# Acre Hall Primary School - PE Long Term Curriculum Plan

## Long Term Plan- Whole School Overview of topics-

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| N | Introduction to PE: Unit 1 | Fundamentals: Unit 1 | Gymnastics: Unit 1 | Games: Unit 1 | Ball Skills: Unit 1 | Athletics |
| R | Introduction to PE: Unit 2 | Fundamentals: Unit 2 | Gymnastics: Unit 2 | Games: Unit 2 | Ball Skills: Unit 2 | Athletics |
| 1 | Fundamentals | Fitness | Gymnastics | Ball Skills | Striking and Fielding | Athletics |
| | Sending and Receiving | Yoga | Dance | Invasion | Net and Wall | Team Building |
| 1/2 | Fundamentals | Fitness | Gymnastics | Ball Skills | Striking and Fielding | Athletics |
| | Sending and Receiving | Yoga | Dance | Invasion | Net and Wall | Team Building |
| 2 | Fundamentals | Fitness | Gymnastics | Ball Skills | Striking and Fielding | Athletics |
| | Sending and Receiving | Yoga | Dance | Invasion | Net and Wall | Team Building |
| SSC1 (1/2) | Introduction to PE: Unit 2 | Fitness | Gymnastics: Unit 2 | Games: Unit 2 | Ball Skills: Unit 2 | Athletics |
| | Fundamentals: Unit 2 | Yoga | Dance: Unit 2 | Target Games | Sending and Receiving | Team Building |
| 3 | Basketball | Fitness | Gymnastics | Tennis | Rounders | Athletics |
| | Netball | Yoga | Dance | Tag Rugby | Cricket | OAA |
| 4 | DodgeBall | Football | Golf | Tennis | Cricket | Athletics |
| | Badminton | Ball skills | Handball | Swimming | Swimming | Swimming |
| SSC2/3 (Y3/4) (Y5/6) | Fundamentals | Fitness | Gymnastics | Ball Skills | Striking and Fielding | Athletics |
| | Sending and Receiving | Yoga | Dance | Tag Rugby | Net and Wall | Team Building |
| 5 | Basketball | Fitness | Gymnastics | Badminton Y5/6 | Rounders | Athletics |
| | Netball | Yoga | Dance | Tag Rugby | Cricket | OAA |
| 6 | Handball | Volleyball | Hockey | Golf | Cricket | Tennis |
| | Swimming | Swimming | Swimming | Tag Rugby | Rounders | OAA |

PPA Cover  Class Teacher

# Acre Hall Primary School - PE Long Term Curriculum Plan

## EYFS – Physical Development

In EYFS at Acre Hall physical development is a core focus in Nursery and Reception. Children will be developing their gross and fine motor skills on a daily basis in the provision through continuous provision activities, outdoor activities and focused group work. We focus on strengthening our bodies and understanding how to control them and why they work the way they do.
Children follow a PE scheme "Get set for PE" which is delivered by the class teacher once a week alongside daily PD provision activities. The programme is designed for children too embed the following skills

- ***Physical: run, jump, throw, catch, roll, skip***
- ***Social: work safely, co-operation, support others, communication***
- ***Emotional: honesty, confidence, perseverance, determination***
- ***Thinking: comprehension, make decisions, creativity***

***A lot Physical Development in EYFS is completed within continuous provision inside and outside alongside discrete PE sessions.***

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| **Curriculum EYFS development matters statements** | Nursery<br>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.<br>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.<br>• Go up steps and stairs, or climb up apparatus, using alternate feet.<br>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.<br>• Use large-muscle movements to wave flags and streamers, paint and make marks.<br>• Start taking part in some group activities which they make up for themselves, or in teams.<br>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.<br>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.<br>• Make healthy choices about food, drink, activity and toothbrushing.<br><br>Reception<br>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing<br>• Progress towards a more fluent style of moving, with developing control and grace.<br>• 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.<br>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | • Combine different movements with ease and fluency.<br>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.<br>• Develop overall body-strength, balance, co-ordination and agility.<br>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.<br>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball<br>• Manage their own needs. - Personal hygiene<br>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine |
| **Reception ELG** | Gross Motor<br>• Negotiate space and obstacles safely, with consideration for themselves and others.<br>• Demonstrate strength, balance and coordination when playing.<br>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br><br>Managing self<br>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |

# Acre Hall Primary School - PE Long Term Curriculum Plan

Year One – Sports Coach

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
|---|---|---|---|---|---|---|
| **Topic Enquiry Question:** | **TQ: How Can I Move My Body? (Fundamentals)** | **TQ: What are the benefits of exercise and a healthy lifestyle? (Fitness)** | **TQ: How can I use space safely and effectively while developing my gymnastics? (Gymnastics)** | **TQ: Which techniques can I develop to send and receive a ball? (Ball Skills)** | **TQ: Which skills do I need to use to improve my striking and fielding? (Striking and Fielding)** | **TQ: How can I build my skills to measure performance? (Athletics)** |
| **Lesson Key Questions:** | L1. How can I balance and land safely?<br><br>L2. Why does my body move differently when running at different speeds?<br><br>L3. When do I need to change direction and dodge?<br><br>L4. How can I travel in different ways?<br><br>L5. How can I use co-ordination to combine jumps?<br><br>L6. How can I use my jumping and skipping skills with a rope? | L1. How does exercise make me feel?<br><br>L2. How can exercise make me strong and healthy?<br><br>L3. How does exercise relate to breathing?<br><br>L4. How does exercise help my brain?<br><br>L5. How does exercise help my muscles?<br><br>L6. Why is daily exercise so important? | L1. How many different ways can I travel?<br><br>L2. How can I link shapes and develop my performances?<br><br>L3. How do I control my balances?<br><br>L4. What techniques do I need to use when I want to control my jumps?<br><br>L5. Can I develop my barrel, straight and forward rolls?<br><br>L6. Can I link my gymnastic actions to create sequences? | L1. Can I develop control and coordination when dribbling a ball with my hands?<br><br>L2. How can I be accurate when rolling a ball?<br><br>L3. Can I throw accurately towards a target?<br><br>L4. Can I catch a ball with two hands?<br><br>L5. How can I control a ball when dribbling with my feet?<br><br>L6. Can I track a ball that is coming towards me? | L1. Can I develop my underarm throwing and catching?<br><br>L2. Can I develop my overarm throwing?<br><br>L3. How do I strike a ball with my hand and equipment?<br><br>L4. Can I retrieve a ball when fielding?<br><br>L5. How do I get a batter out?<br><br>L6. Can I develop my decision-making and understand how to score points? | L1. Why do I need to change my speed over varying distances?<br><br>L2. Can I develop my balance?<br><br>L3. Can I develop my agility and coordination?<br><br>L4. How does hopping, jumping and leaping affect distance?<br><br>L5. Can I develop my throwing for distance?<br><br>L6. Can I develop throwing for accuracy? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **NC PE Links** | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Perform dances using simple movement patterns | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>participate in team games, developing simple tactics for attacking and defending | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>participate in team games, developing simple tactics for attacking and defending | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| **Cross curricular Links** | **ENGLISH**<br>Learning vocabulary – balance, direction, land, safely, jump, hop<br>Listening and following instructions<br>Expressing ideas<br>Communicating with others<br><br>**MATHS**<br>Counting<br>Measuring distances<br><br>**SCIENCE**<br>Exploring how to balance | **ENGLISH**<br>Learning of key vocabulary – Co - ordination, agility, stamina, continuous.<br>Reading task cards and following instructions.<br>Communicating with others.<br><br>**MATHS**<br>Counting how many repetitions are made.<br>Working to a time length.<br><br>**SCIENCE** | **ENGLISH**<br>Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence<br>Listening, understanding and following instructions<br>Communicating ideas<br>Providing feedback on others performances<br>Creating letters with their body to spell words<br>Describing shapes<br><br>**MATHS** | **ENGLISH**<br>Learning vocabulary – ready position, far, aim, dribbling, throw, score<br>Listening and following instructions<br>Exploring ideas<br>Communicating with others<br><br>**MATHS**<br>Counting<br>Keeping the score<br><br>**SCIENCE**<br>Identifying changes in the body during exercise | **ENGLISH**<br>Learning vocabulary – striking, fielding, target, opponent, batter, bowler<br>Listening to and following instructions<br>Expressing and communicating ideas<br><br>**MATHS**<br>Counting<br>Keeping the score<br>Adding points together<br>Estimating distances<br><br>**SCIENCE** | **ENGLISH**<br>Introduction of key vocabulary – speed, power, strength, accuracy<br>Communicating ideas with a partner<br><br>**Maths**<br>Counting how many cones they can touch in 20 seconds<br>Counting how many jumps it takes them to get across a set distance<br>Counting how many consecutive throws they can make<br>Counting how many target throws they make<br>Counting how many lengths of the playground completed in 1 minute |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | Exploring how to jump, hop and skip for distance<br>Understanding changes to the body during exercise | Understanding that humans feel differently when performing different exercises.<br>Exploring exercises to develop different areas of fitness. | Counting the number of actions to include<br>Holding balances for 5 seconds<br>Creating shapes with their body<br><br>**SCIENCE**<br>Exploring how to jump and land safely | | Understanding changes to the body during exercise | Estimating distances to make a playing area<br>Measuring how far they throw<br><br>**SCIENCE**<br>Understanding the effect exercise has on the body<br>Understanding how the body reacts to different exercises<br>Understanding which part of the body is used in jumping for height<br>Exploring stance to increase power in their throw |
| **Revisit and review opportunities** | All KS1 and KS2 Units | Year 2: Fitness<br>KS2: Fitness | KS1 and 2: Dance and Gymnastics | Year 2: Ball Skills<br>KS2: Invasion Games | Y2: Striking and Fielding<br>KS2: Cricket, Rounders | Y2: Athletics<br>KS2: Athletics |
| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: challenging myself, perseverance, honesty, selecting and applying, identifying strengths, listening and following instructions | | Healthy Advocates: balancing, sprinting, jogging, dodging, jumping, hopping, skipping, running, coordination, stamina, strength | | Clear Communicators: taking turns, supporting and encouraging others, working safely, communication, problem solving | |
| **Vocabulary** | <u>Autumn 1</u><br>balance, direction, land, safely, jump, hop | <u>Autumn 2</u><br>Stamina, coordination, agility, continuous | <u>Spring 1</u><br>Straight, barrel, tuck, pike, straddle, sequence | <u>Spring 2</u><br>ready position, far, aim, dribbling, throw, score | <u>Summer 1</u><br>striking, fielding, target, opponent, batter, bowler | <u>Summer 2</u><br>speed, power, strength, accuracy |

# Acre Hall Primary School - PE Long Term Curriculum Plan

Year One – Class Teacher

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| **Topic Enquiry Question:** | **TQ: Is there just one way of getting a ball to my partner? (Sending and Receiving)** | **TQ: How can I connect my mind and body? (Yoga)** | **TQ: Can I explore travelling actions, movement skills and balancing in dance? (Dance)** | **TQ: Can I develop ball skills required to play invasion games? (Invasion)** | **TQ: Can I develop my throwing, catching and racket skills needed to play net and wall games? (Net and Wall)** | **TQ: Can I develop my communication and problem solving skills? (Team Building)** |
| **Lesson Key Questions:** | L1. How can I roll and throw a ball towards a target?<br><br>L2. Can I develop my receiving a rolling ball and tracking skills?<br><br>L3. How can I use my feet to send and receive a ball?<br><br>L4. Can I develop throwing and catching skills over a short distance?<br><br>L5. Can I develop throwing and catching skills over a longer distance?<br><br>L6. Can I apply sending and receiving skills to small games? | L1. What is yoga and mindfulness?<br><br>L2. Can I copy and remember poses?<br><br>L3. Can I develop my flexibility to help me hold my poses?<br><br>L4. Can I develop my balance by holding poses?<br><br>L5. Can I use a hoop to create yoga poses?<br><br>L6. Can I create a yoga flow with my partner? | L1. Can I use counts of 8 to move in time?<br><br>L2. Can I explore pathways in my dance?<br><br>L3. Can I create my own dance using actions, pathways and counts?<br><br>L4. Can I explore speed and actions in out toy-inspired dance?<br><br>L5. Can I use expression and create actions that relate to the story?<br><br>L6. How do I use a pathway when travelling? | L1. Can I understand the role of defenders and attackers?<br><br>L2. Who should I pass to and why when playing against a defender?<br><br>L3. Can I move towards a goal with the ball?<br><br>L4. Can I support my teammate in possession?<br><br>L5. Can I move into space showing an awareness of defenders?<br><br>L6. Can I stay with a player when defending? | L1. Can I defend space, using the ready position?<br><br>L2. Can I play against an opponent and keep the score?<br><br>L3. Can I develop control when handling a racket?<br><br>L4. Can I develop my racket and ball skills?<br><br>L5. Can I send a ball using a racket?<br><br>L6. Can I develop hitting over a net? | L1. Can I cooperate and communicate with a partner to solve challenges?<br><br>L2. Can I explore and develop teamwork skills?<br><br>L3. Can I develop communication skills?<br><br>L4. Can I use my communication skills to lead a partner?<br><br>L5. Can I plan with a partner and small group to solve problems?<br><br>L6. Can I communicate with a group to solve challenges? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **NC PE Links** | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Participate in team games, developing simple tactics for attacking and defending<br>. | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Perform dances using simple movement patterns | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Participate in team games, developing simple tactics for attacking and defending<br>. | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>. | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| **Cross curricular Links** | **ENGLISH**<br>Communicating with others<br>Expressing ideas<br>Listening and following instructions<br>Learning vocabulary - target, send, track, receive, partner and distance<br><br>**MATHS**<br>Estimating distances<br>Adding points in a game situation<br>Counting the catches made | **ENGLISH**<br>Learning vocabulary – yoga, breath, balance, flexibility, strength<br>Listening to and following instructions<br>Communicating with others<br>Reading resource cards<br><br>**MATHS**<br>Creating shapes with their body<br>Counting for breathing and poses | **ENGLISH**<br>Learning vocabulary - swaying, floating, gust, swirling, galloping<br>Listening and following instructions<br>Expressing ideas<br>Communicating with others<br><br>**MATHS**<br>Using counts to stay in time with music and a partner<br>Use of numbers<br><br>**SCIENCE** | **ENGLISH**<br>Learning vocabulary: dodging, defence, attack, possession, interception<br>Listening to and following instructions<br>Expressing ideas of how to lose a defender, what a good space looks like<br>Communicating with a partner to move away from defenders<br>**MATHS** | **ENGLISH**<br>Learning vocabulary – accurate, tactics, continuously, target, opponent<br>Listening to and following instructions<br>Expressing ideas<br>**MATHS**<br>Counting<br>Keeping the score<br>Estimating distances<br>**SCIENCE**<br>Discussing how a release point affects where the ball will go | **ENGLISH**<br>Learning vocabulary – teamwork, communication, planning<br>Listening to and following instructions<br>Communicating with others<br>Giving simple instructions<br>Expressing ideas<br>**MATHS**<br>Creating shapes<br>Counting<br>Using directions |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | **SCIENCE**<br>Observing changes to the body while exercising | | Discussing how trees and leaves move<br>Weather<br><br>**HISTORY**<br>Toys from the past | Counting<br>Keeping score<br>Estimating distances to create goals set distances apart<br>**SCIENCE**<br>Exploring dribbling a ball, how to make it bounce high, low<br>Understanding changes to the body during exercise | Understanding changes to the body during exercise | |
| **Revisit and review opportunities** | KS2 – Basketball and Netball (All Years) | KS1 – Yoga<br>KS2 - Yoga | KS1 – Dance<br>KS2 - Dance | KS2 – Netball, basketball | KS1 – Net and Wall<br>KS2 – Tennis and Basketball | KS1 – Team Building<br>KS2 - Orienteering |
| **Curriculum Driver Links** | | | | | | |
| | Clear Communicators:<br>taking turns<br>supporting and encouraging others<br>respect<br>communication, sharing ideas, cooperation | | Healthy Advocates:<br>Kicking, throwing, catching, tracking, breathing, balance, relaxation, flexibility, travel, dribbling, dodging, hitting a ball, tracking a ball | | Aspirational Learners:<br>Challenging myself, Perseverance, Honesty, Being happy to succeed, calmness, patience<br>Thinking: transferring skills, selecting actions, providing feedback | |
| **Vocabulary** | <u>Autumn 1</u><br>Send, receive, throw, target, catch | <u>Autumn 2</u><br>yoga, breath, balance, flexibility, strength | <u>Spring 1</u><br>swaying, floating, gust, swirling, galloping | <u>Spring 2</u><br>dodging, defence, attack, possession, interception | <u>Summer 1</u><br>accurate, tactics, continuously, target, opponent | <u>Summer 2</u><br>teamwork, communication, planning |

# Acre Hall Primary School - PE Long Term Curriculum Plan

Year One/Two – Sports Coach

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
|---|---|---|---|---|---|---|
| **Topic Enquiry Question:** | **TQ: How Can I Move My Body? (Fundamentals)** | **TQ: What are the benefits of exercise and a healthy lifestyle? (Fitness)** | **TQ: How can I use space safely and effectively while developing my gymnastics? (Gymnastics)** | **TQ: Which techniques can I develop to send and receive a ball? (Ball Skills)** | **TQ: Which skills do I need to use to improve my striking and fielding? (Striking and Fielding)** | **TQ: How can I build my skills to measure performance? (Athletics)** |
| **Lesson Key Questions:** | L1. How can I balance and land safely?<br><br>L2. Why does my body move differently when running at different speeds?<br><br>L3. When do I need to change direction and dodge?<br><br>L4. How can I travel in different ways?<br><br>L5. How can I use co-ordination to combine jumps?<br><br>L6. How can I use my jumping and skipping skills with a rope? | L1. How does exercise make me feel?<br><br>L2. How can exercise make me strong and healthy?<br><br>L3. How does exercise relate to breathing?<br><br>L4. How does exercise help my brain?<br><br>L5. How does exercise help my muscles?<br><br>L6. Why is daily exercise so important? | L1. How many different ways can I travel?<br><br>L2. How can I link shapes and develop my performances?<br><br>L3. How do I control my balances?<br><br>L4. What techniques do I need to use when I want to control my jumps?<br><br>L5. Can I develop my barrel, straight and forward rolls?<br><br>L6. Can I link my gymnastic actions to create sequences? | L1. Can I develop control and coordination when dribbling a ball with my hands?<br><br>L2. How can I be accurate when rolling a ball?<br><br>L3. Can I throw accurately towards a target?<br><br>L4. Can I catch a ball with two hands?<br><br>L5. How can I control a ball when dribbling with my feet?<br><br>L6. Can I track a ball that is coming towards me? | L1. Can I develop my underarm throwing and catching?<br><br>L2. Can I develop my overarm throwing?<br><br>L3. How do I strike a ball with my hand and equipment?<br><br>L4. Can I retrieve a ball when fielding?<br><br>L5. How do I get a batter out?<br><br>L6. Can I develop my decision-making and understand how to score points? | L1. Why do I need to change my speed over varying distances?<br><br>L2. Can I develop my balance?<br><br>L3. Can I develop my agility and coordination?<br><br>L4. How does hopping, jumping and leaping affect distance?<br><br>L5. Can I develop my throwing for distance?<br><br>L6. Can I develop throwing for accuracy? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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|---|---|---|---|---|---|---|
| **NC PE Links** | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Perform dances using simple movement patterns | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>participate in team games, developing simple tactics for attacking and defending | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>participate in team games, developing simple tactics for attacking and defending | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| **Cross curricular Links** | **ENGLISH**<br>Learning vocabulary – balance, direction, land, safely, jump, hop<br>Listening and following instructions<br>Expressing ideas<br>Communicating with others<br><br>**MATHS**<br>Counting<br>Measuring distances<br><br>**SCIENCE**<br>Exploring how to balance | **ENGLISH**<br>Learning of key vocabulary – Co - ordination, agility, stamina, continuous.<br>Reading task cards and following instructions.<br>Communicating with others.<br><br>**MATHS**<br>Counting how many repetitions are made.<br>Working to a time length.<br><br>**SCIENCE** | **ENGLISH**<br>Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence<br>Listening, understanding and following instructions<br>Communicating ideas<br>Providing feedback on others performances<br>Creating letters with their body to spell words<br>Describing shapes<br><br>**MATHS** | **ENGLISH**<br>Learning vocabulary – ready position, far, aim, dribbling, throw, score<br>Listening and following instructions<br>Exploring ideas<br>Communicating with others<br><br>**MATHS**<br>Counting<br>Keeping the score<br><br>**SCIENCE**<br>Identifying changes in the body during exercise | **ENGLISH**<br>Learning vocabulary – striking, fielding, target, opponent, batter, bowler<br>Listening to and following instructions<br>Expressing and communicating ideas<br><br>**MATHS**<br>Counting<br>Keeping the score<br>Adding points together<br>Estimating distances<br><br>**SCIENCE** | **ENGLISH**<br>Introduction of key vocabulary – speed, power, strength, accuracy<br>Communicating ideas with a partner<br><br>**Maths**<br>Counting how many cones they can touch in 20 seconds<br>Counting how many jumps it takes them to get across a set distance<br>Counting how many consecutive throws they can make<br>Counting how many target throws they make<br>Counting how many lengths of the playground completed in 1 minute |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | Exploring how to jump, hop and skip for distance<br>Understanding changes to the body during exercise | Understanding that humans feel differently when performing different exercises.<br>Exploring exercises to develop different areas of fitness. | Counting the number of actions to include<br>Holding balances for 5 seconds<br>Creating shapes with their body<br><br>**SCIENCE**<br>Exploring how to jump and land safely | | Understanding changes to the body during exercise | Estimating distances to make a playing area<br>Measuring how far they throw<br><br>**SCIENCE**<br>Understanding the effect exercise has on the body<br>Understanding how the body reacts to different exercises<br>Understanding which part of the body is used in jumping for height<br>Exploring stance to increase power in their throw |
| **Revisit and review opportunities** | All KS1 and KS2 Units | Year 2: Fitness<br>KS2: Fitness | KS1 and 2: Dance and Gymnastics | Year 2: Ball Skills<br>KS2: Invasion Games, athletics, striking and fielding | Y2: Striking and Fielding<br>KS2: Cricket, Rounders | Y2: Athletics<br>KS2: Athletics |
| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: challenging myself, perseverance, honesty, selecting and applying, identifying strengths, listening and following instructions | | Healthy Advocates: balancing, sprinting, jogging, dodging, jumping, hopping, skipping, running, coordination, stamina, strength | | Clear Communicators: taking turns, supporting and encouraging others, working safely, communication, problem solving | |
| **Vocabulary** | <u>Autumn 1</u><br>balance, direction, land, safely, jump, hop | <u>Autumn 2</u><br>Stamina, coordination, agility, continuous | <u>Spring 1</u><br>Straight, barrel, tuck, pike, straddle, sequence | <u>Spring 2</u><br>ready position, far, aim, dribbling, throw, score | <u>Summer 1</u><br>striking, fielding, target, opponent, batter, bowler | <u>Summer 2</u><br>speed, power, strength, accuracy |

# Acre Hall Primary School - PE Long Term Curriculum Plan

Year One/Two – Class Teacher

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| **Topic Enquiry Question:** | **TQ: Is there just one way of getting a ball to my partner? (Sending and Receiving)** | **TQ: How can I connect my mind and body? (Yoga)** | **TQ: Can I explore travelling actions, movement skills and balancing in dance? (Dance)** | **TQ: Can I develop ball skills required to play invasion games? (Invasion)** | **TQ: Can I develop my throwing, catching and racket skills needed to play net and wall games? (Net and Wall)** | **TQ: Can I develop my communication and problem solving skills? (Team Building)** |
| **Lesson Key Questions:** | L1. How can I roll and throw a ball towards a target?<br><br>L2. Can I develop my receiving a rolling ball and tracking skills?<br><br>L3. How can I use my feet to send and receive a ball?<br><br>L4. Can I develop throwing and catching skills over a short distance?<br><br>L5. Can I develop throwing and catching skills over a longer distance?<br><br>L6. Can I apply sending and receiving skills to small games? | L1. What is yoga and mindfulness?<br><br>L2. Can I copy and remember poses?<br><br>L3. Can I develop my flexibility to help me hold my poses?<br><br>L4. Can I develop my balance by holding poses?<br><br>L5. Can I use a hoop to create yoga poses?<br><br>L6. Can I create a yoga flow with my partner? | L1. Can I use counts of 8 to move in time?<br><br>L2. Can I explore pathways in my dance?<br><br>L3. Can I create my own dance using actions, pathways and counts?<br><br>L4. Can I explore speed and actions in out toy-inspired dance?<br><br>L5. Can I use expression and create actions that relate to the story?<br><br>L6. How do I use a pathway when travelling? | L1. Can I understand the role of defenders and attackers?<br><br>L2. Who should I pass to and why when playing against a defender?<br><br>L3. Can I move towards a goal with the ball?<br><br>L4. Can I support my teammate in possession?<br><br>L5. Can I move into space showing an awareness of defenders?<br><br>L6. Can I stay with a player when defending? | L1. Can I defend space, using the ready position?<br><br>L2. Can I play against an opponent and keep the score?<br><br>L3. Can I develop control when handling a racket?<br><br>L4. Can I develop my racket and ball skills?<br><br>L5. Can I send a ball using a racket?<br><br>L6. Can I develop hitting over a net? | L1. Can I cooperate and communicate with a partner to solve challenges?<br><br>L2. Can I explore and develop teamwork skills?<br><br>L3. Can I develop communication skills?<br><br>L4. Can I use my communication skills to lead a partner?<br><br>L5. Can I plan with a partner and small group to solve problems?<br><br>L6. Can I communicate with a group to solve challenges? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **NC PE Links** | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Participate in team games, developing simple tactics for attacking and defending<br>. | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Perform dances using simple movement patterns | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Participate in team games, developing simple tactics for attacking and defending<br>. | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>. | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| **Cross curricular Links** | **ENGLISH**<br>Communicating with others<br>Expressing ideas<br>Listening and following instructions<br>Learning vocabulary - target, send, track, receive, partner and distance<br><br>**MATHS**<br>Estimating distances<br>Adding points in a game situation<br>Counting the catches made | **ENGLISH**<br>Learning vocabulary – yoga, breath, balance, flexibility, strength<br>Listening to and following instructions<br>Communicating with others<br>Reading resource cards<br><br>**MATHS**<br>Creating shapes with their body<br>Counting for breathing and poses | **ENGLISH**<br>Learning vocabulary - swaying, floating, gust, swirling, galloping<br>Listening and following instructions<br>Expressing ideas<br>Communicating with others<br><br>**MATHS**<br>Using counts to stay in time with music and a partner<br>Use of numbers<br><br>**SCIENCE** | **ENGLISH**<br>Learning vocabulary: dodging, defence, attack, possession, interception<br>Listening to and following instructions<br>Expressing ideas of how to lose a defender, what a good space looks like<br>Communicating with a partner to move away from defenders<br>**MATHS** | **ENGLISH**<br>Learning vocabulary – accurate, tactics, continuously, target, opponent<br>Listening to and following instructions<br>Expressing ideas<br>**MATHS**<br>Counting<br>Keeping the score<br>Estimating distances<br>**SCIENCE**<br>Discussing how a release point affects where the ball will go | **ENGLISH**<br>Learning vocabulary – teamwork, communication, planning<br>Listening to and following instructions<br>Communicating with others<br>Giving simple instructions<br>Expressing ideas<br>**MATHS**<br>Creating shapes<br>Counting<br>Using directions |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | **SCIENCE**<br>Observing changes to the body while exercising | | Discussing how trees and leaves move<br>Weather<br><br>**HISTORY**<br>Toys from the past | Counting<br>Keeping score<br>Estimating distances to create goals set distances apart<br>**SCIENCE**<br>Exploring dribbling a ball, how to make it bounce high, low<br>Understanding changes to the body during exercise | Understanding changes to the body during exercise | |
| **Revisit and review opportunities** | KS2 – Basketball and Netball | KS1 – Yoga<br>KS2 - Yoga | KS1 – Dance<br>KS2 - Dance | KS2 – Netball, basketball, striking and fielding, athletics | KS1 – Net and Wall<br>KS2 – Tennis and Basketball | KS1 – Team Building<br>KS2 - Orienteering |
| **Curriculum Driver Links** | | | | | | |
| | Clear Communicators:<br>taking turns<br>supporting and encouraging others<br>respect<br>communication, sharing ideas, cooperation | | Healthy Advocates:<br>Kicking, throwing, catching, tracking, breathing, balance, relaxation, flexibility, travel, dribbling, dodging, hitting a ball, tracking a ball | | Aspirational Learners:<br>Challenging myself, Perseverance, Honesty, Being happy to succeed, calmness, patience<br>Thinking: transferring skills, selecting actions, providing feedback | |
| **Vocabulary** | <u>Autumn 1</u><br>Send, receive, throw, target, catch | <u>Autumn 2</u><br>yoga, breath, balance, flexibility, strength | <u>Spring 1</u><br>swaying, floating, gust, swirling, galloping | <u>Spring 2</u><br>dodging, defence, attack, possession, interception | <u>Summer 1</u><br>accurate, tactics, continuously, target, opponent | <u>Summer 2</u><br>teamwork, communication, planning |

# Acre Hall Primary School - PE Long Term Curriculum Plan

Year Two – Sports Coach

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| **Topic Enquiry Question:**<br><br>**Lesson Key Questions:** | **TQ: How Can I Move My Body? (Fundamentals)**<br><br>L1. How can I balance and land safely?<br><br>L2. Why does my body move differently when running at different speeds?<br><br>L3. When do I need to change direction and dodge?<br><br>L4. How can I travel in different ways?<br><br>L5. How can I use co-ordination to combine jumps?<br><br>L6. How can I use my jumping and skipping skills with a rope? | **TQ: What are the benefits of exercise and a healthy lifestyle? (Fitness)**<br><br>L1. How does exercise make me feel?<br><br>L2. How can exercise make me strong and healthy?<br><br>L3. How does exercise relate to breathing?<br><br>L4. How does exercise help my brain?<br><br>L5. How does exercise help my muscles?<br><br>L6. Why is daily exercise so important? | **TQ: Can I develop my gymnastic actions on the floor and apparatus? (Gymnastics)**<br><br>L1. What are gymnastic shapes and how can I link them together?<br><br>L2. Can I use shapes to create my own balances?<br><br>L3. What is travelling and how do I link these actions to balances using apparatus?<br><br>L4. Can I demonstrate different shapes in my jumps?<br><br>L5. Can I develop rolling and sequence building?<br><br>L6. Can I develop my sequences using apparatus? | **TQ: Can I develop my fundamental ball skills of throwing and catching?**<br><br>L1. Can I roll a ball to hit a target?<br><br>L2. Can I develop my coordination and be able to stop a rolling ball?<br><br>L3. What technique and control do I need when dribbling a ball with my feet?<br><br>L4. Can I keep control when kicking a ball?<br><br>L5. How do I develop my coordination and technique of throwing and catching?<br><br>L6. What do I need to do to control a ball when dribbling with my hands? | **TQ: How do I throw, catch, track and retrieve a ball when playing striking and fielding games?**<br><br>L1. Can I track a rolling ball and collect it?<br><br>L2. What is accuracy and can I develop this when throwing and catching underarm?<br><br>L3. Can I develop my accuracy and distance with overarm throwing?<br><br>L4. Can I strike a ball for distance and accuracy?<br><br>L5. What decisions do I have to make to get a batter out?<br><br>L6. Can I make decisions under pressure? | **TQ: Can I practice and perform my athletic skills, competing to improve on my own score?**<br><br>L1. Can I develop my sprinting action?<br><br>L2. How do I improve my jumping to go further?<br><br>L3. How do I jump higher?<br><br>L4. Can I develop my throwing for distance?<br><br>L5. Can I develop the accuracy of my throwing?<br><br>L6. Can I develop my technique when taking part in an athletics carousel? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **NC PE Links** | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Perform dances using simple movement patterns | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>participate in team games, developing simple tactics for attacking and defending | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>participate in team games, developing simple tactics for attacking and defending | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| **Cross curricular Links** | **ENGLISH**<br>Learning vocabulary – dodging, sprinting, balancing, momentum<br>Listening and following instructions<br>Expressing ideas<br>Communicating with others<br><br>**MATHS**<br>Counting from zero to ten seconds whilst sprinting<br>Using jumps to time a partner<br><br>**SCIENCE**<br>Exploring what helps to make them balance | **ENGLISH**<br>Learning of key vocabulary - Co ordination, agility, stamina, continuous.<br>Reading task cards and following instructions.<br>Communicating with others.<br><br>**MATHS**<br>Counting how many repetitions are made.<br>Working to a time length.<br><br>**SCIENCE**<br>Understanding that humans feel differently when | **ENGLISH**<br>Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence<br>Listening, understanding and following instructions<br>Communicating ideas<br>Providing feedback on others performances<br>Describing shapes<br><br>**MATHS**<br>Counting the number of actions to include<br>Counting number of actions to include in the aerobic warm up and counting to 10 seconds | **ENGLISH**<br>Learning vocabulary – distance, overarm, underarm, received, send, accurate, target<br>Listening and following instructions<br>Expressing ideas<br>Communicating with others<br><br>**MATHS**<br>Counting<br>Keeping the score<br><br>**SCIENCE**<br>Observing changes in the body and breathing after exercise | **ENGLISH**<br>Learning vocabulary: striking, fielding, target, opponent, batter, bowler, track, retrieve<br>Expressing and communicating ideas.<br>Providing feedback using key language.<br><br>**MATHS**<br>Counting and keeping the score.<br>Estimating distances.<br>Adding points together. | **ENGLISH**<br>Introduction of key vocabulary – speed, power, strength, accuracy<br>Communicating ideas with a partner<br><br>**MATHS**<br>Counting how many cones they can touch in 20 seconds<br>Counting how many jumps it takes them to get across a set distance<br>Counting how many consecutive throws they can make<br>Counting how many target throws they make |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | Exploring how to jump, hop and skip for distance<br>Understanding changes to the body during exercise | performing different exercises.<br>Exploring exercises to develop different areas of fitness. | Holding balances for 5 seconds<br>Creating shapes with their body<br><br>**SCIENCE**<br>Exploring animals and how they move<br>Learning how to tense their muscles to stay balanced | | | Counting how many lengths of the playground completed in 1 minute<br>Estimating distances to make a playing area<br>Measuring how far they throw<br><br>**SCIENCE**<br>Understanding the effect exercise has on the body<br>Understanding how the body reacts to different exercises<br>Understanding which part of the body is used in jumping for height<br>Exploring stance to increase power in their throw |
| **Revisit and review opportunities** | All KS1 and KS2 Units | Y2 Fitness<br>KS2 Fitness | KS2: Gymnastics | KS2: Netball, basketball, athletics, striking and fielding | KS2: Striking and Fielding | KS2: Athletics |
| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: challenging myself, perseverance, honesty, selecting and applying, identifying | Healthy Advocates: balancing, sprinting, jogging, dodging, jumping, hopping, skipping, rolling, kicking, throwing, | Clear Communicators: taking turns supporting and encouraging others, respect, communication, collaboration, safety | | | |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | strengths, control emotions, determination | | catching, bouncing, dribbling, batting, bowling, speed | | | |
| **Vocabulary** | Autumn 1<br>dodging, sprinting, balancing, momentum | Autumn 2<br>Coordination, agility, stamina, continuous. | Spring 1<br>Straight, barrel, tuck, pike, straddle, sequence | Spring 2<br>distance, overarm, underarm, received, send, accurate, target | Summer 1<br>striking, fielding, target, opponent, batter, bowler, track, retrieve | Summer 2<br>speed, power, strength, accuracy |

Year Two – Class Teacher

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| **Topic Enquiry Question:**<br><br>**Lesson Key Questions:** | **TQ: Is there just one way of getting a ball to my partner? (Sending and Receiving)**<br><br>L1. How can I roll and throw a ball towards a target?<br><br>L2. Can I develop my receiving a rolling ball and tracking skills?<br><br>L3. How can I use my feet to send and receive a ball?<br><br>L4. Can I develop throwing and catching skills over a short distance?<br><br>L5. Can I develop throwing and | **TQ: How can I connect my mind and body? (Yoga)**<br><br>L1. Can I copy and repeat yoga poses?<br><br>L2. Can I develop my flexibility to help me hold my poses?<br><br>L3. Can I develop my flexibility when completing yoga poses?<br><br>L4. Can I copy actions and link them into a flow? | **TQ: Can I explore space and how my body moves to express ideas, moods, characters and feelings? (Dance)**<br><br>L1. Can I copy, remember and repeat actions using facial expressions to show different characters?<br><br>L2. What levels and pathways can I explore in my dance?<br><br>L3. Can I remember and rehearse my circus dance, showing expression and character? | **TQ: How can attacking and defending help me win games? (Invasion)**<br><br>L1. What is being in possession?<br><br>L2. Can I use a variety of skills to score goals?<br><br>L3. How do I stop a goal?<br><br>L4. How do I gain possession of the ball?<br><br>L5. What does it mean to mark an opponent?<br><br>L6. Can I learn to apply simple tactics | **TQ: Can I learn to play net and wall games honestly and following the rules?**<br><br>L1. Can I develop racket familiarisation?<br><br>L2. Can I develop placing an object?<br><br>L3. Can I use the ready position to defend space on court?<br><br>L4. Can I return a ball with hands?<br><br>L5. Can I return a ball using a racket?<br><br>L6. How do I move an opponent to win a point? | **TQ: Can I develop my teamwork, communication and problem solving skills?**<br><br>L1. Can I follow instructions and work with others?<br><br>L2. Can I cooperate and communicate in a small group to solve challenges?<br><br>L3. Can I create a plan with a group to solve the challenges?<br><br>L4. Can I communicate effectively and develop trust? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | catching skills over a longer distance?<br><br>L6. Can I apply sending and receiving skills to small games? | L6. Can I explore poses and create a yoga flow? | L4. Can I copy and repeat and create movement patterns?<br><br>L5. Can I create and perform in unison, mirroring and matching with a partner?<br><br>L6. Can I remember and repeat actions and dance as a group? | for attacking and defending? | | L5. Can I work as a group to solve problems?<br><br>L6. Can I work with a group to copy and create a basic map? |
| **NC PE Links** | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Participate in team games, developing simple tactics for attacking and defending<br>. | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Perform dances using simple movement patterns | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>Participate in team games, developing simple tactics for attacking and defending<br>. | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><br>. | **Key Stage 1**<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| **Cross curricular Links** | **ENGLISH**<br>Learning vocabulary – target, send, track, receive, partner, opponent. | **ENGLISH**<br>Learning vocabulary – mindfulness, wellbeing, posture, flexibility | **ENGLISH**<br>Learning vocabulary-expression, pathway, direction, perform, dynamics | **ENGLISH**<br>Learning vocabulary – dodging, defence, attack, possession, interception | **ENGLISH**<br>Learning vocabulary –tactics, continuously, target, | **ENGLISH**<br>Learning vocabulary – teamwork, communication, planning |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | Listening to and following instructions.<br>Expressing ideas, how to send and receive a ball, when they were successful and why.<br>Communicating with others in pairs and small groups.<br><br>**MATHS**<br>Estimating distances.<br>Counting.<br><br>**SCIENCE**<br>Observing changes in the body before, during and after exercise. | Listening to and following instructions.<br>Communicating with others.<br>Reading resource cards.<br>MATHS<br>Creating shapes with their body.<br>Counting for breathing and poses.<br>Matching a partner. | Listening and following instructions<br>Expressing ideas through movement<br>Communicating with a partner<br>**MATHS**<br>Using counts to stay in time with music and a partner<br>Use of numbers<br>**SCIENCE**<br>Discussing how a mirror image works | Listening and following instructions<br>Expressing ideas of how to lose a defender, what a good space looks like, why move towards goal<br>Communicating with a partner to move away from defenders<br>**MATHS**<br>Keeping the score<br>Estimating distances to create goals set distances apart<br>**SCIENCE**<br>Exploring dribbling a ball, how to make it bounce high, low<br>**PSHCE**<br>Travelling safely around others<br>Learning to work in a team<br>Learning to take turns and share equipment<br>Structuring feedback on others performances | opponent, court, defend, attack<br>Listening and following instructions<br>Expressing ideas<br>**MATHS**<br>Keeping the score<br><br>**SCIENCE**<br>Exploring release points for throws<br>Exploring when to make contact with the ball and with how much force<br>**PSHCE**<br>Travelling safely around others<br>Learning to work with a partner<br>Learning to take turns and share equipment<br>Structuring feedback on others' performances | Listening to and following instructions<br>Expressing ideas to solve a problem<br>Communicating with others in their group or team<br>Using vocab to navigate a blindfolded partner<br>**MATHS**<br>Creating shapes with their body<br>Adding values together |
| **Revisit and review opportunities** | KS2 – Basketball and Netball | KS2 - Yoga | KS2 - Dance | KS2 – Netball, basketball, striking and fielding, athletics | KS2 – Tennis and Basketball | KS2 - Orienteering |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: determination, perseverance, challenging myself, identifying how to improve, transferring skills, patience, calmness | | Healthy Advocates: rolling, kicking, throwing, catching, tracking, breathing, balance, flexibility, strength, travel, dodge | | Clear Communicators: observing and providing feedback, collaborating with others, share ideas, kindness, respect | |
| **Vocabulary** | <u>Autumn 1</u><br>target, send, track, receive, partner, opponent | <u>Autumn 2</u><br>mindfulness, wellbeing, posture, flexibility | <u>Spring 1</u><br>expression, pathway, direction, perform, dynamics | <u>Spring 2</u><br>dodging, defence, attack, possession, interception | <u>Summer 1</u><br>tactics, continuously, target, opponent, court, defend, attack | <u>Summer 2</u><br>teamwork, communication, planning |

# Acre Hall Primary School - PE Long Term Curriculum Plan

Year Three – Sports Coach

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| **Lesson Key Questions:** | **Basketball**<br><br>L1. Can I develop the attacking skill of dribbling?<br><br>L2. Can I use protective dribbling against an opponent?<br><br>L3. Can I develop the bounce and chest pass?<br><br>L4. Can I develop tracking and defending an opponent?<br><br>L5. Can I develop my technique for the set shot?<br><br>L6. Can I apply the rules and skills I've learned? | **Fitness**<br><br>L1. Can I develop an awareness of what my body is capable of?<br><br>L2. Can I develop my speed and my strength?<br><br>L3. Can I complete actions to develop coordination?<br><br>L4. Can I complete actions to develop my agility?<br><br>L5. Can I complete actions to develop my balance?<br><br>L6. Can I complete actions to develop my stamina? | **Gymnastics**<br><br>L1. Can I create interesting point and patch balances?<br><br>L2. Can I develop stepping into shape jumps with control?<br><br>L3. Can I develop the straight, barrel and forward roll?<br><br>L4. Can I transition smoothly into and out of balances?<br><br>L5. Can I create sequences with matching and contrasting actions and shapes?<br><br>L6. Can I create a partner sequence incorporating equipment? | **Tennis**<br><br>L1. Can I develop racket and ball control?<br><br>L2. Can I develop returning the ball using a forehand?<br><br>L3. Can I rally using a forehand?<br><br>L4. Can I develop the two handed backhand?<br><br>L5. Can I learn how to score?<br><br>L6. Can I work collaboratively with a partner and compete against others? | **Rounders**<br><br>L1. Can I play different roles in a game and begin to think tactically about each role?<br><br>L2. Can I develop the bowling action and learn the rules of bowling?<br><br>L3. Can I run round the outside of the bases and make decisions about when to stop and when to run?<br><br>L4. Can I field a ball using a two handed pick up and a short barrier?<br><br>L5. Can I develop batting technique and an understanding of where to hit the ball?<br><br>L6. Can I apply the skills and rules to play rounders? | **Athletics**<br><br>L1. Can I develop the sprinting technique and improve on my personal best?<br><br>L2. Can I develop changeover in relay events?<br><br>L3. Can I develop jumping technique in a range of approaches and take off positions?<br><br>L4. Can I develop throwing for distance and accuracy?<br><br>L5. Can I develop throwing for distance in a pull throw?<br><br>L6. Can I develop officiating and performing skills? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **NC PE Links** | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate<br>and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | develop flexibility, strength, technique, control and balance<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | develop flexibility, strength, technique, control and balance [for example, through<br>athletics and gymnastics]<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate<br>and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic<br>principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best<br><br>develop flexibility, strength, technique, control and balance [for example, through<br>athletics and gymnastics] |
| **Skills** | I am beginning to use simple tactics.<br>I am learning the rules of the game and am beginning to use them honestly.<br>I can dribble, pass, receive and shoot the ball with some control. | I can collect and record my scores, recognising my strengths.<br>I can complete exercises with control.<br>I can persevere when I find a challenge hard. | I can adapt sequences to suit different types of apparatus.<br>I can choose actions that flow well into one another.<br>I can choose and plan sequences of contrasting actions.<br>I can complete actions with | I am learning the rules of the game and I am beginning to use them to play fairly.<br>I can provide feedback using key words.<br>I can return a ball to a partner.<br>I can use basic racket skills. | I am able to bowl a ball towards a target.<br>I am beginning to strike a bowled ball.<br>I am developing an understanding of tactics and I am beginning to use them in game situations. | I am developing jumping for distance.<br>I can identify when I was successful.<br>I can take part in a relay activity, remembering when to run and what to do.<br>I can throw a variety of objects, changing my action for accuracy and distance.<br>I can use different take off and landings when jumping. |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | I can find space away from others and near to my goal.<br>I can provide feedback using key words.<br>I can track an opponent to slow them down.<br>I understand my role as an attacker and as a defender.<br>I work co-operatively with my group to self-manage games. | I can provide feedback using key words.<br>I can use key points to help me to improve my sprinting technique.<br>I can work safely with others.<br>I show balance when changing direction.<br>I understand that there are different areas of fitness. | increasing balance and control.<br>I can move in unison with a partner.<br>I can provide feedback using key words.<br>I use a greater number of my own ideas for movements in response to a task.<br>With help, I can recognise how performances could be improved. | I understand the aim of the game.<br>I understand the benefits of exercise.<br>I work cooperatively with my group to self-manage games. | I am learning the rules of the game and I am beginning to use them.<br>I can provide feedback using key words.<br>I can use overarm and underarm throwing and catching skills.<br>I work co-operatively with my group to self-manage games. | I can use key points to help me to improve my sprinting technique.<br>I can work with a partner and in a small group, sharing ideas.<br>I show determination to achieve my personal best. |
| **Cross curricular Links** | **ENGLISH**<br>Learning of key vocabulary - Interception, protective, opponent, defend, attack, travelling, possess<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communication with a partner and group<br>**MATHS** | **ENGLISH**<br>Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous<br>Reading task cards and following instructions<br>**MATHS**<br>Recording data on a record sheet<br>Analysing data to discover areas that show the most improvement | **ENGLISH**<br>Learning of key vocabulary - Extension, body tension, momentum, rotate<br>Understand and follow instructions<br>Structuring and providing feedback to others<br>**MATHS**<br>Creating symmetrical shapes in their jumps<br>Creating matching and contrasting shapes | **ENGLISH**<br>Learning of key vocabulary – Opponent, consecutive, forehand, backhand, outwit<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communicating tactics and discussing what made them successful<br>**MATHS** | **ENGLISH**<br>Learning of key vocabulary - fielders, batters, striking, bowling, consecutive<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communicating ideas and discussing what made them successful<br>**MATHS** | **ENGLISH**<br>Learning of key vocabulary - Power, speed, strength, vertical, progressive<br>Communicating ideas<br>Reading task cards<br>**MATHS**<br>Adding metres thrown to get a total<br>Recording data<br>Analysing data<br>Timing partner in events<br>Measuring distances with cones<br>Estimating speeds to match their partner's pace<br>**SCIENCE**<br>Understanding the effect exercise has on the body |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | Addition and counting<br>Estimating distances | Timing a partner in fitness challenges<br>**SCIENCE**<br>Understanding that humans have different components of fitness<br>Exploring exercises to develop different areas of fitness | | Adding numbers in 'Rally 2,4,6,8' | Keeping the score using full and half rounders<br>Estimating distances | Learning the names of muscles<br>Understanding how the body reacts to different exercises<br>Estimating distances with cones and concluding the longest jump<br>Exploring the impact of strength and speed on distance produced<br>Exploring transferring weight to create power in throws |
| **Revisit and review opportunities** | KS2: Invasion | KS2: Fitness | KS2: Gymnastics | KS2: Net and Wall Games | KS2: Striking and Fielding | KS2: Athletics |
| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: honesty, fair play, perseverance, planning strategies, evaluating, improving | | Healthy Advocates: throwing and catching, dribbling, intercepting, shooting, speed, strength, power, agility, balance, underarm, forehand, backhand, striking, sprinting | | Clear Communicators: working safely, communication, collaboration, observing and providing feedback | |
| **Vocabulary** | <u>Autumn 1</u><br>Interception, protective, opponent, defend, attack, travelling, possess | <u>Autumn 2</u><br>Coordination, personal, technique, agility, stamina, continuous | <u>Spring 1</u><br>Extension, body tension, momentum, rotate | <u>Spring 2</u><br>Opponent, consecutive, forehand, backhand, outwit | <u>Summer 1</u><br>fielders, batters, striking, bowling, consecutive | <u>Summer 2</u><br>Power, speed, strength, vertical, progressive |

# Acre Hall Primary School - PE Long Term Curriculum Plan

Year 3 – Class Teacher

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| **Lesson Key Questions:** | **Netball**<br><br>L1. Can I develop passing and moving and play within the footwork rule?<br><br>L2. Can I develop passing and move towards a goal?<br><br>L3. Can I develop movement to lose a defender?<br><br>L4. Can I defend an opponent to try and win the ball?<br><br>L5. Can I develop the shooting action?<br><br>L6. Can I play using the netball rules? | **Yoga**<br><br>L1. Can I explore connecting breath and movement?<br><br>L2. Can I explore new yoga poses and begin to connect them?<br><br>L3. Can I explore gratitude when remembering and repeating a yoga flow?<br><br>L4. Can I develop flexibility and strength in a positive summer flow?<br><br>L5. Can I develop flexibility in an individual yoga flow?<br><br>L6. Can I develop my confidence and strength in arm balances? | **Dance**<br><br>Machines<br>L1. Can I create actions in response to a stimulus and move in unison with a partner?<br><br>L2. Can I create actions to move in contact with a partner or interact with a partner?<br><br>L3. Can I select and link appropriate actions and dynamics to show our dance idea?<br><br>Superpowers<br>L4. Can I remember, repeat and create actions around a theme?<br><br>L5. Can I understand and use formations?<br><br>L6. Can I structure a dance to represent a theme? | **Tag Rugby**<br><br>L1. Can I develop throwing, catching and running with the ball?<br><br>L2. Can I develop an understanding of tagging rules?<br><br>L3. Can I begin to use the forward pass and offside rules?<br><br>L4. Can I dodge a defender and move into space when running towards the goal?<br><br>L5. Can I develop defending skills and use them in a game situation?<br><br>L6. Can I apply the rules and skills learned and play in a tag rugby tournament? | **Cricket**<br><br>L1. Can I develop overarm throwing and catching?<br><br>L2. Can I develop underarm bowling?<br><br>L3. Can I learn to how to grip the bat and develop batting technique?<br><br>L4. Can I field a ball using a two handed pick up and a short barrier?<br><br>L5. Can I develop overarm bowling technique?<br><br>L6. Can I apply skills learned to play mini cricket? | **Outdoor Adventurous Activities**<br><br>L1. Can I develop cooperation and teamwork skills?<br><br>L2. Can I develop trust and team work?<br><br>L3. Can I involve all team members in an activity and work towards a collective goal?<br><br>L4. Can I develop trust while listening to others and follow instructions?<br><br>L5. Can I identify objects on a map, draw and follow a simple map?<br><br>L6. Can I draw a route using directions and navigate around a grid? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **NC PE Links** | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | develop flexibility, strength, technique, control and balance<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | perform dances using a range of movement patterns | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | take part in outdoor and adventurous activity challenges both individually and within a team |
| **Skills** | I am beginning to use simple tactics.<br>I am learning the rules of the game and am beginning to use them honestly.<br>I can communicate with my team and move into space to support them. | I can copy and link yoga poses together to create a short flow.<br>I can describe how yoga makes me feel.<br>I can move from one pose to another in time with my breath.<br>I can provide feedback using key words. | I am respectful of others when watching them perform.<br>I can provide feedback using key words.<br>I can repeat, remember and perform a dance phrase.<br>I can use counts to keep in time with | I am learning the rules of the game and I am beginning to use them to play honestly.<br>I can communicate with my team and move into space to help them.<br>I can defend an opponent and | I am able to bowl a ball towards a target.<br>I am beginning to strike a bowled ball after a bounce.<br>I am developing an understanding of tactics and I am beginning to use them in game situations. | I am developing map reading skills.<br>I can follow and give instructions.<br>I can listen to and am accepting of others' ideas.<br>I can plan and attempt to apply strategies to solve problems.<br>I can reflect on when and why I was successful at solving challenges and am beginning to understand why. |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | I can defend an opponent and try to win the ball.<br>I can pass, receive and shoot the ball with some control.<br>I can provide feedback using key words.<br>I understand my role as an attacker and as a defender.<br>I work cooperatively with my group to self-manage games. | I can work with others to create a flow including a number of poses.<br>I show some stability when holding my yoga poses. | a partner and group.<br>I can use dynamic and and expressive qualities in relation to an idea.<br>I can work with a partner and in a small group, sharing ideas.<br>I create short dance phrases that communicate the idea. | attempt to tag them.<br>I can move with a ball towards goal with increasing control.<br>I can pass and receive the ball with some control.<br>I can provide feedback using key words.<br>I understand my role as an attacker and as a defender.<br>I work cooperatively with my group to self-manage games. | I am learning the rules of the game and I am beginning to use them honestly.<br>I can persevere when learning a new skill.<br>I can provide feedback using key words.<br>I can use overarm and underarm throwing, and catching skills.<br>I work co-operatively with my group to self-manage games. | I can work collaboratively with a partner and a small group. |
| **Cross curricular Links** | **ENGLISH**<br>Learning of key vocabulary - Interception, possession, defence, attack, conceding<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communication with a partner and team<br>**MATHS** | **ENGLISH**<br>Learning vocabulary - meditation, mindfulness, wellbeing.<br>Communicating ideas, thoughts and feelings.<br>Communicating with others | **ENGLISH**<br>Learning of key vocabulary - stimulus, dynamics, formations, canon, unison, shape, relationships<br>Understand and follow instructions, linking actions to counts<br>Communication with a partner and group<br>Communicating and exploring ideas to | **ENGLISH**<br>Learning of key vocabulary - Interception, opponent, defend, attack, consecutive, possession<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communication with a partner and group<br>**MATHS** | **ENGLISH**<br>Learning of key vocabulary - Fielders, batters, striking, tracking, bowling<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communicating ideas and discussing what made them successful | **ENGLISH**<br>Learning of key vocabulary – Communication, obstacle, reflect, planning, navigate<br>Understand and follow instructions<br>Understand rules and apply them to different challenges<br>Expressing ideas and communicating with a partner and group<br>**MATHS**<br>Adding body parts together in 'Body Parts' challenge<br>Adding points together in 'Gold Nuggets' challenge<br>**GEOGRAPHY** |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | Adding scores in the tournament to get a final placing<br>Creating goals set distances apart<br>Estimating distances away from a partner | | create a dance phrase<br>**MATHS**<br>Counting to stay in time with music and a group<br>Using distances to create accurate formations<br>**MUSIC**<br>Exploring rhythm<br>Counting music to create movement<br>**HISTORY**<br>Learning about the Romans and expressing this through movement<br>**SCIENCE**<br>Exploring and demonstrating their understanding of magnetic forces through movement<br>Exploring and demonstrating their understanding of the seasons through movement | Keeping the score in matches and the number of tags made<br>Estimating distances | Spelling the word 'WICKET' in a scoring game<br>**MATHS**<br>Counting the number of objects thrown on each side of the court<br>Keeping the score<br>Degrees of release in throws and bowling<br>Creating goals set distances apart<br>**SCIENCE**<br>Exploring overarm throwing and discussing their findings relating to technique and accuracy | Reading maps to navigate around a course<br>Learning how to orientate a map |
| **Revisit and review opportunities** | KS2: Invasion Games | KS2: Yoga | KS2: Dance | KS2: Invasion | KS2: Striking and Fielding | KS2: OAA |
| **Curriculum Driver Links** | | | | | | |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | Aspirational Learners: honesty, fair play, perseverance, calmness, focus, confidence, creating, confidence, map reading, decision making | | Healthy Advocates: passing, catching, footwork, intercepting, shooting, breathing, balance, flexibility, strength, coordination, direction, pathways, control, balance, teamwork | | Clear Communicators: collaboration, teamwork, feedback, sharing ideas. trust, listening | |
| **Vocabulary** | <u>Autumn 1</u><br>Interception, protective, opponent, defend, attack, travelling, possess | <u>Autumn 2</u><br>-meditation, mindfulness, wellbeing. | <u>Spring 1</u><br>stimulus, dynamics, formations, canon, unison, shape, relationships | <u>Spring 2</u><br>Interception, opponent, defend, attack, consecutive, possession | <u>Summer 1</u><br>Fielders, batters, striking, tracking, bowling | <u>Summer 2</u><br>Communication, obstacle, reflect, planning, navigate |

# Acre Hall Primary School - PE Long Term Curriculum Plan

## Year Four – Sports Coach

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| **Lesson Key Questions:** | **Basketball**<br><br>L1. Can I develop the attacking skill of dribbling?<br><br>L2. Can I use protective dribbling against an opponent?<br><br>L3. Can I develop the bounce and chest pass?<br><br>L4. Can I develop tracking and defending an opponent?<br><br>L5. Can I develop my technique for the set shot?<br><br>L6. Can I apply the rules and skills I've learned? | **Fitness**<br><br>L1. Can I develop an awareness of what my body is capable of?<br><br>L2. Can I develop my speed and my strength?<br><br>L3. Can I complete actions to develop coordination?<br><br>L4. Can I complete actions to develop my agility?<br><br>L5. Can I complete actions to develop my balance?<br><br>L6. Can I complete actions to develop my stamina? | **Gymnastics**<br><br>L1. Can I develop individual and partner balances?<br><br>L2. Can I develop control in performing and landing rotation jumps?<br><br>L3 & L4. Can I develop the straight, barrel, forward and straddle roll?<br><br>L5. Can I develop strength in inverted movements?<br><br>L6. Can I create a partner sequence to include apparatus? | **Tennis**<br><br>L1. Can I develop hitting the ball using a forehand?<br><br>L2. Can I develop returning the ball using a forehand?<br><br>L3. Can I develop the backhand and understand when to use it?<br><br>L4. Can I work cooperatively with a partner to keep a continuous rally going?<br><br>L5. Can I use simple tactics in a game to outwit an opponent?<br><br>L6. Can I demonstrate honesty and fair play when competing against others? | **Cricket**<br><br>L1. Can I develop overarm throwing and catching?<br><br>L2. Can I develop underarm bowling?<br><br>L3. Can I learn to how to grip the bat and develop batting technique?<br><br>L4. Can I field a ball using a two handed pick up and a short barrier?<br><br>L5. Can I develop overarm bowling technique?<br><br>L6. Can I apply skills learned to play mini cricket? | **Athletics**<br><br>L1. Can I develop stamina and an understanding of speed and pace in relation to distance?<br><br>L2. Can I develop power and speed in the sprinting technique?<br><br>L3. Can I develop technique when jumping for distance?<br><br>L4. Can I develop power and technique when throwing for distance?<br><br>L5. Can I develop a pull throw for distance and accuracy?<br><br>L6. Can I develop officiating and performing skills? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **NC PE Links** | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | develop flexibility, strength, technique, control and balance<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best<br><br>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |
| **Skills** | I can delay an opponent and help to prevent | I can collect and record my scores and identify areas I need to improve. | I can explain what happens to my body when I exercise and how | I can communicate with my teammates to | I am able to bowl a ball with some accuracy and consistency. | I can demonstrate the difference in sprinting and |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | the other team from scoring.<br><br>I can dribble, pass, receive and shoot the ball with increasing control.<br><br>I can move to space to help my team to keep possession and score goals.<br><br>I can provide feedback using key terminology and understand what I need to do to improve.<br><br>I can use simple tactics to help my team score or gain possession.<br><br>I share ideas and work with others to manage our game.<br><br>I understand the rules of the game and I can use them often and honestly. | I can use key points to help me to improve my sprinting technique.<br>I share ideas and work with others to manage activities.<br>I show balance when changing direction at speed.<br>I show control when completing activities to improve balance.<br>I show determination to continue working over a period of time.<br>I understand there are different areas of fitness and that each area challenges my body differently. | this helps to make me healthy.<br>I can identify some muscle groups used in gymnastic activities.<br>I can plan and perform sequences with a partner that include a change of level and shape.<br>I can provide feedback using appropriate language relating to the lesson.<br>I can safely perform balances individually and with a partner.<br>I can watch, describe and suggest possible improvements to others' performances and my own.<br>I understand how body tension can improve the control and quality of my movements. | apply simple tactics.<br>I can explain what happens to my body when I exercise and how this helps to make me healthy.<br>I can provide feedback using key terminology and understand what I need to do to improve.<br>I can return to the ready position to defend my own court.<br>I can sometimes play a continuous game.<br>I can use a range of basic racket skills.<br>I share ideas and work with others to manage our game.<br>I understand the rules of the game and I can use them often and honestly. | I am learning the rules of the game and I am beginning to use them to play honestly and fairly.<br>I can communicate with my teammates to apply simple tactics.<br>I can persevere when learning a new skill.<br>I can provide feedback using key terminology and understand what I need to do to improve.<br>I can strike a bowled ball after a bounce.<br>I can use overarm and underarm throwing, and catching skills with increasing accuracy.<br>I share ideas and work with others to manage our game. | jogging techniques.<br>I can explain what happens in my body when I warm up.<br>I can identify when I was successful and what I need to do to improve.<br>I can jump for distance with balance and control.<br>I can throw with some accuracy and power to a target area.<br>I show determination to improve my personal best.<br>I support and encourage others to work to their best. |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **Cross curricular Links** | **ENGLISH**<br>Learning of key vocabulary - Interception, protective, opponent, defend, attack, travelling, possess<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communication with a partner and group<br>**MATHS**<br>Addition and counting<br>Estimating distances | **ENGLISH**<br>Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous<br>Reading task cards and following instructions<br>**MATHS**<br>Recording data on a record sheet<br>Analysing data to discover areas that show the most improvement<br>Timing a partner in fitness challenges<br>**SCIENCE**<br>Understanding that humans have different components of fitness<br>Exploring exercises to develop different areas of fitness | **ENGLISH**<br>Learning of key vocabulary - extension, body tension, momentum, inversion, pathways<br>Understand and safely follow instructions<br>Structuring and providing feedback to others<br>**MATHS**<br>Learning degrees of rotation through jumps<br>Creating an understanding of inversion through shoulder stands and bridges | **ENGLISH**<br>Learning of key vocabulary – Opponent, consecutive, forehand, backhand, outwit<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communicating tactics and discussing what made them successful<br>**MATHS**<br>Adding numbers in 'Rally for points' | **ENGLISH**<br>Learning of key vocabulary - Fielders, batters, striking, tracking, bowling<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communicating ideas and discussing what made them successful<br>Spelling the word 'WICKET' in a scoring game<br>**MATHS**<br>Counting the number of objects thrown on each side of the court<br>Keeping the score<br>Degrees of release in throws and bowling<br>Creating goals set distances apart<br>**SCIENCE**<br>Exploring overarm throwing and discussing their findings relating to technique and accuracy | **ENGLISH**<br>Learning of key vocabulary - Power, speed, strength, vertical, progressive<br>Communicating ideas<br>Reading task cards<br>**MATHS**<br>Adding metres thrown to get a total<br>Recording data<br>Analysing data<br>Timing partner in events<br>Measuring distances with cones<br>Estimating speeds to match their partner's pace<br>**SCIENC**E<br>Understanding the effect exercise has on the body<br>Learning the names of muscles<br>Understanding how the body reacts to different exercises<br>Estimating distances with cones and concluding the longest jump<br>Exploring the impact of strength and speed on distance produced |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | | | | | | Exploring transferring weight to create power in throws |
| **Revisit and review opportunities** | KS2: Invasion Games | KS2: Fitness | KS2: Gymnastics | KS2: Net and Wall Games | KS2: Cricket | KS2: Athletics |
| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: honesty, fair play, perseverance, planning strategies, evaluating, improving | | Healthy Advocates: throwing and catching, dribbling, intercepting, shooting, speed, strength, power, agility, balance, underarm, forehand, backhand, striking, sprinting | | Clear Communicators: working safely, communication, collaboration, observing and providing feedback | |
| **Vocabulary** | <u>Autumn 1</u><br>Interception, protective, opponent, defend, attack, travelling, possess | <u>Autumn 2</u><br>Co ordination, personal, technique, agility, stamina, continuous | <u>Spring 1</u><br>extension, body tension, momentum, inversion, pathways | <u>Spring 2</u><br>Opponent, consecutive, forehand, backhand, outwit | <u>Summer 1</u><br>Fielders, batters, striking, tracking, bowling | <u>Summer 2</u><br>Power, speed, strength, vertical, progressive |

# Acre Hall Primary School - PE Long Term Curriculum Plan

## Year 4 - Class Teacher

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| | **Netball** | **Yoga** | **Dance** | **Swimming** | **Swimming** | **Swimming** |
| **Lesson Key Questions:** | L1. Can I develop passing and moving and play within the footwork rule?<br><br>L2. Can I develop passing and move towards a goal?<br><br>L3. Can I develop movement to lose a defender?<br><br>L4. Can I defend an opponent to try and win the ball?<br><br>L5. Can I develop the shooting action?<br><br>L6. Can I play using the netball rules? | L1. Can I explore connecting breath and movement?<br><br>L2. Can I explore new yoga poses and begin to connect them?<br><br>L3. Can I explore gratitude when remembering and repeating a yoga flow?<br><br>L4. Can I develop flexibility and strength in a positive summer flow?<br><br>L5. Can I develop flexibility in an individual yoga flow?<br><br>L6. Can I develop my confidence and strength in arm balances? | The Spy<br>L1. Can I copy and create actions in response to an idea and be able to adapt this using changes of space?<br><br>L2. Can I choose actions which relate to a theme?<br><br>L3. Can I develop a dance using matching and mirroring?<br><br>States of Matter<br>L4. Can I understand how dynamics, space and relationships can be used to represent states of matter?<br><br>L5. Can I use actions, dynamics, space and relationships to represent states of matter? | L1. Can I develop an understanding of buoyancy and balance in water?<br><br>L2. Can I develop independent movement and submersion?<br><br>L3. Can I develop gliding and crawl legs?<br><br>L4. Can I develop front crawl breathing? | L5. Can I develop gliding and backstroke?<br><br>L6. Can I develop rotation, sculling and treading water?<br><br>L7. Can I develop surface dives, submersion and handstands?<br><br>L8. Can I develop head above water breaststroke technique? | L9. Can I develop head above water breaststroke technique?<br><br>L10. Can I develop basic skills in water safety and floating?<br><br>L11. Can I learn techniques for personal survival?<br><br>L12. Can I develop water safety skills and an understanding of personal survival? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | | | L6. Can I order and structure phrases to create a dance performance? | | | |
| **NC PE Links** | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | develop flexibility, strength, technique, control and balance<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | perform dances using a range of movement patterns | swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different water-based situations. | swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different water-based situations. | swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different water-based situations. |
| **Skills** | I can defend one on one and know when to win the ball.<br>I can explain what happens to my body when I exercise and how | I can describe how yoga makes me feel and can talk about the benefits of yoga.<br>I can link poses together to create a yoga flow. | I can choose actions and dynamics to convey a character or idea.<br>I can copy and remember set choreography. | I can swim competently, confidently and proficiently over a distance of at least 25 metres<br>I can use a range of strokes | I can swim competently, confidently and proficiently over a distance of at least 25 metres | I can swim competently, confidently and proficiently over a distance of at least 25 metres |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | this helps to make me healthy.<br>I can move to space to help my team to keep possession and score goals.<br>I can pass, receive and shoot the ball with increasing control.<br>I can provide feedback using key terminology and understand what I need to do to improve.<br>I can use simple tactics to help my team score or gain possession.<br>I share ideas and work with others to manage our game.<br>I understand the rules of the game and I can use them often and honestly. | I can provide feedback using key terminology and understand what I need to do to improve.<br>I can transition from pose to pose in time with my breath.<br>I can work collaboratively and effectively with others.<br>I demonstrate yoga poses which show clear shapes.<br>I show increasing control and balance when moving from one pose to another. | I can provide feedback using appropriate language relating to the lesson.<br>I can respond imaginatively to a range of stimuli relating to character and narrative.<br>I can use changes in timing and spacing to develop a dance.<br>I can use counts to keep in time with others and the music.<br>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.<br>I show respect for others when working as a group and watching others perform. | effectively [for example, front crawl, backstroke and breaststroke]<br><br>I can perform safe self-rescue in different water-based situations | I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>I can perform safe self-rescue in different water-based situations | I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>I can perform safe self-rescue in different water-based situations |
| **Cross curricular Links** | **ENGLISH**<br>Learning of key vocabulary - | **ENGLISH**<br>Learning vocabulary - meditation, | **ENGLISH**<br>Learning of key vocabulary - | N/A | N/A | N/A |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | Interception, possession, defence, attack, conceding<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communication with a partner and team<br>**MATHS**<br>Adding scores in the tournament to get a final placing<br>Creating goals set distances apart<br>Estimating distances away from a partner | mindfulness, wellbeing.<br>Communicating ideas, thoughts and feelings.<br>Communicating with others. | stimulus, dynamics, formations, canon, unison, relationships<br>Understand and follow instructions<br>Communication with a partner and group to express an idea<br>**MATHS**<br>Counting to stay in time with music and a group<br>Using distances to create accurate formations<br>MUSIC<br>Exploring rhythm<br>Counting music to create movement<br>**SCIENCE**<br>Exploring states of matter and expressing an understanding through movement | | | |
| **Revisit and review opportunities** | KS2: Invasion Games | KS2: Yoga | KS2: Dance | KS2: Swimming | KS2: Swimming | KS2: Swimming |
| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: honesty, fair play, perseverance, planning strategies, evaluating, improving | | Healthy Advocates: throwing and catching, dribbling, intercepting, shooting, speed, strength, power, agility, | | Clear Communicators: working safely, communication, collaboration, observing and providing feedback | |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | | | balance, underarm, forehand, backhand, striking, sprinting, unison, dynamics, floating, gliding, | | | |
| **Vocabulary** | <u>Autumn 1</u><br>Interception, possession, defence, attack, conceding | <u>Autumn 2</u><br>meditation, mindfulness, wellbeing. | <u>Spring 1</u><br>stimulus, dynamics, formations, canon, unison, relationships | <u>Spring 2</u><br>Floating, submersion, gliding, rotation, sculling | <u>Summer 1</u><br>Floating, submersion, gliding, rotation, sculling | <u>Summer 2</u><br>Floating, submersion, gliding, rotation, sculling |

# Acre Hall Primary School - PE Long Term Curriculum Plan

## Year Five – Sports Coach

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| **Lesson Key Questions:** | **Basketball**<br><br>L1. Can I develop protective dribbling against an opponent?<br><br>L2. Can I move into and create space to support a teammate?<br><br>L3. Can I choose when to pass and dribble?<br><br>L4. Can I track an opponent and use defensive techniques to win the ball?<br><br>L5. Can I develop technique to increase accuracy when scoring?<br><br>L6. Can I apply principles, rules and tactics to a game situation? | **Fitness**<br><br>L1. Can I develop an awareness of what my body is capable of?<br><br>L2. Can I develop speed and stamina?<br><br>L3. Can I develop strength using my own body weight?<br><br>L4. Can I develop coordination through skipping?<br><br>L5. Can I perform actions that develop agility?<br><br>L6. Can I develop control whilst balancing? | **Gymnastics**<br><br>L1. Can I perform symmetrical and asymmetrical balances?<br><br>L2. Can I develop the straight, forward, straddle and backward roll?<br><br>L3. Can I explore different methods of travelling, linking actions in both cannon and synchronisations?<br><br>L4. Can I perform progressions of inverted movements?<br><br>L5. Can I explore matching and mirroring using actions both on floor and on apparatus? | **Badminton**<br><br>L1. Can I develop footwork and the forehand and backhand grip?<br><br>L2. Can I develop rallying and understand how to start a game?<br><br>L3. Can I develop a range of shots to keep a rally going?<br><br>L4. Can I score points and play in competitive games?<br><br>L5. Can I select and apply the appropriate skill to a game situation?<br><br>L6. Can I show respect, fair play and honesty when competing against an opponent? | **Rounders**<br><br>L1. Can I develop the bowling action and understand the role of the bowler?<br><br>L2. Can I develop the batting technique?<br><br>L3. Can I make decisions about where and when to send the ball and stump a batter out?<br><br>L4. Can I develop a variety of fielding techniques and when to use them in a game?<br><br>L5. Can I develop long and short barriers in fielding and understand when to use them?<br><br>L6. Can I apply the rules and skills I have learned to play in a rounders tournament? | **Athletics**<br><br>L1. Can I apply different speeds over varying distances?<br><br>L2. Can I develop fluency and coordination when running for speed?<br><br>L3. Can I develop technique in relay changeovers?<br><br>L4. Can I develop technique and coordination in the triple jump?<br><br>L5. Can I develop throwing with force for longer distances?<br><br>L6. Can I develop throwing with greater control and technique? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **NC PE Links** | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best. | develop flexibility, strength, technique, control and balance<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best<br><br>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |
| **Skills** | I can communicate with my team and move into space | I can analyse my fitness scores to identify areas for improvement. | I can create and perform sequences using apparatus, | I am developing a wider range of skills and I am beginning to use | I am beginning to strike a ball with a rounders bat.<br>I am developing a wider range of | I can choose the best pace for a running event.<br>I can identify good athletic |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | to keep possession and score.<br><br>I can dribble, pass, receive and shoot the ball with some control under pressure.<br><br>I can identify when I was successful and what I need to do to improve.<br><br>I can use tracking and intercepting when playing in defence.<br><br>I understand the need for tactics and can identify when to use them in different situations.<br><br>I understand the rules of the game and I can apply them honestly most of the time.<br><br>I understand there are different skills for different | I can choose the best pace for a running event and maintain speed.<br><br>I can encourage and motivate others to work to their personal best.<br><br>I can identify how different activities can benefit my physical health.<br><br>I can work with others to manage activities.<br><br>I understand the different components of fitness and how to test them.<br><br>I understand what my maximum effort looks and feels like and I am determined to achieve it. | individually and with a partner.<br><br>I can lead a partner through short warm-up routines.<br><br>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.<br><br>I can use feedback provided to improve my work.<br><br>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.<br><br>I can use strength and flexibility to improve the | these under some pressure.<br><br>I can identify when I was successful and what I need to do to improve.<br><br>I can use feedback provided to improve my work.<br><br>I can work cooperatively with others to manage our game.<br><br>I understand the need for tactics and can identify when to use them in different situations.<br><br>I understand the rules of the game and I can apply them honestly most of the time.<br><br>I understand there are different skills for different situations and I | fielding skills and I am beginning to use these under some pressure.<br><br>I can identify when I was successful and what I need to do to improve.<br><br>I can work co-operatively with others to manage our game.<br><br>I understand the need for tactics and can identify when to use them in different situations.<br><br>I understand the rules of the game and I can apply them honestly most of the time.<br><br>I understand there are different skills for different situations and I am beginning to use this. | performance and explain why it is good.<br><br>I can perform a range of jumps showing some technique.<br><br>I can show control at take-off and landing in jumping activities.<br><br>I can take on the role of coach, official and timer when working in a group.<br><br>I can use feedback to improve my sprinting technique.<br><br>I persevere to achieve my personal best.<br><br>I show accuracy and power when throwing for distance. |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | situations and I am beginning to apply this. | | quality of a performance.<br><br>I can work safely when learning a new skill to keep myself and others safe. | am beginning to apply this. | | |
| **Cross curricular Links** | **ENGLISH**<br>Learning of key vocabulary - interception, protective, opponent, defending, attacking, possession<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Discussing tactics and communicating these with a partner and group<br>**MATHS**<br>Creating goals set distances apart | **ENGLISH**<br>Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous<br>Reading task cards and following instructions<br>**MATHS**<br>Recording data on a record sheet<br>Analysing data to discover areas that show the most improvement<br>Using stopwatches to time a partner in fitness challenges<br>Placing cones set distances apart | **ENGLISH**<br>Learning of key vocabulary - Inversion, symmetrical, asymmetrical, aesthetics, synchronisation<br>Understand and safely follow instructions<br>Structuring and providing feedback to others<br>Reading and understanding resource cards<br>**MATHS**<br>Learning degrees of rotation through jumps | **ENGLISH**<br>Learning key vocabulary – opponent, consecutive, forehand, backhand, technique, accuracy<br>Understand and follow instructions<br>Understand rules and apply them to game situations when playing and umpiring<br>Communicating tactics and discussing when they were successful and areas for improvement<br>**SCIENCE** | **ENGLISH**<br>Learning of key vocabulary -fielders, continuous, striking, tracking, bowling, outwitting<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Discussing tactics and communicating ideas with a partner or team<br>**MATHS**<br>Estimating distances between bases<br>Keeping the score using half and full rounders | **ENGLISH**<br>Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum<br>Communicating ideas<br>Reading and communicating coaching cards<br>Structuring feedback for peers<br>**MATHS**<br>Making 90° angles at the elbow in sprinting<br>Timing peers with a stopwatch<br>Measuring distance jumped and thrown |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | Estimating halfway distances between thrower and receiver for bounce passes<br>Adding points to discover final placing in the tournament | **SCIENCE**<br>Understanding that humans have different components of fitness<br>Exploring exercises to develop different areas of fitness<br>Learning about muscles and what they are used for | Creating an understanding of inversion through shoulder stands, bridges and cartwheels<br>Mirroring and matching movements<br>Creating symmetrical and asymmetrical shapes | Understanding power, force and trajectory | | with measuring tapes and cones<br>**SCIENCE**<br>Understanding the effect exercise has on the body<br>Learning the names of muscles<br>Understanding how the body reacts to different exercises<br>Exploring transferring weight to create power in throws |
| **Revisit and review opportunities** | KS2: Invasion | KS2: Fitness | KS2: Gymnastics | KS2: Net and Wall | KS2: Striking and Fielding | KS2: Athletics |
| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: perseverance, honesty, fair play, determination | | Healthy Advocates: throwing, catching, dribbling, intercepting, shooting, strength, speed, power, agility, coordination, balance, stamina, serve, forehand, backhand, bowling | | Clear Communicators: communication, collaboration, overserving and feedback, support and encourage others | |
| **Vocabulary** | <u>Autumn 1</u><br>Interception, opponent, defend, attack, possession, conceding | <u>Autumn 2</u><br>Co ordination, personal, technique, agility, stamina, continuous | <u>Spring 1</u><br>Inversion, symmetrical, asymmetrical, aesthetics, synchronisation | <u>Spring 2</u><br>opponent, consecutive, forehand, backhand, technique, accuracy | <u>Summer 1</u><br>fielders, continuous, striking, tracking, bowling, outwitting | <u>Summer 2</u><br>Consistent, downsweep, upsweep, bounding, momentum |

# Acre Hall Primary School - PE Long Term Curriculum Plan

## Year Five – Class Teacher

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| **Lesson Key Questions:** | **Netball**<br><br>L1. Can I develop passing and moving?<br><br>L2. Can I attack by creating and using space?<br><br>L3. Can I change direction and lose a defender?<br><br>L4. Can I defend ball side and know when to go for interceptions?<br><br>L5. Can I develop the shooting action?<br><br>L6. Can I use and apply skills and tactics to small sided games? | **Yoga**<br><br>L1. Can I develop an understanding of yoga?<br><br>L2. Can I develop strength through yoga flows?<br><br>L3. Can I create my own flow showing quality in control, balance and technique?<br><br>L4. Can I develop balance through yoga flows?<br><br>L5. Can I work collaboratively to create a controlled paired yoga flow?<br><br>L6. Can I create my own yoga flow that challenges technique, balance and control? | **Dance**<br><br>Dance by Chance<br>L1. Can I create a dance using a random structure and perform actions showing quality and control?<br><br>L2. Can I understand how changing dynamics changes the appearance of the performance?<br><br>L3. Can I understand and use relationships and space to change how a performance looks?<br><br>Rock 'n' Roll<br>L4. Can I copy and repeat movements in the style of rock 'n' roll?<br><br>L5. Can I work with a partner to copy and repeat actions keeping in time with the music? | **Tag Rugby**<br><br>L1. Can I develop attacking principles, understanding when to run and when to pass<br><br>L2. Can I use the 'forward pass' and 'offside' rules?<br><br>L3. Can I play games using tagging rules?<br><br>L4. Can I develop dodging skills to lose a defender?<br><br>L5. Can I develop drawing defence and understanding when to pass?<br><br>L6. Can I apply the rules and tactics learned to play in a tag rugby tournament? | **Cricket**<br><br>L1. Can I develop throwing accuracy and catching skills under pressure?<br><br>L2. Can I develop placement of a ball into space?<br><br>L3. Can I develop consistency of catching to get opponents out?<br><br>L4. Can I develop overarm bowling technique and accuracy?<br><br>L5. Can I develop a variety of fielding techniques and use them within a game?<br><br>L6. Can I further develop fielding techniques and use them within a game situation? | **Outdoor Adventurous Activity**<br><br>L1. Can I build communication and trust whilst showing awareness of safety?<br><br>L2. Can I work as a team to solve problems, sharing ideas and collaborating with one another?<br><br>L3. Can I develop tactical planning and problem solving?<br><br>L4. Can I share ideas and work as a team to solve problems?<br><br>L5. Can I develop navigational skills and map reading?<br><br>L6. Can I use a key to identify objects and locations? |

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| | | | L6. Can I work collaboratively with a group to create a dance in the style of rock 'n' roll? | | | |
| **NC PE Links** | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best. | develop flexibility, strength, technique, control and balance<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | take part in outdoor and adventurous activity challenges both individually and within a team |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **Skills** | I can communicate with my team and move into space to keep possession and score.<br><br>I can identify when I was successful and what I need to do to improve.<br><br>I can pass, receive and shoot the ball with some control under pressure.<br><br>I can stay with an opponent and I am confident to attempt to intercept.<br><br>I know what position I am playing in and how to contribute when attacking and defending.<br><br>I understand the need for tactics and can identify when to use them | I am confident to lead others through poses and flows.<br><br>I can create a yoga flow working safely with a partner.<br>I can identify how different activities can benefit my physical health.<br><br>I can move with control from one pose to another demonstrating good balance.<br><br>I can provide feedback to others using key terminology.<br><br>I can use feedback provided to improve my work.<br><br>I can use my breath to move from pose to pose.<br><br>I show strength and flexibility | I can accurately copy and repeat set choreography.<br><br>I can choreograph phrases individually and with others considering actions and dynamics.<br><br>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.<br><br>I can lead a group through short warm-up routines.<br><br>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.<br><br>I can suggest ways to improve my own and other people's work | I can communicate with my team and move into space to keep possession and score.<br><br>I can identify when I was successful and what I need to do to improve.<br><br>I can pass and receive the ball with some control under pressure.<br><br>I can tag opponents and close down space.<br><br>I know what position I am playing in and how to contribute when attacking and defending.<br><br>I understand the need for tactics and can identify when to use them in different situations. | I am developing a wider range of fielding skills and I am beginning to use these under some pressure.<br><br>I can identify when I was successful and what I need to do to improve.<br><br>I can strike a bowled ball with increasing consistency.<br><br>I can work co-operatively with others to manage our game.<br><br>I understand the need for tactics and can identify when to use them in different situations.<br><br>I understand the rules of the game and I can apply them honestly most of the time. | I am inclusive of others and can share job roles.<br><br>I can navigate around a course using a map.<br><br>I can orientate a map confidently.<br><br>I can reflect on when I was successful at solving challenges and alter my methods in order to improve.<br><br>I can use critical thinking to approach a task.<br><br>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | in different situations.<br><br>I understand the rules of the game and I can apply them honestly most of the time.<br><br>I understand there are different skills for different situations and I am beginning to apply this. | whilst holding yoga poses. | using key terminology.<br><br>I can use counts when choreographing to stay in time with others and the music.<br><br>I can use feedback provided to improve my work. | I understand the rules of the game and I can apply them honestly most of the time.<br><br>I understand there are different skills for different situations and I am beginning to apply this. | I understand there are different skills for different situations and I am beginning to use this. | |
| **Cross curricular Links** | **ENGLISH**<br>Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communication with a partner and team<br>**MATHS**<br>Using half a netball court or specific thirds of the court<br>Adding scores in the tournament to get a final placing | **ENGLISH**<br>Learning vocabulary - meditation, mindfulness, wellbeing.<br>Communicating ideas, thoughts and feelings.<br>Communicating with others. | **ENGLISH**<br>Learning of key vocabulary- stimulus, dynamics, formations, unison, relationship, phrase<br>Understand and follow instructions<br>Communication with a partner and group to express an idea<br>Forming opinions and structuring verbal feedback<br>**MATHS**<br>Counting to stay in time with music and a group<br>Using distances to create accurate formations | **ENGLISH**<br>Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Discussing tactics and communicating these with a partner and team<br>**MATHS**<br>Adding scores in the tournament to get a final placing<br>Estimating distances | **ENGLISH**<br>Learning of key vocabulary - Fielders, continuous, striking, tracking, bowling<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Communicating ideas and discussing what made them and others successful<br>**MATHS**<br>Setting wickets at 2m intervals<br>Creating areas 7m x 7m | **ENGLISH**<br>Learning of key vocabulary – Communication, obstacle, friendship, planning, navigate<br>Understand and follow instructions<br>Understand rules and apply them to different challenges<br>Expressing ideas and communicating with a partner and group<br>**MATHS**<br>Solving maths equations in the orienteering lesson<br>**GEOGRAPHY** |

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| | Creating goals set distances apart | | **MUSIC**<br>Expressing an understanding of rhythm through movement<br>Counting music to create movement | | Degrees of release in throws and bowling | Reading maps to navigate around a course<br>Learning how to orientate a map |
| **Revisit and review opportunities** | KS2: Invasion Games | KS2: Yoga | KS2: Dance | KS2: Invasion Games | KS2: Striking and Fielding | KS2: OAA |
| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: perseverance, honesty, fair play, decision making, leadership, independence | | Healthy Advocates: passing, catching, footwork, intercepting, shooting, dodging, balance, strength, flexibility, coordination, canon, unison, dynamics | | Clear Communicators: communication, collaboration, observing and providing feedback, map reading | |
| **Vocabulary** | <u>Autumn 1</u><br>Interception, opponent, defend, attack, possession, conceding | <u>Autumn 2</u><br>meditation, mindfulness, wellbeing. | <u>Spring 1</u><br>stimulus, dynamics, formations, unison, relationship, phrase | <u>Spring 2</u><br>Interception, opponent, defend, attack, possession, conceding | <u>Summer 1</u><br>Fielders, continuous, striking, tracking, bowling | <u>Summer 2</u><br>Communication, obstacle, friendship, planning, navigate |

# Acre Hall Primary School - PE Long Term Curriculum Plan

## Year Six – Sports Coach

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| **Topic Enquiry Question:**<br><br>**Lesson Key Questions:** | **Basketball**<br><br>L1. Can I develop protective dribbling against an opponent?<br><br>L2. Can I move into and create space to support a teammate?<br><br>L3. Can I choose when to pass and dribble?<br><br>L4. Can I track an opponent and use defensive techniques to win the ball?<br><br>L5. Can I develop technique to increase accuracy when scoring?<br><br>L6. Can I apply principles, rules and tactics to a game situation? | **Fitness**<br><br>L1. Can I develop an awareness of what my body is capable of?<br><br>L2. Can I develop speed and stamina?<br><br>L3. Can I develop strength using my own body weight?<br><br>L4. Can I develop coordination through skipping?<br><br>L5. Can I perform actions that develop agility?<br><br>L6. Can I develop control whilst balancing? | **Gymnastics**<br><br>L1. Can I develop the straddle, forward and backward roll?<br><br>L2. Can I develop counter balance and counter tension?<br><br>L3. Can I perform inverted movements with control?<br><br>L4. Can I perform the progressions of a headstand and a cartwheel?<br><br>L5. Can I use flight from hands to travel over apparatus?<br><br>L6. Can I create group sequence using formations and apparatus? | **Badminton**<br><br>L1. Can I develop footwork and the forehand and backhand grip?<br><br>L2. Can I develop rallying and understand how to start a game?<br><br>L3. Can I develop a range of shots to keep a rally going?<br><br>L4. Can I score points and play in competitive games?<br><br>L5. Can I select and apply the appropriate skill to a game situation?<br><br>L6. Can I show respect, fair play and honesty when competing against an opponent? | **Cricket**<br><br>L1. Can I develop throwing accuracy and catching skills under pressure?<br><br>L2. Can I develop placement of a ball into space?<br><br>L3. Can I develop consistency of catching to get opponents out?<br><br>L4. Can I develop overarm bowling technique and accuracy?<br><br>L5. Can I develop a variety of fielding techniques and use them within a game?<br><br>L6. Can I further develop fielding techniques and use them within a game situation? | **Athletics**<br><br>L1. Can I collaboratively with a partner to set a steady pace?<br><br>L2. Can I develop my own and others' sprinting technique?<br><br>L3. Can I develop power, control and technique for the triple jump?<br><br>L4. Can I develop power, control and technique when throwing for distance?<br><br>L5. Can I develop throwing with force and accuracy for longer distances?<br><br>L6. Can I work collaboratively in a team to develop the officiating skills of measuring, timing and recording? |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **NC PE Links** | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | develop flexibility, strength, technique, control and balance<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and demonstrate improvement to achieve their personal best<br><br>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |
| **Skills** | I can create and use space to help my team.<br>I can dribble, pass, receive and shoot the ball with increasing control under pressure. | I can change my running technique to adapt to different distances.<br>I can collect, record and analyse scores | I can combine and perform gymnastic actions, shapes and balances with control and fluency. | I can select the appropriate action for the situation and make this decision quickly.<br>I can use a wider range of skills with | I can select the appropriate action for the situation.<br>I can strike a bowled ball with increasing consistency and accuracy. | I can compete within the rules showing fair play and honesty.<br>I can help others to improve their |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | I can select the appropriate action for the situation and make this decision quickly.<br>I can use the rules of the game honestly and consistently.<br>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.<br>I can work in collaboration with others so that games run smoothly.<br>I recognise my own and others strengths and areas for development and can suggest ways to improve.<br>I understand when to use different styles of defence in game situations. | to identify areas where I have made the most improvement.<br>I can work with others to organise, manage and record information at a station.<br>I encourage and motivate others to work to their best.<br>I understand that there are different areas of fitness and how this helps me in different activities.<br>I understand the different components of fitness and ways to test and develop them.<br>I work to my maximum consistently when presented with challenges. | I can create and perform sequences using compositional devices to improve the quality.<br>I can lead a small group through a short warm-up routine.<br>I can use appropriate language to evaluate and refine my own and others' work.<br>I can work collaboratively with others to create a sequence.<br>I understand how to work safely when learning a new skill.<br>I understand what counter balance and counter tension is and can show examples with a partner | increasing control under pressure.<br>I can use feedback provided to improve the quality of my work.<br>I can use the rules of the game consistently to play honestly and fairly.<br>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.<br>I can work in collaboration with others so that games run smoothly.<br>I recognise my own and others strengths and areas for development and can suggest ways to improve. | I can use a wider range of fielding skills with increasing control under pressure.<br>I can use the rules of the game consistently to play fairly.<br>I can work in collaboration with others so that games run smoothly.<br>I recognise my own and others strengths and areas for development and can suggest ways to improve.<br>I understand and can apply some tactics in the game as a batter, bowler and fielder. | technique using key teaching points.<br>I can identify my own and others' strengths and areas for development and can suggest ways to improve.<br>I can perform jumps for distance using good technique.<br>I can select and apply the best pace for a running event.<br>I can show accuracy and good technique when throwing for distance.<br>I understand that there are different areas of fitness and how this helps me in different activities.<br>I use different strategies to persevere to achieve my personal best. |
| **Cross curricular Links** | **ENGLISH**<br>Learning of key vocabulary - interception, protective, opponent, defending, | **ENGLISH**<br>Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous | **ENGLISH**<br>Learning of key vocabulary - inversion, symmetrical, asymmetrical, counter balance, counter tension | **ENGLISH**<br>Learning key vocabulary – opponent, consecutive, forehand, backhand, technique, accuracy | **ENGLISH**<br>Learning of key vocabulary - Fielders, continuous, striking, tracking, bowling<br>Understand and follow instructions | **ENGLISH**<br>Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | attacking, possession<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Discussing tactics and communicating these with a partner and group<br>**MATHS**<br>Creating goals set distances apart<br>Estimating halfway distances between thrower and receiver for bounce passes<br>Adding points to discover final placing in the tournament | Reading task cards and following instructions<br>**MATHS**<br>Recording data on a record sheet<br>Analysing data to discover areas that show the most improvement<br>Using stopwatches to time a partner in fitness challenges<br>Placing cones set distances apart<br>**SCIENCE**<br>Understanding that humans have different components of fitness<br>Exploring exercises to develop different areas of fitness<br>Learning about muscles and what they are used for | Understand and safely follow instructions<br>Structuring and providing feedback to others<br>Reading and understanding resource cards<br>**MATHS**<br>Creating an understanding of inversion through shoulder stands, bridges, cartwheels and headstands<br>Mirroring and matching movements<br>Creating symmetrical and asymmetrical shapes<br>SCIENCE<br>Developing an understanding of momentum and how it helps to build force and enable rolls<br>Learning the names of muscles in body tension exercises | Understand and follow instructions<br>Understand rules and apply them to game situations when playing and umpiring<br>Communicating tactics and discussing when they were successful and areas for improvement<br>**SCIENCE**<br>Understanding power, force and trajectory | Understand rules and apply them to game situations<br>Communicating ideas and discussing what made them and others successful<br>**MATHS**<br>Setting wickets at 2m intervals<br>Creating areas 7m x 7m<br>Degrees of release in throws and bowling | Communicating ideas<br>Reading and communicating coaching cards<br>Structuring feedback for peers<br>SCIENCE<br>Understanding the effect exercise has on the body<br>Learning the names of muscles<br>Understanding how the body reacts to different exercises<br>Exploring transferring weight to create power in throws<br>**MATHS**<br>Making 90° angles at the elbow in sprinting<br>Timing peers with a stopwatch<br>Calculating distances and dividing metres between their group |
| **Revisit and review opportunities** | KS2: Invasion | KS2: Fitness | KS2: Gymnastics | KS2: Net and Wall | KS2: Striking and Fielding | KS2: Athletics |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: perseverance, honesty, fair play, determination, responsibility, confidence | | Healthy Advocates: throwing, catching, dribbling, intercepting, shooting, strength, speed, power, agility, coordination, balance, stamina, serve, forehand, backhand, bowling | | Clear Communicators: communication, collaboration, overserving and feedback, support and encourage others | |
| **Vocabulary** | <u>Autumn 1</u><br>interception, protective, opponent, defending, attacking, possession | <u>Autumn 2</u><br>Co ordination, personal, technique, agility, stamina, continuous | <u>Spring 1</u><br>inversion, symmetrical, asymmetrical, counter balance, counter tension | <u>Spring 2</u><br>opponent, consecutive, forehand, backhand, technique, accuracy | <u>Summer 1</u><br>Fielders, continuous, striking, tracking, bowling | <u>Summer 2</u><br>Consistent, downsweep, upsweep, bounding, momentum |

## <u>Year 6 – Class Teacher</u>

| | **Autumn One** | **Autumn Two** | **Spring One** | **Spring Two** | **Summer One** | **Summer Two** |
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| **Lesson Key Questions:** | **Swimming**<br><br>L1. Can I develop gliding, front crawl and backstroke?<br><br>L2. Can I develop rotation, sculling and trading water?<br><br>L3. Can I develop the front crawl stroke and breathing technique? | **Swimming**<br><br>L5. Can I develop breaststroke technique?<br><br>L6. Can I develop breaststroke technique?<br><br>L7. Can I develop breaststroke and breathing technique? | **Swimming**<br><br>L9. Can I develop the dolphin kick?<br><br>L10. Can I learn the techniques for personal survival?<br><br>L11. Can I develop water safety skills and an understanding of personal survival? | **Tag Rugby**<br><br>L1. Can I develop attacking principles, understanding when to run and when to pass<br><br>L2. Can I use the 'forward pass' and 'offside' rules?<br><br>L3. Can I play games using tagging rules? | **Rounders**<br><br>L1. Can I develop the bowling action and understand the role of the bowler?<br><br>L2. Can I develop the batting technique?<br><br>L3. Can I make decisions about where and when to | **Outdoor Adventurous Activity**<br><br>L1. Can I build communication and trust whilst showing awareness of safety?<br><br>L2. Can I work as a team to solve problems, sharing ideas and |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | L4. Can I develop the technique for backstroke arms and legs? | L8. Can I develop basic skills of water safety and floating? | L12. Can I increase endurance in swim challenges?<br><br>L13. Can I identify fastest strokes and personal bests? | L4. Can I develop dodging skills to lose a defender?<br><br>L5. Can I develop drawing defence and understanding when to pass?<br><br>L6. Can I apply the rules and tactics learned to play in a tag rugby tournament? | send the ball and stump a batter out?<br><br>L4. Can I develop a variety of fielding techniques and when to use them in a game?<br><br>L5. Can I develop long and short barriers in fielding and understand when to use them?<br><br>L6. Can I apply the rules and skills I have learned to play in a rounders tournament? | collaborating with one another?<br><br>L3. Can I develop tactical planning and problem solving?<br><br>L4. Can I share ideas and work as a team to solve problems?<br><br>L5. Can I develop navigational skills and map reading?<br><br>L6. Can I use a key to identify objects and locations? |
| **NC PE Links** | swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different | swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different | swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>perform safe self-rescue in different | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and | use running, jumping, throwing and catching in isolation and in combination<br>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br><br>compare their performances with previous ones and | take part in outdoor and adventurous activity challenges both individually and within a team |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | water-based situations. | water-based situations. | water-based situations. | demonstrate improvement to achieve their personal best | demonstrate improvement to achieve their personal best | |
| **Skills** | I can swim competently, confidently and proficiently over a distance of at least 25 metres<br>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>I can perform safe self-rescue in different water-based situations | I can swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>I can perform safe self-rescue in different water-based situations | I can swim competently, confidently and proficiently over a distance of at least 25 metres<br><br>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]<br><br>I can perform safe self-rescue in different water-based situations | I can create and use space to help my team.<br>I can pass and receive the ball with increasing control under pressure.<br>I can select the appropriate action for the situation and make this decision quickly.<br>I can tag opponents individually and when working within a unit.<br>I can use the rules of the game consistently to | I can strike a bowled ball with increasing consistency.<br>I can use a wider range of skills with increasing control under pressure.<br>I can use the rules of the game consistently to play fairly.<br>I can work collaboratively with others to get batters out.<br>I can work in collaboration with others so that games run smoothly. | I am inclusive of others, can share job roles and lead when necessary.<br>I can orientate a map efficiently to navigate around a course.<br>I can pool ideas within a group, selecting and applying the best method to solve a problem.<br>I can use critical thinking skills to form ideas and strategies to solve challenges.<br>I can work effectively with a partner and a |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | | | | play honestly and fairly.<br>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.<br>I can work in collaboration with others so that games run smoothly.<br>I recognise my own and others strengths and areas for development and can suggest ways to improve. | I recognise my own and others strengths and areas for development and can suggest ways to improve.<br>I understand and can apply some tactics in the game as a batter, bowler and fielder. | group to solve challenges.<br>With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. |
| **Cross curricular Links** | N/A | N/A | N/A | **ENGLISH**<br>Learning of key vocabulary - Interception, opponent, defend, attack, possession, conceding<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Discussing tactics and communicating | **ENGLISH**<br>Learning of key vocabulary -fielders, continuous, striking, tracking, bowling, outwitting<br>Understand and follow instructions<br>Understand rules and apply them to game situations<br>Discussing tactics and communicating ideas with a partner or team | **ENGLISH**<br>Learning of key vocabulary – Communication, obstacle, friendship, planning, navigate<br>Understand and follow instructions<br>Understand rules and apply them to different challenges<br>Expressing ideas and communicating with a partner and group |

# Acre Hall Primary School - PE Long Term Curriculum Plan

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| | | | | these with a partner and team<br>**MATHS**<br>Adding scores in the tournament to get a final placing<br>Estimating distances | **MATHS**<br>Estimating distances between bases<br>Keeping the score using half and full rounders | **MATHS**<br>Solving maths equations in the orienteering lesson<br>**GEOGRAPHY**<br>Reading maps to navigate around a course<br>Learning how to orientate a map |
| **Revisit and review opportunities** | KS2: Swimming | KS2: Swimming | KS2: Swimming | KS2: Invasion Games | KS2: Striking and Fielding | KS2: OAA |
| **Curriculum Driver Links** | | | | | | |
| | Aspirational Learners: perseverance, honesty, fair play, decision making, confidence, determination | | Healthy Advocates: passing, catching, footwork, intercepting, shooting, dodging, throwing, catching, batting, dodging, gliding, floating | | Clear Communicators: communication, collaboration, scoring, map reading | |
| **Vocabulary** | <u>Autumn 1</u><br>Floating, submersion, gliding, rotation, sculling, treading water | <u>Autumn 2</u><br>Floating, submersion, gliding, rotation, sculling, treading water | <u>Spring 1</u><br>Floating, submersion, gliding, rotation, sculling, treading water | <u>Spring 2</u><br>Interception, opponent, defend, attack, possession, conceding | <u>Summer 1</u><br>fielders, continuous, striking, tracking, bowling, outwitting | <u>Summer 2</u><br>Communication, obstacle, friendship, planning, navigate |