

	Class 1 + Rec	Class 2	Class 3
<p>Autumn 1 Inter-house Hula Hoop competition</p> <p>Inter-school competition Y5/6 Tag Rugby</p>	<p>Fundamental Movement Skills plus Invasion games Methods of travelling: running, jumping, skipping, hopping etc. Control: balancing, stopping, stillness, spacing. To include ball skills (control, send and receive) using different sized balls. Throwing, catching and footwork. Simple attack and defend skills.</p> <p>Fun run – improve fitness and technique (introduce Reception to the playing field) Hula Hooping-learn basic skills</p>	<p>Invasion games - Hockey/ Dodgeball Hockey- Basic skills: Possession, passing and receiving, tackling, hitting and shooting, space and tactics. Dodgeball – Basic skills: How to send and receive the ball (catching/throwing), dodge, aim/shoot, attack and defend and tactical play. Uphold respect and the spirit of fair play. Cluster Dodgeball Competition early November 2022.</p> <p>Swimming See progression of Aquatic Award skills.</p>	<p>Invasion games - Football/Tag Rugby Football- Dribbling, passing with accuracy, sending and receiving. Shooting and scoring. Attack and defend. Tag Rugby -Passing, tagging, scoring, teamwork, attack and defend. Competitive games. Uphold and respect the spirit of fair play. Cluster Tag Rugby Competition October 2022</p> <p>Cross Country- build stamina and improve personal best.</p>
<p>Autumn 2 BIKEABILITY Level 1 Y5/6</p> <p>Inter-school competition Y3/4 Dodgeball</p>	<p>Dance – The Christmas Cake Compose and perform short dances and respond to music. Children will be the baker and ingredients in the cake. Performed to The Nutcracker Suite by Tchaikovsky.</p> <p>Circus Skills- plate spinning, juggling, balancing and using gymnastics ribbons and scarves.</p>	<p>Gymnastics Bridges (Apparatus) Key shapes, different levels, dynamics, flow and point balances, including changes of direction. Revise symmetry and asymmetry. Creating sequences with beginnings and ends. Individual, group and partner work. What makes a balance a bridge? How many different ways can we use our bodies to create bridge balances? Floorwork and apparatus</p> <p>Swimming See progression of Aquatic Award skills.</p>	<p>Gymnastics Explore Counter Balance and Counter Tension balances on the floor and on apparatus. Create sequences by consistently applying flow and challenging their creativity. Link the balances with travel, jumps, rolls etc adding levels, dynamics and start/finish positions.</p> <p>Sportshall athletics Practise and prepare for competition in January, if taking part.</p>

<p>Spring 1</p>	<p>Gymnastics- Big and Small Body Parts Moving in different ways, incorporating key shapes, levels and changes of speed and balance. Create sequences with start and finishing positions and include quality transitions.</p> <p>Skipping-individual ropes and basic skills</p>	<p>Dance- Bollywood Plan, perform and refine movements and sequences. Explore motif, canon, accent, unison. Include levels and dynamics</p> <p>Skipping – individual and long rope</p> <p>Swimming See progression of Aquatic Award skills.</p>	<p>Send and receive - Netball and hockey Possession and passing to team mates. Defend and attack. Think tactically. Show respect and uphold the spirit of the game.</p> <p>Prepare for competitive events.</p> <p>Skipping- French skipping elastics</p>
<p>Spring 2</p> <p>Inter-school Netball & Hockey competition for Y5/6</p>	<p>Gymnastics Pathways and sequences incorporating linking simple maths shapes, levels, dynamics, partner and groupwork. Jumping skills.</p> <p>Create individual and partner sequences with start and finishing positions and include quality transitions.</p> <p>Perform to music.</p> <p>Parachute games</p>	<p>Gymnastics Flight – taking off, landing, moving across and around apparatus (transference of weight), linking shapes and creating sequences. Travelling over, under, through the apparatus, and including the floor and safe wall space as part of the working environment. Individual work, partner balances and small group tableaux.</p>	<p>Hockey cont. (prepare for competition)</p> <p>Dance- Perform and create complex sequences. Explore moving to different genres of music.</p>
<p>Summer 1</p> <p>Visit from DCC- all classes</p>	<p>Target/aim games Team building and problem-solving games. Throwing/catching & bat/ball Using space, agility, balance, control and co-ordination. Simple games.</p>	<p>Cricket/Mini Tennis Play games using throwing, catching and batting skills (hitting into space, catching, receiving, intercepting and throwing at a base Vary strength, length and direction of throw/hit). Working as a team. Use larger striking equipment to assist hand-eye co-ordination when striking an object.</p>	<p>Striking and fielding – Cricket/Rounders Hitting into space. Catching, receiving, intercepting and throwing (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).</p>

<p>Summer festival Y2,3,4 Cricket festival Y5/6</p>	<p>Maypole Dancing – skipping, clapping, keeping in time and changing direction</p>	<p>Consolidate and develop the range and consistency of their skills in striking and fielding games. Maypole Dancing</p>	<p>Working as a team. Maypole Dancing</p>
<p>Summer 2 Y6 BIKEABILITY Level 2 Sports day</p>	<p>Athletics/Sports day Introducing multi-events (throwing, jumping, running) OAA Master fundamental skills and develop simple tactics.</p>	<p>Athletics / Sports day Explore multi-events (throwing, jumping, running). Increase awareness of speed and distance. OAA Develop a broad range of skills and participate in challenges both individually and as a team. Evaluate and recognise own success</p>	<p>Athletics / Sports day Focus on developing technical understanding of athletic ability. Set own targets and improve own performance. OAA Develop a broad range of skills and apply basic principles. Participate in challenges both individually and as a team. Communicate, collaborate and compete and evaluate and recognise success.</p>

<p>Class 2 Swimming Swim between 25-50 metres unaided Use more than one stroke and co-ordinate breathing appropriate to stroke. Co-ordinate leg and arm movements Swim at the surface and blow the water</p>

EYFS	Integrated with Class 1 for this cycle 2022-2023.
Autumn 1 Assessment	Games- Ball handling, gross and fine motor skills, footwork, stop/start, space, balance etc. Using different sized balls to throw/catch/send/retrieve. Simple attack and defend games.
Autumn 2	Dance –The Christmas Cake. (see above) Circus skills- Using plates, scarves and juggling balls to incorporate them into a performance to music. Focus on hand-eye co-ordination, basic throwing and catching skills and points of balance.
Spring 1	Gymnastics – Fundamental Movement Skills. Travelling over, under and around apparatus. Using 4 basic body shapes – pin/ball/wide/screw. Performing simple sequences with a starting and finishing position, incorporating use of dynamics and levels. Moments of stillness.
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. Parachute activities. 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.

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

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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.