

Cycle A	Class 1 + Reception	Class 2	Class 3
<p>Autumn 1</p> <p>Inter-house Hula Hooping 18.10.23</p> <p>Tag Rugby Y5/6 Competition 19.10.23</p> <p>Monster Kick About Event 9th Oct-10th Nov.</p> <p>Y3/4 Mini Soccer 25.10.23</p>	<p>Invasion games/Fundamental Movement Skills Ball skills (control, send and receive) Throwing, catching and footwork. EYFS early assessment Body awareness – agility, speed, balance, co-ordination, changes of direction etc.</p> <p>Circus Skills- scarf throwing, juggling balls, plate spinning, gymnastic ribbons, tightrope walking. Set to music and perform for others.</p> <p>Hula Hooping- basic skills Inter-house Hula hooping competition</p>	<p>Invasion games - Hockey/ dodgeball Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession. Know what rules are needed to make games fair.</p> <p>Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy.</p> <p>Uphold respect and the spirit of fair play</p> <p>Dodgeball Competition -November</p> <p>Swimming – Bakewell Pool - weekly</p>	<p>Invasion games - Football/Tag Rugby Dribbling, passing with accuracy, sending and receiving. Shooting and scoring. Competitive games. Uphold and respect the spirit of fair play.</p> <p>Select and apply the appropriate kicking technique with control. Receive a ball using different parts of the foot under pressure with increasing control. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Use a variety of techniques to change direction to lose an opponent. Understand the need for tactics and can identify when to use them in different situations.</p> <p>Tag Rugby Competition- October</p>

<p>Autumn 2</p> <p>Indian Dancing 5.11.23</p> <p>Dodgeball Tournament 9.11.23</p> <p>Bikeability Level 1 10.11.23</p> <p>Quidditch Class 2 22.11.23</p> <p>Bikeability Level 2 29-30/11/23</p>	<p>Dance – Seasonal Dances- Bonfire Night, Autumn Days, Jack Frost.</p> <p>NEW UNIT Outdoor learning and Physical Activity. See separate plan.</p>	<p>Gymnastics - Symmetry and Asymmetry Key shapes, different levels, dynamics, flow and point balances, including changes of direction. Creating sequences with beginnings and ends. Individual, group and partner work.</p> <p>Floorwork and apparatus</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Complete balances with increasing stability, control and technique.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p> <p>Continue to incorporate body shapes, levels, dynamics and flow into their work, but also introduce aspects of symmetry and asymmetry, bridges and flight.</p> <p>Compare and contrast similar performances</p> <p>Swimming – Bakewell Pool - weekly</p>	<p>Dance- Dances from Around the World (Africa-celebration, India – Bollywood (revisit) America- The Hop/Jive) Perform and create complex sequences based on movement. Explore moving to different genres of music.</p> <p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme or stimulus.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p> <p>Evaluate and refine performances.</p>
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<p>Spring 1 Y5/6 Netball 1/2/24</p> <p>Y5/6 Wheelchair basketball 7.2.24</p>	<p>Gymnastics – travelling and balance Moving in different ways, incorporating key shapes, travelling on different body parts using levels and changes of speed and balance to add interest.</p> <p>Introduce mirroring. Develop balance, agility and coordination, incorporating a variety of body shapes, levels and dynamics to add interest.</p> <p>Floor work and apparatus (if available)</p> <p>Fundamental Movement Skills- revision of throwing/catching/ rolling/ moving around space (fwd, bwd, sideways) Incorporate games from the past linking to topic work.</p>	<p>Swimming at Bakewell Pool-weekly</p> <p>Dance- Mountains and Rivers Plan, perform and refine movements and sequences that communicate an idea with a good start, middle and end.</p> <p>Learn a variety of travels, gestures, turns, jumps and balances with good composure and control.</p> <p>Use motif, canon, unison and formation to represent an idea. Include a variety of levels.</p> <p>Use counts to keep in time with a partner and group. Perform to music.</p> <p>Skipping – individual and long rope</p>	<p>Netball – Practise different types of passing (chest, bounce, shoulder) plus shooting from different positions around the D. Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move. Understand the need for tactics and identify when to use them in different situations.</p> <p>Learn the positions on court and put skills into attacking and defending situations, ready for schools’ competition in March.</p>
<p>Spring 2 Climbing Wall installed. 28.2.24</p> <p>Y5/6 Hockey & Quad Kids 21.3.24</p>	<p>Gymnastics Building on previous term. Create pathways and sequences incorporating linking key shapes, levels, dynamics, partner and groupwork. Weight bearing and jumping skills. Explore mirroring with partners. Develop short sequences on their own/ with partner. Have a clear start & finish.</p>	<p>Swimming – Bakewell Pool - weekly</p> <p>Gymnastics Working individually and in pairs to link shapes and create sequences.</p> <p>Continue to incorporate body shapes, levels, dynamics and flow into their work, but also introduce aspects of matching and mirroring.</p>	<p>Hockey - Revise skills for competition. Select and apply the appropriate hitting technique with control (hit, push pass, dribbling etc) Strike a ball using a wider range of skills to outwit an opponent.</p> <p>Tackle and intercept a ball with increasing success in game situations.</p>

<p>Y5/6 Play Leader Training 28.3.24</p>	<p>Use imagination to explore ways of travelling and balancing on, under, over and around the apparatus, if available.</p> <p>Contribute to others’ performances –why was it performed well/ how to improve?</p> <p>Parachute games</p>	<p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Complete balances with increasing stability, control and technique.</p> <p>Choose actions that flow well into one another (transitions)</p>	<p>Receive a ball with consideration of the next move, under pressure with increasing control.</p> <p>Work as a team and apply tactics.</p> <p>Gymnastics (short unit-if time allows) Key shapes -dynamics, levels, flow travelling, balancing, flight. Partner and group balances (Canon, unison) Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>
<p>Summer 1 Sports Festival Class 2 25.4.24</p> <p>Reception Balance Bikes 30.4.24</p> <p>Y6 Sports Treat Day 17.5.24</p> <p>Bunting Cup - football 23.5.24 (CANC)</p>	<p>Outdoor Adventure Activity (OAA-Welly Wednesday) Follow instructions working towards accuracy.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand and reflect when a challenge is solved successfully and begin to suggest simple ways to improve.</p> <p>Maypole dancing -Basic Skills Practise and learn dances for whole school event.</p>	<p>Swimming – Bakewell Pool</p> <p>Tennis (sponge ball) Play games using throwing, catching and batting skills. Vary strength, length and direction of throw/hit</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Maypole Dancing- Learn ‘The Twister’ for performance event.</p>	<p>Striking and fielding – Cricket/Rounders Hitting into space. Catching, receiving, intercepting, throwing and bowling skills. Working as a team. (Competition event)</p> <p>Develop and adapt their striking, fielding, throwing and catching skills to different heights or distances in small and large games. E.g. throwing, catching and striking a ball accurately to a static and moving partner at different distances. Thinking about when to use an over and under arm throw.</p> <p>Maypole Dancing Learn ‘The Gypsies Tent’ for performance event.</p>

<p>Summer 2</p> <p>Y5/6 Cricket Tournament 6.6.24 re-scheduled.</p> <p>Sports Day 19.6.24</p> <p>Maypole Cream Tea 17.7.24</p> <p>Dates TBC: Y6 Bowling July</p>	<p>Athletics/Sports day Introducing multi-events (throwing, jumping, running) to practise working as a team for Sports Day.</p> <p>Begin to identify personal success. Follow simple instructions. Share their ideas with others. Explore activities making own decisions in response to a task. Make decisions about where to move in space. Follow a path.</p> <p>Team building games. Master fundamental skills and develop simple tactics. Team building games.</p>	<p>Athletics / Sports day Explore multi-events (throwing, jumping, running).</p> <p>Choose skills and equipment to meet the challenges they are set. E.g. by increasing the distance thrown with a foam javelin/shot put/discus etc.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</p> <p>Improve personal bests, whilst beginning to coach each other to improve technique.</p> <p>OAA Develop a broad range of skills and participate in challenges both individually and as a team. Evaluate and recognise own success.</p> <p>Plan and apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p>	<p>Athletics / Sports day Focus on developing technical understanding of athletic ability. Set own targets and improve own performance.</p> <p>Choose their favourite or most effective ways of running, jumping and throwing.</p> <p>Choose the best equipment for different activities.</p> <p>Know how to plan a run so they pace themselves evenly or unevenly.</p> <p>Mark a run up for jumping and throwing. Set themselves and others targets in different events.</p> <p>OAA Develop a broad range of skills and apply basic principles. Participate in challenges both individually and as a team. Communicate, collaborate, compete, evaluate and recognise success.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p>
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Class 2 Swimming

Swim between 25-50 metres unaided, without touching the side of the pool or the pool floor.

Use a range of strokes effectively- e.g. front crawl, backstroke, breaststroke. Co-ordinate breathing appropriate to stroke.

Tread water for 20 seconds and then float on back.

Swim at the surface and below the water.

Perform safe self-rescue in different water-based situations -tread water, floating on back, H.E.L.P. and HUDDLE position (The SAFE Code)

State the correct actions to take if they saw a swimmer in difficulty in water -reach, rescue, throw, phone emergency services. Never go in.

Have knowledge of the dangers of water, locally, nationally, including ice and cold water.

EYFS	Built into Class 1 PE
Autumn 1	Games- Ball handling, gross motor skills, footwork, stop/start, space etc. Using different sized balls to throw/catch/send/retrieve. Simple attack and defend games. Dance – The Circus Performer. Using plates, scarves and juggling balls, developing a performance to music. Focus on hand-eye co-ordination, basic throwing and catching skills & points of balance.
Autumn 2	New Unit – OUTDOOR LEARNING linked to physical activity
Spring 1	Games from ‘Long Ago’ (topic link)- teach Hopscotch and use hoops, cups/scoops and balls etc to explore playground games from the past.
Spring 2	Gymnastics -Fundamental Movement Skills. Building on previous unit, adding different types of jumping and rolling. Individual work, partner work and group work to incorporate balances and moments of stillness.
Summer 1	Team building and problem-solving games – race across the swamp using hoops/ collect treasure etc. Using skills of communication, listening, looking, sharing ideas. Familiarisation with PE on field Maypole dancing
Summer 2	Sports Day activities – sprinting, skipping, throwing, jumping, balancing etc. Assessment for reporting to parents.

Physical development taken from Development Matters 2021.

Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing

Progress towards a more fluent style of moving, with developing control and grace. Provide children with regular opportunities to practise their movement skills alone and with others. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Give children regular, sensitive reminders about correct posture.

Combine different movements with ease and fluency. Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements.

PE Subject Overview 2023-2024 Cycle A -**WORK IN PROGRESS – LT.**

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy. Provide a range of different sized 'balls' made from familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills.