locomotor movement is and using it in our dance.</p> <p>2. to perform both non-locomotor and locomotor movements together.</p> <p>3. to create new and exciting group patterns.</p> <p>4. a simple Line Dance routine.</p> <p>5. to create our own 3-step line dance with a partner.</p> <p>6. to work collaboratively within our group to improve our performance.</p> <p><u>Netball</u></p> <p>Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court. Incorporate learning</p> | <p>Owning and exploring new movement possibilities.</p> <p>1. to communicate the theme of heroes through our dance.</p> <p>2. to manipulate and develop actions using a range of devices.</p> <p>3. to create interesting and varied dance actions as a group using levels.</p> <p>4. to use jumps to bring power and energy to our dance phrase.</p> <p>5. to show the theme of an attack, performing at a low level.</p> <p>6. to work effectively with others to improve movement quality and performance.</p> <p><u>Outdoor Adventurous Activities (OAA)</u></p> <p>Taking part in and completing a variety of activities that develop orienteering, teamwork and communication.</p> | <p>in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.</p> <p>1. the key steps to perform a round-off.</p> <p>2. to create and perform a partner sequence using symmetry.</p> <p>3. to create and perform a partner sequence using asymmetry.</p> <p>4. to perform a counter-balance with a partner.</p> <p>5. to perform smooth transitions between counterbalances using different levels.</p> <p>6. to evaluate each other's work and suggest improvements.</p> <p><u>Swimming (Outside Agency)</u></p> <p><u>Beginners</u></p> <p>Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming</p> | <p>balances with consistency. Use information given by others to improve performance. Remember and repeat longer sequences with more difficult actions.</p> <p>1. to use space creatively along an L-shaped pathway.</p> <p>2. to refine our round-off technique.</p> <p>3. to refine over-the-shoulder roll and attempt a handstand finish.</p> <p>4. to smoothly link two cartwheels to perform a double cartwheel.</p> <p>5. to transition into a bridge with control.</p> <p>6. to develop a 6-element partner sequence incorporating asymmetry.</p> <p><u>Swimming (Outside Agency)</u></p> <p><u>Beginners</u></p> <p>Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming</p> | <p>Perform a range of jumps and throws. Incorporate learning based on respect and fairness.</p> <p>1. to run for speed & distance on our own and as part of a team.</p> <p>2. pacing our run over longer distances.</p> <p>3. different jumping styles and exploring which ones we can jump further with</p> <p>4. to use the push-throw technique.</p> <p>5. to exchange a baton within a restricted area.</p> <p>6. to design a running, jumping or throwing activity for others using the STEP principle</p> <p><u>Tag Rugby</u></p> <p>Combine basic tag rugby skills such as catching and quickly passing in one movement. Select and implement appropriate skills in a game situation. Begin to play effectively when attacking and defending.</p> | <p>and adapt rules in games. Recognise how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance. Incorporate learning based on respect and fairness.</p> <p>1. to work with a partner to score runs.</p> <p>2. to throw accurately over short distances to get batters out.</p> <p>3. to follow the path of the ball to catch as a wicketkeeper.</p> <p>4. to overarm bowl with accuracy whilst using a run-up.</p> <p>5. to play a forward defensive shot.</p> <p>6. to set a field in a game to limit the runs scored by a batter.</p> <p><u>Football</u></p> <p>Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed. Incorporate</p> | |
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| | <p>based on respect and fairness.</p> <p>1. to choose the appropriate pass for different scenarios.</p> <p>2. to find space to receive in a game.</p> <p>3. to use different dodging techniques to outwit a defender and get free.</p> <p>4. to practice and perform pivoting and quick turns.</p> <p>5. to get into closer shooting positions.</p> <p>6. to react and move quickly in isolation and in games.</p> | <p>1. To Locate and record a control point</p> <p>2. To cooperate with others</p> <p>3. To strategically transfer objects in groups</p> <p>4. To reflect and feedback to my team</p> <p>5. To find alternative ways of communicating within a team</p> <p>6. To locate and record a control point</p> | <p>aids. Move with more confidence in the water, including submerging themselves fully. Enter and exit the water independently.</p> <p>1. to keep our balance by pushing and pulling against the water.</p> <p>2. to lift our feet off the ground and make shapes in the water.</p> <p>3. to use our hands to move forward.</p> <p>4. to put our faces in the water.</p> <p>5. to stand again after floating on our front.</p> <p>6. to stand again after floating on our backs.</p> <p>7. to swim a short distance on our backs with a float.</p> <p>8. to push and glide from the side of the pool.</p> <p>9. to use the 'sculling' technique to swim on our backs.</p> <p>10. to use 'doggy paddle' to swim a short distance on our front.</p> | <p>aids. Move with more confidence in the water, including submerging themselves fully. Enter and exit the water independently.</p> <p>1. to keep our balance by pushing and pulling against the water.</p> <p>2. to lift our feet off the ground and make shapes in the water.</p> <p>3. to use our hands to move forward.</p> <p>4. to put our faces in the water.</p> <p>5. to stand again after floating on our front.</p> <p>6. to stand again after floating on our backs.</p> <p>7. to swim a short distance on our backs with a float.</p> <p>8. to push and glide from the side of the pool.</p> <p>9. to use the 'sculling' technique to swim on our backs.</p> <p>10. to use 'doggy paddle' to swim a short distance on our front.</p> | <p>Increase the power of passes so the ball can be moved quickly over a greater distance. Incorporate learning based on respect and fairness.</p> <p>1. to use defensive positions to mark and tag an attacker.</p> <p>2. to pass a ball accurately and consistently while on the move.</p> <p>3. to defend as part of a team to deny space to the attacking team.</p> <p>4. to use a pop pass over short distances to create an explosive run.</p> <p>5. to move the ball quickly using the 'magic diamond' formation.</p> <p>6. to use the 3 step and pass rule with some confidence.</p> | <p>learning based on respect and fairness.</p> <p>1. to turn with the ball.</p> <p>2. to travel quickly and effectively when running with the ball.</p> <p>3. to combine running with the ball and sending it into space.</p> <p>4. to maintain position when attacking to create space.</p> <p>5. to perform a stepover to beat a defender.</p> <p>6. to control a bouncing ball, keeping it close to the body.</p> | |
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| | | | <p>11. to move from a glide into a doggy paddle.</p> <p>12. to swim as far as we are able on our front and back.</p> <p><u>Intermediate</u></p> <p>Swim over greater distances, between 10 & 20 meters, with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges.</p> <p>1. to jump in and submerge in deeper water.</p> <p>2. to sink and then roll under the water.</p> <p>3. to use front crawl leg action to swim longer distances.</p> <p>4. to tuck, float and collect objects from the bottom of the pool.</p> <p>5. to transition from one floating shape to another without putting our feet down.</p> | <p>11. to move from a glide into a doggy paddle.</p> <p>12. to swim as far as we are able on our front and back.</p> <p><u>Intermediate</u></p> <p>Swim over greater distances, between 10 & 20 meters, with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges.</p> <p>1. to jump in and submerge in deeper water.</p> <p>2. to sink and then roll under the water.</p> <p>3. to use front crawl leg action to swim longer distances.</p> <p>4. to tuck, float and collect objects from the bottom of the pool.</p> <p>5. to transition from one floating shape to another without putting our feet down.</p> | | | |
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| | | | <p>6. to use breaststroke leg action to swim on my front and back.</p> <p>7. to handstand on the bottom of the pool.</p> <p>8. to somersault underwater.</p> <p>9. to move forward with our faces in the water using the sculling action.</p> <p>10. to move smoothly through the water transitioning from front to back.</p> <p>11. to propel ourselves underwater while using breaststroke.</p> <p>12. to swim over longer distances without floats or armbands.</p> <p><u>Advanced</u></p> <p>Bring control and fluency to at least two recognised strokes. Implement good breathing techniques. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turns in isolation and during a stroke.</p> <p>1. to swim as part of a team in a relay.</p> | <p>6. to use breaststroke leg action to swim on my front and back.</p> <p>7. to handstand on the bottom of the pool.</p> <p>8. to somersault underwater.</p> <p>9. to move forward with our faces in the water using the sculling action.</p> <p>10. to move smoothly through the water transitioning from front to back.</p> <p>11. to propel ourselves underwater while using breaststroke.</p> <p>12. to swim over longer distances without floats or armbands.</p> <p><u>Advanced</u></p> <p>Bring control and fluency to at least two recognised strokes. Implement good breathing techniques. Attempt personal survival techniques as an individual and group with success. Link lengths together with turns and attempt tumble turns in isolation and during a stroke.</p> | | | |
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| | | | <ul style="list-style-type: none">2. to perform a mushroom float for a sustained period of time.3. to get into the correct position for efficient backstroke swimming.4. to perform and perfect a crouching dive to enter the water.5. to swim, surface dive, and move objects without stopping.6. to tread water and use a rescue aid7. to tumble turn and link a swim stroke with a tumble turn.8. to use breaststroke arms and swim with fluency.9. to use our skills of observation to improve our technique.10. to link lengths together using a tumble turn.11. to enter the water, keeping our head out (head up entry).12. competition finish to finish well in a race. | <ul style="list-style-type: none">1. to swim as part of a team in a relay.2. to perform a mushroom float for a sustained period of time.3. to get into the correct position for efficient backstroke swimming.4. to perform and perfect a crouching dive to enter the water.5. to swim, surface dive, and move objects without stopping.6. to tread water and use a rescue aid7. to tumble turn and link a swim stroke with a tumble turn.8. to use breaststroke arms and swim with fluency.9. to use our skills of observation to improve our technique.10. to link lengths together using a tumble turn.11. to enter the water, keeping our head out (head up entry). | | | |
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| | | | | 12. competition finish to finish well in a race. | | | |
| Year 6 | <u>Dance (Outside Agency)</u> Work collaboratively to include more complex compositional ideas. Talk about different dance styles with understanding, using appropriate language & terminology. 1. to explore the technique of the stag leap and rebound jump. 2. to explore relationships through dance and perform partner lifts. 3. to compose a dance phrase based on the Hakka. 4. to choose and use suitable dynamics for the Hakka. 5. to link freeze frames to street dance style to create a short movement phrase. 6. to perform a Top Rock and Slide Step and perform confidently with a partner. | <u>Dance (Teacher Led)</u> To plan and link complex moves with a group. To demonstrate understanding of a motif in a performance. 1. to practise basic samba dance moves. 2. to practise basic and advanced samba dance moves. 3. to create a samba dance routine. 4. to perform dance steps. 5. to perform more complex movements, neatly linked, with interesting use of shapes, speed, directions and effort. 6. to link interesting movements within a dance. | <u>Gymnastics 1</u> Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus. 1. to use controlled flight onto high apparatus. 2. to dismount from high apparatus. 3. to develop a short sequence using flight in canon formation. 4. to incorporate equipment such as hoops and balls into a group sequence. 5. to create a paired flight sequence using both canon and unison. 6. to create and perform a 6-element sequence to music. | <u>Gymnastics 2</u> Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions. 1. to perform a 10-element sequence using both floor and apparatus. 2. to perform with equipment and respond creatively to music. 3. to create judging criteria and assess performances against it. 4. to create and perform interesting patterns as part of a group. 5. to select and apply the appropriate walk and presentation to start a sequence. 6. to perform a 10-element sequence with a 1-minute time limit. | <u>Athletics</u> Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement. Incorporate learning based on respect and fairness. 1. sprint start technique to increase our running speed. 2. the three phrases of triple jump. 3. the heave throw technique and what it is used for. 4. to assess our own ability to play our role in parlauff. 5. the scissor jump technique and when it would be used in athletics. 6. to record and relay results over a range of track and field events. | <u>Tennis</u> Develop backhand shots. Introduce the lob shot. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve. Incorporate learning based on respect and fairness. 1. to communicate clearly with a partner to score points in doubles play. 2. to attempt a two-handed backhand shot with control. 3. to perform a lob shot to hit the ball over our opponent's head. 4. to apply the correct rules and scoring system in games. 5. to play in different doubles formations and work with our partner to improve. 6. to discuss and apply a range of tactics in doubles play to achieve success. | |



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| | <p><u>Netball</u></p> <p>Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Incorporate learning based on respect and fairness.</p> <p>1. ways to improve coordination.</p> <p>2. to mark the pass or the shot.</p> <p>3. organisation in and around the semi-circle.</p> <p>4. to compete to win the rebounding ball.</p> <p>5. to stay active to intercept a pass.</p> <p>6. to stay onside in games depending on the position being played</p> | <p><u>Outdoor Adventurous Activities (OAA)</u></p> <p>Taking part in and completing a variety of activities that develop orienteering, teamwork and communication.</p> <p>1. To Locate and record a control point</p> <p>2. To cooperate with others</p> <p>3. To strategically transfer objects in groups</p> <p>4. To reflect and feedback to my team</p> <p>5. To find alternative ways of communicating within a team</p> <p>6. To locate and record a control point</p> | <p><u>Cricket</u></p> <p>Apply cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. Incorporate learning based on respect and fairness.</p> <p>1. to create pressure on a batter by using a ring field.</p> <p>2. to track and catch a high ball consistently.</p> <p>3. to perform a short-pitched bowl to get a batter to hit the ball in the air.</p> <p>4. to work in a pair to restrict runs scored when fielding.</p> <p>5. to play an on-drive.</p> <p>6. to set an attacking field.</p> | <p><u>Tag Rugby</u></p> <p>Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group. Incorporate learning based on respect and fairness.</p> <p>1. to create attacking continuity by supporting the player with the ball.</p> <p>2. to use set plays in attack to create space for the ball carrier.</p> <p>3. to develop the 3-step rule, compare and contrasting to the 3-second pass option</p> <p>4. to attack the space as a ball carrier to create scoring opportunities.</p> <p>5. to change from an attacking to a defensive formation when your team loses possession.</p> | <p><u>Rounders</u></p> <p>Apply rounders rules consistently. Play small-sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. Incorporate learning based on respect and fairness.</p> <p>1. attacking tactical bowling to make it more difficult for the batter to hit.</p> <p>2. to track and catch a high ball.</p> <p>3. to use fast bowling to deceive your opponent.</p> <p>4. to work in a pair in the field to restrict scoring.</p> <p>5. to apply tactics when running around bases to avoid overtakes.</p> <p>6. to apply attacking and defensive tactics in a competitive situation.</p> | <p><u>Football</u></p> <p>Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills. Incorporate learning based on respect and fairness.</p> <p>1. to set up a shooting opportunity for a teammate.</p> <p>2. to restrict an opponent's space by defending with my partner.</p> <p>3. to perform a penalty kick with power and accuracy.</p> <p>4. to attack and shoot as a pair.</p> <p>5. to perform the role of cover defender to stop the opposition's attack.</p> <p>6. to use close control to keep possession of the ball under pressure</p> | |
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| | | | | 6. to observe and anaylse our classmate's performance. | | | |
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