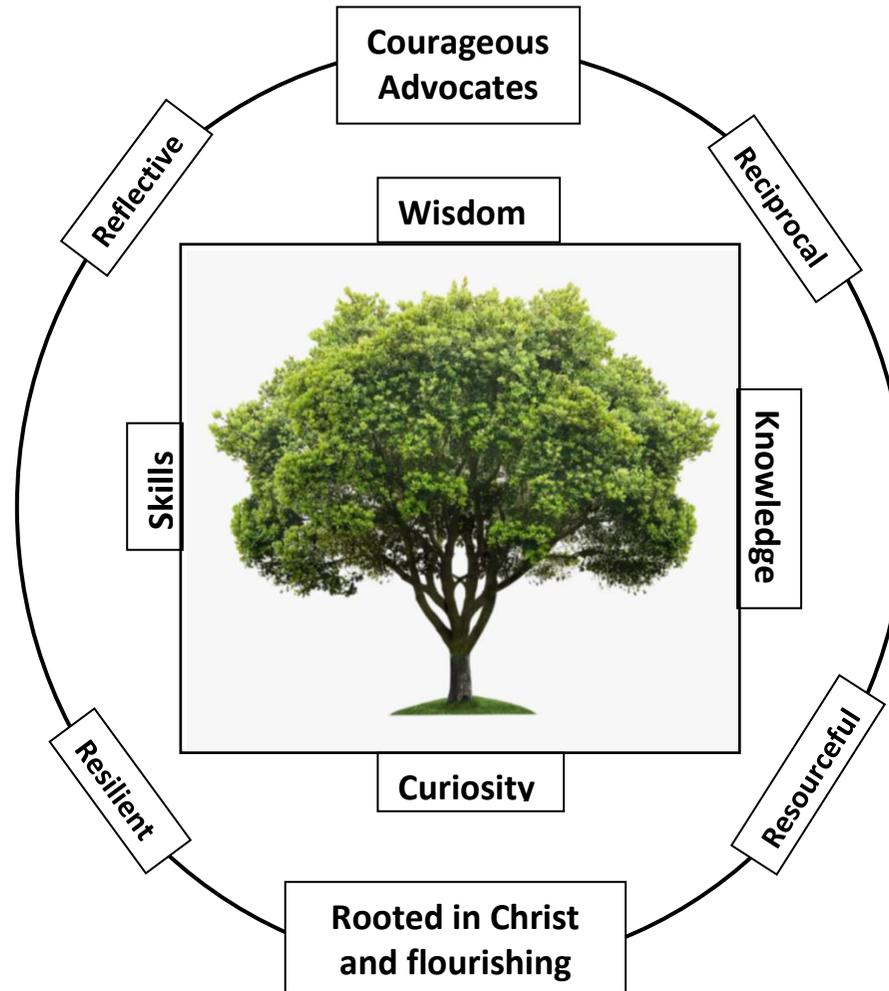


The Whittle-le-Woods Curriculum

I have come so they may have life and have it to the full. John 10:10

Physical Education



PE IntentOur PE curriculum at Whittle-le-Woods aims to ensure that:

- All children, regardless of ability, disability, race, SEND or circumstance can fully access our PE curriculum to achieve their potential
- Children recognise the benefits of physical activity, competitive sports and a healthy lifestyle (including the effect that a healthy lifestyle and embedded character values have on their spiritual and SEMH development)
- Children with God-given talents are encouraged to nurture these talents and excel

Teachers closely follow the Lancashire Planning scheme, linked to the National Curriculum. However, teachers do deviate from this where appropriate. All planning is structured to promote the best outcomes for pupils and a core assessment is completed at the beginning of each unit to inform planning. SEND pupils are offered a range of extra opportunities where appropriate to support their physical development. All lessons are structured so as to meet the needs of all pupils through quality first teaching.

To support our teachers in the delivery of PE, we also buy into our local provider, 'Chorley Sports School Partnership' (CSSP) to provide the pupils with expert teaching and learning opportunities. Our agreement with CSSP is designed so that children receive expert teaching in all sports throughout their time at Whittle. This also provides a platform for teaching staff to develop their knowledge and enhance their CPD. In addition to this, PE subject leader accesses PLT days and network meetings, the Health Network and any other CPD offered by CSSP.

Subject leader completes termly observations of all teaching staff to ensure the quality delivery of teaching throughout school. Termly audits of equipment are also completed. To promote the importance of values in sport, termly certificates are issued to celebrate individuals who have shown these values. Underneath is an outline of the Lancashire Planning Units for each year group. As aforementioned, some teaching will deviate slightly from this from year to year, depending on the needs of each cohort.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Castles 1 FMS	How to Catch a Star 1 Hungry Caterpillar	Elmer Minibeasts	Jack and the Beanstalk 1 Transport 1	Rumble in the Jungle 1 Seaside 1	Space 1 Superworm 1
Reception	Rosie's Walk Transport 2	FMS How to Catch a Star 2	Superworm 2 Space 2	The Very Hungry Cat Jack and the Beanstalk 2	Minibeasts 2 Rumble in the Jungle 2	Castles 2 Seaside 2
Year 1	Games FMS - Multi Skills (incl. rolling a ball) = Gymnastics 1	Gymnastics 2 Supertato	Dance – Toy Story Overarm Throw	Dance – The Three Little Pigs FMS Zog (Overarm Throw link)	Athletics Catch a Ball	Underarm Throw Bouncing a Ball
Year 2	Games (Net and Wall) Gymnastics	Dance (Moving Along) Games (Piggy in the Middle)	Dance (Explorers) FMS – Bouncing Ball	Playground Games Dance (Seaside)	Games (Striking and Fielding) OAA – The Great Outdoors	Athletics End of KS1 Assessment
Year 3	Yoga – emailed Pearl (CSSP) for planning Dance – Superheroes	Dance – Rock and Roll Gymnastics	Games (Net and Wall) Dodgeball	Athletics Handball	Netball Trusts and Trails	Striking and Fielding (Rounders) Creative Games - Tag and Target
Year 4	Swimming Gymnastics	Swimming Invasion Games - Rugby	Swimming Dance (Myths and Legends)	Swimming Target Game - Boccia	Swimming Striking and Fielding - Cricket	Swimming Team Work and Problem Solving
Year 5	Netball Dance (Heroes and Villains)* (Swimming)	Dance (Earthlings) Gymnastics 1* (Swim)	Gymnastics 2 (will be Gymnastics 1 this year due to swimming) Rugby 1* (Swim)	Rugby 2 (will be Rugby 1 this year due to swimming) Creative Games* (Swim)	Rounders 1 Rounders 2* (Swim)	Orienteering Striking and Fielding – Cricket* (Swim)
Year 6	Hockey 1 Hockey 2	Yoga (planning on server) Badminton	Gymnastics 1 Dance – Food, Glorious Food	Gymnastics 2 Dance - Seaside	Athletics 1 OAA	Invasion Games – Skittleball Basketball

Nursery

Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary to be taught	Visitor/trips and other opportunities	Evidenced
Autumn 1	Castles (FMS)	To jump for distance To land appropriately To hop on both feet To begin to underarm throw for distance To begin to overarm throw for distance To catch with some accuracy To begin to climb with confidence under, over and through climbing equipment	Ball		2Simple
	Fundamental Movement Skills (FMS)	To jump for distance To land appropriately To hop on both feet			
Autumn 2	How to catch a star (FMS)	To balance on large body parts in the shape of a star To begin to jump and land To begin to climb under, over and through climbing equipment To revise fundamental movement skills covered in the unit	Star shape		2Simple
	The Hungry Caterpillar (FMS)	To perform the basic skill of jumping To travel low to the ground To begin to travel over and under balance and climbing equipment To balance on two body parts To roll in two different ways			

Spring 1	Elmer (FMS)	<p>To begin to make a range of shapes on small body parts</p> <p>To travel in two different ways and begin to negotiate space successfully</p> <p>To balance on one leg</p> <p>To begin to balance on a range of body parts</p>	Throw		
	Minibeasts (FMS)	<p>To perform the basic skill of jumping</p> <p>To begin to travel over and under climbing equipment</p> <p>To catch a large sponge ball</p> <p>To revise FMS covered in the unit</p>			
Spring 2	Jack and the Beanstalk (FMS)	<p>To use increasing control over an object by touching, pushing or patting</p> <p>To use large equipment</p> <p>To roll a ball</p> <p>To climb up and down apparatus</p> <p>To revise FMS covered in unit</p>	Push		
	Transport (FMS)	<p>To travel in two ways</p> <p>To change direction to avoid obstacles</p> <p>To perform a gymnastic roll</p> <p>To climb nursery play climbing equipment</p> <p>To revise fundamental movement skills covered in the unit</p>			
Summer 1	Rumble in the Jungle (FMS)	<p>To travel on hands and feet</p> <p>To perform a roll</p> <p>To use an underarm throw</p> <p>To revise fundamental movement skills covered in the unit</p>	Roll		
	Seaside (FMS)	<p>To balance on a small body part</p> <p>To travel on hands and feet</p> <p>To show increasing control over an object pushing it</p>			

		To underarm throw To revise FMS covered in unit			
Summer 2	Space (FMS)	To travel in two different ways To change speed to avoid obstacles To overarm throw To climb nursery, play climbing equipment To revise fundamental movement skills covered in the unit	Climb		
	Superworm (FMS)	To travel in a variety of ways To adjust speed to avoid obstacles To show increasing control over an object pushing it To climb nursery, play climbing equipment To revise fundamental movement skills covered in the unit			
Key Vocabulary learnt end of YN	Ball, throw, roll, star shape, push, climb				
<u>Reception – EYFS</u>					
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary to be taught	Visitor/trips and other opportunities	Evidenced
Autumn 1	Rosie's Walk	To jump and land appropriately To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping To climb under over and through equipment To experiment with different ways of travelling on hands and feet To revise fundamental movement skills covered in the unit	Jump		Physical Development book on iPad

	Transport	<ul style="list-style-type: none"> To travel in a variety of ways To adjust speed and direction to avoid obstacles To show increasing control over an object pushing it To perform a variety of gymnastic rolls To overarm throw for distance To climb nursery play climbing equipment 	Low travel		
Autumn 2	<p>Fundamental Movement Skills (FMS)</p> <p>How to Catch a Star</p>	<ul style="list-style-type: none"> To underarm throw for distance To overarm throw for distance To catch with increasing accuracy To climb with confidence under, over and through climbing equipment <ul style="list-style-type: none"> To balance on small and large body parts in the shape of a star To send a ball/throwing equipment with increasing accuracy To jump and land appropriately To climb under, over and through climbing equipment To practise throwing overarm 	Confidence	Delivered by CSSP	Physical Development book on iPad
Spring 1	SuperWorm	<ul style="list-style-type: none"> To perform the basic skill of jumping To travel in a variety of ways low to the ground To travel around the space hopping and skipping To catch a large ball To travel under, over and through balancing and climbing equipment To pull themselves up o climbing equipment 			Physical Development book on iPad

	Space (FMS)	<p>To revise FMS taught in the unit</p> <p>To travel in a variety of ways To adjust speed and direction to avoid obstacles To show increasing control over an object pushing it To perform a variety of gymnastic rolls To overarm throw for distance To climb nursery, play climbing equipment To revise fundamental movement skills covered in the unit</p>			
Spring 2	<p>Hungry Caterpillar</p> <p>Jack and the Beanstalk 2</p>	<p>To perform the basic skill of jumping To travel in a variety of ways low to the ground To travel over, under and through balance and climbing equipment To balance on a range of body parts To throw under arm To roll in a variety of ways To revise fundamental movement skills covered in the unit</p> <p>To jump and land appropriately To roll in a variety of ways To roll a ball accurately To climb up and down apparatus using alternative feet</p>	Movement	Delivered by CSSP	Physical Development book on iPad

		To revise FMS covered in unit			
Summer 1	Minibeasts	To perform the basic skill of jumping To travel over, under and through climbing equipment To consistently catch a large sponge ball To catch with increasing accuracy To roll in a variety of ways To revise FMS covered in the unit	Catch		Physical Development book on iPad
	Rumble in the Jungle	To travel on hands and feet To roll in a variety of ways To use an underarm and overarm throw with increasing accuracy To revise fundamental movement skills covered in the unit			
Summer 2	Castles (FMS)	To climb up and down apparatus using alternate feet To revise fundamental movement skills covered in unit			Physical Development book on iPad
	Seaside	To balance on small body parts To travel on hands and feet To show increasing control over an object pushing and patting it To perform a variety of gymnastic rolls			

		To underarm throw with some accuracy To revise FMS covered in unit			
Key vocabulary to be learnt	Travel, throw, jump, low travel, catch, movement, confidence				

<u>Year 1</u>					
Term	Unit Name	Skills	Knowledge	Key Vocabulary to be taught	Visitor/trips links to other Year groups
Autumn 1	Games FMS – Rolling a Ball	To demonstrate rolling a ball with some accuracy To demonstrate rolling different equipment with some accuracy To demonstrate rolling different equipment with some accuracy To show the skill of rolling equipment in different ways To demonstrate a simple tactic in a rolling game To show two simple tactics in a game	<u>To know that the ready position helps accuracy in catching a ball</u>	Ready position	Delivered by CSSP
	Gymnastics 1	Travelling, wide and the direction shapes To demonstrate travelling actions i.e. frog and bunny hop To show an egg roll To show a jump 2 feet to 2 feet with a tuck shape To show a travel and roll with a shape	<u>To know the difference between low and high travel</u>	Shape	Year 2 (Gymnastics) Year 3 (Gymnastics) Year 4 (Gymnastics) Year 5 (Gymnastics) Year 6 (Gymnastics)

		To jump two feet to two feet with a wide shape			
Autumn 2	Gymnastics 2	To apply the skills of travelling, rolling jumping into a sequence To apply the skills of travelling, rolling and jumping into a sequence with two different shapes To show the skills of travelling, rolling and jumping into a sequence with two different shapes using apparatus	<u>To know that gymnastics is about presentation (pointing toes, etc.)</u>	Apparatus	Year 2 (Gymnastics) Year 3 (Gymnastics) Year 4 (Gymnastics) Year 5 (Gymnastics) Year 6 (Gymnastics)
	FMS Baseline 'Supertato'	To demonstrate the FMS of underarm throwing and hopping To demonstrate the FMS of jumping and skipping To demonstrate the FMS of catching and bouncing a ball To demonstrate the FMS of rolling a ball and kicking To demonstrate the FMS of running and overarm throw	<u>To know the difference between an underarm throw and an overarm throw</u>	Underarm	
Spring 1	Dance (Toy Story)	To link movements to show different characters in a variety of toys To convey the different emotions within a relationship To link travel, turn and stillness within a sequence to show different moods To travel from one space to another using different pathways and levels To work in a group to create a sequence To combine all the dance sequences in order to retell aspects of the story	<u>To know at least 2 forms of travel</u>	Sequence	Delivered by CSSP Year 4 (Dance) Year 2 (Dance) Year 3 (Dance) Year 5 (Dance) Year 6 (Dance)
		To demonstrate an overarm throw with some accuracy		Overarm	

	Overarm throw	To demonstrate an overarm throw with some accuracy in a game To begin to show a fast running technique To demonstrate a simple tactic in a game	<u>To know an overarm throw allows you to throw a ball further</u>		
Spring 2	Dance (Three Little Pigs) FMS - Zog	To convey a character linking to two movement ideas To convey a contrasting character, linking movement ideas To work with a partner to convey contrasting characters To link travelling actions with a stillness to convey events within a story To link sequences together to retell the story To perform the skill of running and changing direction quickly To demonstrate how to jump as far as possible, landing safely with control To demonstrate an overarm throw and hopping To demonstrate travelling on feet (and hands and feet) on apparatus To demonstrate an overarm throw and hopping	<u>To know the difference between travel and stillness</u> <u>To know how to land with control</u>	Contrast Direction	Year 4 (Dance) Year 2 (Dance) Year 3 (Dance) Year 5 (Dance) Year 6 (Dance)
Summer 1	Athletics	To explore the different travelling actions. To run quickly with greater control and coordination To throw an implement for distance with greater control and coordination. To explore ways of jumping. To choose and perform skills needed to meet athletic challenges.	<u>To know that athletics activities are performed at the Olympics</u>	Control	Year 6 (athletics) Year 3 (athletics) Year 2 (athletics)

	Catching a ball	To demonstrate catching a ball with some accuracy To demonstrate catching a ball with some accuracy To show a simple tactic in a game To apply a simple tactic in a game	<u>To know that you must always keep your eye on the ball in order to catch it</u>	Tactic	
Summer 2	Underarm throw	To demonstrate an underarm throw with some accuracy To demonstrate an underarm throw with some accuracy at different targets To demonstrate a simple tactic in a game To show two simple tactics in a game	<u>To know an underarm throw does not travel as far as an overarm throw</u>	Target	Year 2 (Bounce Ball)
	Bouncing a ball	To demonstrate bouncing a ball with some accuracy To demonstrate catching and bouncing a ball with some accuracy To show a simple tactic in a game To apply a simple tactic in a game	<u>To know to keep watching the ball as it bounces in order to catch it</u>	Bounce	
Vocabulary to be learnt by end Y1	Contrast, ready position, bounce, shape, tactic, apparatus, underarm, overarm, sequence, target, control, direction				

<u>Year 2</u>					
Term	Unit Name	Skills	Knowledge	Key Vocabulary to be taught	Visitor/trips links to other Year groups

Autumn 1	Games (Net and Wall)	<p>To demonstrate how to catch a ball</p> <p>To show a side gallop with some rhythm</p> <p>To show the ready position</p> <p>To demonstrate how to catch a ball</p> <p>To show how to hold a bat</p> <p>To demonstrate catching a ball from the ready position</p> <p>To strike a ball to a partner</p> <p>To strike a ball with some accuracy</p> <p>To show a simple tactic in competitive fours</p> <p>To strike a ball with accuracy</p> <p>To apply a simple tactic in a net/wall game</p> <p>To demonstrate a simple tactic in a net/wall game to outwit an opponent.</p>	<u>To know that a side gallop should have a regular rhythm</u>	Side gallop	Delivered by CSSP Year 3 (Net and Wall)
	Gymnastics (Core Task 1)	<p>To demonstrate jumping actions with different shapes in the air</p> <p>To show travelling actions using hands and feet</p> <p>To demonstrate balancing on large body parts</p> <p>To show an egg roll, pencil and teddy bear roll</p> <p>To create and demonstrate a sequence using rolling, jumping and travelling</p> <p>To perform jumping and rolling actions</p> <p>To create a sequence using rolling, jumping and travelling</p> <p>To create a sequence using travelling, balancing rolling and jumping</p>	<u>To know the difference between an egg roll, a teddy bear roll and a pencil roll</u>	Demonstrate	Year 1 (Gymnastics) Year 3 (Gymnastics) Year 4 (Gymnastics) Year 5 (Gymnastics) Year 6 (Gymnastics)
Autumn 2	Games (Piggy in the Middle)	<p>To demonstrate an underarm throw with some accuracy</p> <p>To show catching a ball with control</p>	<u>To know to throw to the receiver's hands</u>	Passing	

	Dance (Moving Along)	<p>To throw underarm with accuracy then move into a space To catch a ball with control To demonstrate passing a ball with some accuracy then moving into a space To show a simple tactic in a game To pass a ball with some accuracy then move into a space To use a simple tactic in a game</p> <p>To be able to create travelling patterns To be able to select effective movements To be able to develop and improve their work To be able to create travelling patterns using a stimulus To be able to develop and improve their work To be able to create a pathway using a stimulus To remember work and recreate it repetitively To be able to contribute to a whole class performance To work effectively within a group To recall and perform session's work To work effectively on our own and within a group to create travelling phrases To participate in a whole class performance To demonstrate spatial awareness, confidence and expression To respond to own work using Dance words.</p>	<u>To know that a pattern is something with regularity, repeating</u>	Perform	Year 1 (Dance) Year 3 (Dance) Year 4 (Dance) Year 5 (Dance) Year 6 (Dance)
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Spring 1	Dance (Explorers)	<p>To demonstrate imagination in the environments task and try to move in new and interesting ways</p> <p>To develop movement memory in the Backpack Dance.</p> <p>To become their own explorer, being able to seek and find objects</p> <p>To learn basic dance movements and develop key travelling skills</p> <p>To learn about and replicate animals from the rainforest through movement</p> <p>To create a short dance in a group using ideas from their chosen animal</p> <p>To experiment with movement ideas and create a duet using contact</p> <p>To guide others in movement through given environments</p> <p>To work in pairs to create interesting shapes with our bodies</p> <p>To develop increased awareness of relating movement to images/locations</p>	<u>The know the names of at least 3 rainforest creatures</u>	Link movements	Delivered by CSSP Year 1 (Dance) Year 2 (Dance) Year 3 (Dance) Year 5 (Dance) Year 6 (Dance)
	Bounce ball	<p>To demonstrate bouncing a ball with some control</p> <p>To demonstrate bouncing a ball with some control whilst moving</p> <p>To demonstrate bouncing a ball and passing in a simple game</p> <p>To demonstrate throwing a ball at a target with some accuracy</p> <p>To demonstrate passing a ball with accuracy then moving into space</p>	<u>To know that the more power you put into a bounce, the higher the ball will bounce</u>	Accurate	Year 1 (FMS – Bounce Ball)

Spring 2	Dance (Moving Along)	<p>Explore a range of actions related to activities at the seaside</p> <p>To compose and perform a dance phrase showing the movements of the ocean</p> <p>To respond to a stimulus</p> <p>To select appropriate movements and body shapes to communicate ideas in relation to the texture and shapes of a variety of shells</p> <p>To explore body shapes and movements which communicate the different creatures they can find at the seaside</p> <p>To explore movements to depict life in a seaside village</p> <p>To remember, repeat and perform a short dance to represent life in a seaside village</p>	<u>To know the names of at least 3 seaside creatures</u>	Pathway	<p>Year 1 (Gymnastics)</p> <p>Year 3 (Gymnastics)</p> <p>Year 4 (Gymnastics)</p> <p>Year 5 (Gymnastics)</p> <p>Year 6 (Gymnastics)</p>
	Playground Games	<p>To develop the skill of dodging/changing direction when playing a tig game</p> <p>To develop the skill of hopping when playing a game</p> <p>To demonstrate catching a ball with some control</p> <p>To throw underarm with some accuracy</p> <p>To throw a ball underarm to a partner with some accuracy</p> <p>To catch a ball</p> <p>To demonstrate a side gallop</p> <p>To show the ready position</p> <p>To perform a side gallop</p> <p>To catch a ball from the ready position</p> <p>To strike a ball to a partner</p> <p>To strike a ball with some accuracy</p> <p>To apply a simple tactic in a net/wall game</p>	<u>To know what a dodge is and why it is useful</u>	Dodge	

Summer 1	Games (Striking and Fielding)	To demonstrate an overarm throw for distance To strike a ball for distance To play a simple striking and fielding game To strike a ball for distance To play a simple striking and fielding game To strike a ball with accuracy for distance To play a simple striking and fielding game and use a simple tactic To play a simple striking and fielding game applying a simple tactic	<u>To know that the harder you hit a ball, the further it will travel</u>	Strike	Year 5 (Cricket – not this year due to swimming) Year 4 Cricket Year 3 (Rounders) Year 5 (Rounders)
	OAA – The Great Outdoors	Able to take responsibility for self and others Able to respect, trust and care for each other Can remember objects on a trail To cooperate and work together as a team Can work with a partner to undertake an adventurous journey Can work with others to complete a journey within the school grounds Can work collaboratively to record answers Can work with others to complete a journey within the school grounds and mark a control card correctly Can make decisions about how to navigate safely, to a control site	<u>To know what a control card is</u>	Trust	Year 4 (OAA) Year 5 (OAA) Year 6 (OAA)
Summer 2	Athletics	To combine skills. To explore the different travelling actions. To run quickly with greater control and coordination.	<u>To know that different jumps allow you to travel different distances</u>	Coordination	Year 6 (athletics) Year 3 (athletics) Year 2 (athletics) Year 1 (athletics)

	End of Ks1 assessment	<p>To throw an implement for distance with greater control and coordination. To explore ways of jumping. To choose and perform skills needed to meet athletic challenges.</p> <p>To throw underarm accurately into a target To throw as far as possible To throw overarm accurately To throw overarm for distance To run as fast as possible To throw using a push and two-handed throw for distance To jump for distance with control To kick a ball for distance To catch a ball To complete an obstacle course To throw underarm for accuracy To throw overarm for distance To complete an obstacle course with speed and agility</p>	n/a	Obstacle	n/a
	Vocabulary to be learnt by end Y2	Passing, side gallop, demonstrate, perform, link movement, accurate, path way, dodge, strike, trust, co-ordinate, obstacle			

<u>Year 3</u>					
Term	Unit Name	Skills	Knowledge	Key Vocabulary to be taught	Visitor/trips links to other Year groups
Autumn 1	Yoga			Posture	Delivered by CSSP

	Dance (Iron Man)	<p>To work as a team to share ideas and create our own Iron Man dance phrase</p> <p>To create a dance in groups using action words of Iron Man's return</p> <p>To create and perform a dance phrase in unison</p> <p>To create a duet with opposing dynamics and characters</p> <p>To create and perform an Iron Man dance</p>	<u>To know what unison means</u>	Unison	<p>Year 6 (Yoga)</p> <p>Year 1 (Dance)</p> <p>Year 2 (Dance)</p> <p>Year 4 (Dance)</p> <p>Year 5 (Dance)</p> <p>Year 6 (Dance)</p>
Autumn 2	Gymnastics 1 (CSSP)	<p>To develop ways of travelling on hands and feet</p> <p>To develop balance on small body parts</p> <p>To create a sequence of travelling and balancing actions</p> <p>To develop ways of rolling</p> <p>To develop the skills of jumping, shape and landing</p> <p>To create a sequence of gymnastics actions</p> <p>To evaluate and recognise their own success</p> <p>To create a sequence to meet the core task 'Balancing Act'</p> <p>To perform gymnastic actions using apparatus</p>	<u>To know the difference between a small and a large body part</u>	Small and large Body parts	<p>Delivered by CSSP</p> <p>Year 1 (Gymnastics)</p> <p>Year 2 (Gymnastics)</p> <p>Year 4 (Gymnastics)</p> <p>Year 5 (Gymnastics)</p> <p>Year 6 (Gymnastics)</p>
	Dance (Rock n. Roll)	<p>To create and demonstrate shapes as a team using our bodies</p> <p>To use different stimulus as inspiration for creating a range of dances</p>	<u>To know what a 'pathway' is in dance</u>	Inspiration	<p>Year 1 (Dance)</p> <p>Year 2 (Dance)</p> <p>Year 4 (Dance)</p> <p>Year 5 (Dance)</p> <p>Year 6 (Dance)</p>

		<p>To create and perform a 'cave drawing' dance</p> <p>To create a travelling dance using pathways and stillness</p> <p>To create a rhythmic dance and teach ideas to the class</p> <p>To create and perform a dance phase based on a stimulus</p>			
Spring 1	<p>Net and Wall Games (CSSP)</p> <p>Dodgeball</p>	<p>To explore different throwing actions</p> <p>To consolidate throwing actions and practise catching</p> <p>To explore different ways of throwing</p> <p>To consolidate different catching skills</p> <p>To suggest ideas and practices to improve play</p> <p>To strike a ball using either a hand or a bat</p> <p>To improve movement skills and body position</p> <p>To familiarise myself with a racquet and practise striking skills using a racquet</p> <p>To devise my own game</p> <p>To consolidate striking and ball control skills</p> <p>To demonstrate throwing a ball at a target using a one-handed pass</p> <p>To demonstrate throwing a ball at a target using a one-handed pass</p> <p>To demonstrate throwing a ball at a target using a one-handed throw with accuracy in a game situation</p>	<p><u>To know that angle on which you strike a ball affects its direction</u></p> <p><u>To know that throwing ahead of a moving target increases accuracy</u></p>	<p>Body position</p> <p>One-handed</p>	<p>Year 2 (Net and Wall)</p>
Spring 2	Handball	To demonstrate passing a ball using a handball pass	<u>To know that a feint is a widely used attacking tactic to outwit a defender</u>	Feint	Year 6 (invasion Games)

	Athletics	<p>To move into space after using a handball pass in a game</p> <p>To demonstrate passing a ball using a bounce pass</p> <p>To perform a one-handed pass and bounce pass in a game</p> <p>To apply a feint when passing to outwit a defender</p> <p>To perform a pass in a game using a one-handed pass or one-handed bounce pass</p> <p>To apply a simple tactic to outwit a defender</p> <p>To perform a pass in an invasion game using a one-handed pass or one-handed bounce pass</p> <p>To develop running and throwing skills in an athletic type activity</p> <p>To develop throwing skills in an athletic type activity</p> <p>To perform different techniques for throwing</p> <p>To run, jump and throw in an athletic event</p>	<p><u>To name at least three Olympic events</u></p>	Olympic event	<p>Year 4 (Invasion Games)</p> <p>Year 2 (athletics)</p> <p>Year 6 (athletics)</p> <p>Year 1 (athletics)</p>
Summer 1	Invasion Games (Netball)	<p>To send and receive a ball</p> <p>To send and ball and move into space</p> <p>To send and receive a ball in a simple game</p> <p>To use simple tactics in a game</p> <p>To send and receive a ball in a game</p> <p>To revise using simple tactics in a game</p> <p>To revise simple tactics in an invasion game</p>	<p><u>To know that hands should receive a chest pass in the 'W' position</u></p>	Fielding	Year 5 (netball)

	OAA – Trusts and Trails	To demonstrate with a partner how to solve trust challenges Can work with others to complete a journey within the school grounds To know how to use a control card To show how to keep a map 'set' or 'orientated.'	<u>To know how to orientate a map</u>	Orientate	Year 2 (OAA) Year 4 (OAA) Year 5 (OAA) Year 6 (OAA)
Summer 2	Striking and Fielding (rounders) Creative Games (Tag and Target)	To send a ball in a striking/fielding game To receive a ball in a striking/fielding game To strike a ball in a striking/fielding game To use simple tactics in a striking and fielding game To perform the fundamental skill of dodging To perform the fundamental skill of dodging in a tag game To demonstrate aiming skills using the FMS of throwing and rolling a ball To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game To send an object in a target game with accuracy	<u>To know that once a player has left the base, they must reach the next base before the ball returns to the bowler</u> <u>To know to step forward with the opposite foot to throwing hand</u>	Base Aim	Year 5 (rounders) Year 5 (Creative Games – not this year due to swimming)
Vocabulary to be learnt by end Y3	Posture, unison, small and large body parts, inspiration, body position, one-handed, feint, Olympic event, fielding, orientate, based, aim				

Year 4

Term	Unit Name	Skills	Knowledge	Key Vocabulary to be taught	Visitor/trips links to other Year groups
Autumn 1	Swimming	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.			Swimming taught at local pool by swimming expert Links to Year 5 (2021 – 22 catch up)
	Gymnastics 1	To develop ways of travelling and balancing To develop a range of jumps and balances To create a gymnastic sequence To develop ways of rolling To create a sequence of gymnastic actions To develop ways of balancing To evaluate my own performance To create a sequence using travelling, balancing, jumping and rolling actions To perform balances with a partner To create a sequence with a partner using matched and mirrored balances To perform balances with a partner using apparatus To create a sequence with a partner including balances using floor, mats and apparatus	<u>To know what it means to 'evaluate' something</u>	Evaluate	Year 1 (Gymnastics) Year 2 (Gymnastics) Year 3 (Gymnastics) Year 5 (Gymnastics) Year 6 (Gymnastics)
Autumn 2	Swimming	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.			Swimming taught at local pool by swimming expert Links to Year 5 (2021 – 22 catch up)

	Invasion Games (rugby)	<p>To send a receive a ball</p> <p>To use simple tactics in a game</p> <p>To travel with a ball</p> <p>To travel with a ball with control</p> <p>To send a ball with accuracy</p> <p>To evaluate my own success</p> <p>To apply simple tactics in a game</p> <p>To evaluate and recognise my own success</p>	<u>To know the 6 nations who partake in the annual 'Six Nations' tournament.</u>	Six nations France Italy Ireland England Scotland Wales	Year 5 (Rugby 1 – not this year due to swimming) Year 5 (Rugby 2)
Spring 1	Swimming	<p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>			Swimming taught at local pool by swimming expert Links to Year 5 (2021 – 22 catch up)
	Dance (Myths and Legends)	<p>Select travelling actions to convey different characters, along varied pathways</p> <p>To use a range of travelling steps following a planned pathway</p> <p>To create a sequence with a partner</p> <p>To create a mirrored sequence with a partner that tells a story</p> <p>To explore the qualities of different characters</p> <p>To create a full performance from both of the sequences made a demonstrate strong character skills</p>	<u>To know what mirroring is</u>	Mirroring	Year 1 (Dance) Year 2 (Dance) Year 3 (Dance) Year 5 (Dance) Year 6 (Dance)
Spring 2	Swimming	<p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>			Swimming taught at local pool by swimming expert Links to Year 5 (2021 – 22 catch up)

	Target Games (Boccia)	To show different ways of how to propel a boccia ball (bean bag) towards a target To demonstrate sending a ball into a target with accuracy To play simple boccia type games using simple tactics To send a boccia ball towards a target with accuracy To show tactics as a team when playing boccia	<u>To know that boccia is one of the only Paralympic sports that has no Olympic counterpart. (Links to Ancient Greece)</u>	Paralympics	
Summer 1	Swimming	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.			Swimming taught at local pool by swimming expert Links to Year 5 (2021 – 22 catch up)
	Striking and Fielding (Cricket)	To demonstrate an underarm throw with accuracy To demonstrate how to throw a ball underarm with some accuracy To catch a ball in a striking and fielding game To demonstrate how to strike a ball from a batting tee or drop feed To demonstrate bowling a ball underarm To apply simple tactics in a modified competitive game	<u>To know what a drop feed is</u>	Drop-feed	Delivered by CSSP Year 5 (Cricket – not this year due to swimming)
Summer 2	Swimming	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.			Swimming taught at local pool by swimming expert Links to Year 5 (2021 – 22 catch up)
	OAA – Teamwork	To demonstrate working as part of a team to solve challenges		Encouragement	Year 2 (OAA) Year 5 (OAA)

	and problem solving (CSSP)	<p>To demonstrate cooperating and working together as a team to complete challenges</p> <p>To cooperate and work together as a team to complete challenges</p> <p>To show encouragement and support to team members</p> <p>To explain how they worked as a team to solve challenges</p> <p>To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.</p>	<u>To know that using individual strengths within a team maximises success</u>		Year 6 (OAA)
Vocabulary to be learnt by end Y4	Evaluate, Six Nations, England, Wales, Scotland, France, Ireland, Italy, mirroring, Paralympics, drop-feed, encouragement				

<u>Year 5</u>					
Term	Unit Name	Skills	Knowledge	Key Vocabulary to be taught	Visitor/trips links to other Year groups
Autumn 1	Swimming	<p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>			Swimming taught at local pool by swimming expert Links to Year 4 (2021 – 22 catch up)
	Invasion Games (Netball)	<p>To demonstrate passing and catching a netball with consistency, accuracy and control</p> <p>To demonstrate a shoulder pass</p>	<u>To know that after reaching to receive a chest pass hands should return back to the chest</u>	Shoulder pass	Year 3 (Netball)

		<p>To shoot a netball with some accuracy</p> <p>To apply simple tactics when playing a netball type game</p> <p>To apply simple tactics with and without the ball when playing a netball-type game, including defending</p> <p>To apply simple attacking and defending tactics when playing a netball-type game</p>			
Autumn 2	Swimming	<p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>			Swimming taught at local pool by swimming expert Links to Year 4 (2021 – 22 catch up)
	Dance (Earthlings)	<p>To create a solo dance phrase depicting the differences in humans</p> <p>To perform a structured group dance depicting a planet</p> <p>To perform a group dance which follows a narrative</p>	<u>To know that our bodies are used to convey meaning in dance (there is no speaking!)</u>	Solo	Year 1 (Dance) Year 2 (Dance) Year 3 (Dance) Year 4 (Dance) Year 5 (Dance)
Spring 1	Swimming	<p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>			Swimming taught at local pool by swimming expert Links to Year 4 (2021 – 22 catch up)
	Gymnastics 1	<p>To know the difference between a matched and mirrored shape</p> <p>To create a simple sequence of matched and mirrored partner balances</p> <p>To perform a range of counterbalance actions with a partner</p>	<u>To know the difference between a matched and a mirrored shape.</u>	Canon	Year 1 (Gymnastics) Year 2 (Gymnastics) Year 3 (Gymnastics) Year 4 (Gymnastics) Year 6 (Gymnastics)

		To apply simple attacking a defending tactics when playing a rugby-type game			
Summer 1	Swimming	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.			Swimming taught at local pool by swimming expert Links to Year 4 (2021 – 22 catch up)
	Striking and Fielding - Rounders	To demonstrate bowling underarm with accuracy To catch a ball when fielding To strike a ball with a bat To throw a ball overarm when fielding To demonstrate a bowl underarm with accuracy To strike a ball with a bat off a tee To demonstrate an overarm throw when fielding a ball To explain where to strike a ball in a game To demonstrate bowling with accuracy in a game To strike a ball with a bat To use tactics in a rounders type game To demonstrate bowling underarm with accuracy in a game To use tactics in a rounders game	<u>To know where to strike a ball in a game</u>	Timing	Year 3 (Rounders)
Summer 2	Swimming	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.			Swimming taught at local pool by swimming expert Links to Year 4 (2021 – 22 catch up)

	<p>Orienteering</p> <p>Can demonstrate how to keep a map set when moving</p> <p>Can demonstrate how to set or orientate a map when moving around a simple course</p> <p>Can demonstrate how to get around a simple course using the 8 points of a compass</p> <p>Can plan a route to control</p> <p>Can find the correct control marker using a map</p> <p>Can find the correct control marker using a map during a score event</p>	<p><u>To know the 8 points of a compass</u></p>	<p>North, north-east, east, south east, south, south-west, west, north-west</p>	<p>Delivered by CSSP</p> <p>Year 2 (OAA)</p> <p>Year 3 (OAA)</p> <p>Year 6 (OAA)</p>
<p>Vocabulary to be learnt by end Y5</p>	<p>Shoulder pass, solo, canon, consistency, timing, north, north-east, east, south-east, south, south-west, west, north-west</p>			

<p style="text-align: center;"><u>Year 6</u></p>					
Term	Unit Name	Skills	Knowledge	Key Vocabulary to be taught	Visitor/trips links to other Year groups
<p>Autumn 1</p>	<p>Hockey 1</p>	<p>To show passing a ball to a teammate using a hockey stick</p> <p>To demonstrate dribbling and passing a ball using a hockey stick</p> <p>To demonstrate shooting a ball at a goal</p> <p>To select attacking tactics when playing a hockey type game</p> <p>To demonstrate dribbling and shooting a ball using a hockey stick</p>	<p><u>To know that you can dribble with both sides of a hockey stick</u></p> <p><u>To know that the hockey stick should be held with both hands together at the top of the stick</u></p>	<p>Attack</p>	

	Hockey 2	<p>To select attacking tactics when playing a game</p> <p>To select attacking tactics when playing a game</p> <p>To apply simple tactics when playing a hockey type game</p> <p>To play a role in a competitive modified game</p> <p>To select attacking tactics when playing a game</p>	<u>To know the pass ahead of supporting players</u>	Dribble	
Autumn 2	Badminton	<p>To demonstrate a forehand shot with some consistency</p> <p>To demonstrate a backhand shot with some consistency</p> <p>To direct the shuttlecock reasonably well to their partner to continue a rally</p> <p>To demonstrate a simple tactic in a net type game</p> <p>To play the game and incorporate tactics</p>	<u>To know that the power put into a shot affects the speed of the shuttlecock</u>	Backhand, forehand	
	Yoga	<p>Explore breathing methods</p> <p>Learn poses that flex the spine</p> <p>Create poses with a partner</p> <p>Twisting and stretching techniques to loosen tight muscles</p> <p>How to transition between poses</p> <p>Use visualisation techniques for relaxation</p>	<u>Poses: machine, mountain, ragdoll, table, downward dog, lotus, butterfly, lying mountain, triangle, warrior 1, warrior 2, giraffe, flag, crescent moon, slide, savasana.</u>	Pose	Year 3 (Yoga)
Spring 1	Gymnastics	To perform shapes and balances with a partner	<u>To know what counterbalance is</u>	Counter-tension	Year 1 (Gymnastics)

	Dance (Food, Glorious Food)	<p>To demonstrate counterbalance and counter tension paired balances using apparatus</p> <p>To demonstrate a group counterbalance</p> <p>To create a gymnastic sequence with counterbalances and counter tension in a group</p> <p>To demonstrate paired and group counterbalances in unison</p> <p>To create a sequence of gymnastic actions, paired and group balances</p> <p>To create a sequence of gymnastic actions, paired and group balances</p> <p>Pupils will have created short dance sequences based on action words</p> <p>Pupils will have worked well with others, made group decisions and created (and performed) a group dance using their solo dances</p> <p>Pupils will have learnt and demonstrated a range of counterbalances and/or lifts with a partner.</p>	<u>To know the difference between a solo and a duet</u>	Duet	<p>Year 2 (Gymnastics)</p> <p>Year 3 (Gymnastics)</p> <p>Year 4 (Gymnastics)</p> <p>Year 6 (Gymnastics)</p> <p>Year 1 (Dance)</p> <p>Year 2 (Dance)</p> <p>Year 3 (Dance)</p> <p>Year 4 (Dance)</p> <p>Year 5 (Dance)</p>
Spring 2	Dance (Seaside)	<p>Counterbalance and counter tension with a group.</p> <p>Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.</p> <p>Work creatively and imaginatively on their own, with a partner and in a</p>	<u>To know what a motif is</u>	Motif	<p>Year 1 (Dance)</p> <p>Year 2 (Dance)</p> <p>Year 3 (Dance)</p> <p>Year 4 (Dance)</p> <p>Year 5 (Dance)</p>

	Gymnastics 2	<p>group to compose motifs and structure simple dances and dance.</p> <p>To demonstrate a part weight bearing balance</p> <p>To create a sequence of gymnastics actions, paired and group balances using apparatus</p> <p>To create and perform a sequence of gymnastics actions, paired and group balances using apparatus</p> <p>To create and perform a group sequence using apparatus</p>	<u>To explain what weight-bearing means</u>	Weight bearing	<p>Year 1 (Gymnastics)</p> <p>Year 2 (Gymnastics)</p> <p>Year 3 (Gymnastics)</p> <p>Year 4 (Gymnastics)</p> <p>Year 6 (Gymnastics)</p>
Summer 1	OAA	<p>Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).</p> <p>Develop their orienteering and problem-solving skills in familiar and unfamiliar situations</p>	<u>To know that OS stands for ordnance survey</u>	Route	<p>Delivered by CSSP</p> <p>Year 4 (OAA)</p> <p>Year 2 (OAA)</p> <p>Year 5 (OAA)</p>
	Athletics	<p>To perform running techniques for short and long distances</p> <p>To perform a pull and push throw</p> <p>To take off and land one foot to one foot (same and other)</p> <p>To perform a pull throw</p> <p>To develop running for a distance</p> <p>To take off and land one foot to two</p> <p>To perform a push throw</p>	<u>To know that using your arms when jumping allows you to drive yourself forward</u>	Push throw	<p>Year 1, 2, 3, (athletics)</p>
Summer 2	Skittle Ball	<p>Develop control with a ball, focus on footwork</p> <p>Develop use of space</p> <p>Create and use space for fluency</p>	<u>To recognise the importance of effective footwork in skittle ball</u>	Footwork Prediction Visualise Defence	Delivered by CSSP

		Use defence skills effectively with the team Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games		Collaboration	
	Basketball	Waiting for planning from CSSP			
Vocabulary to be learnt by end Y6	Attack, dribble, backhand, forehand, pose, counter tension, duet, motif, weight-bearing, route, push throw, footwork, prediction, visualise, defence, collaboration				

Impact

Children understand the relevance of what they are learning as they are taught skills that they can apply to a variety of sports. The children understand how the values nurtured through physical education impact not only competitive sport but also their spiritual development and engagement in the wider curriculum.

We foster an enjoyment of physical education by ensuring PE is accessible to and adapted for all learners, as well as offering the children a broad range of physical education opportunities. An assessment is completed at the beginning and end of each unit to map progression. Our children are encouraged to be physically active for sustained periods of time, for example the completion of the 'daily mile.' The children have the opportunity to engage in a range of competitive and non-competitive sports and activities. Equipment provided in lessons is varied to ensure all pupils (including SEND) have access to physical education, which is appropriate for them. Children receive regular feedback to evaluate and improve on their performances. Any photos and videos taken are stored on the school server.

Children are assessed against the learning objectives and success criteria detailed in the Lancashire planning units. In situations where teachers have adapted the Lancashire plans/delivered their own series of lessons, success criteria is agreed between subject leader and class teachers to ensure a consistent standard of assessment is maintained. Subject leader moderates teacher's judgements annually, with any areas for development being addressed. The subject leader report for PE is shared with governors and the action plan/evidencing form are shared on our school website to reflect on initiatives and impacts made within school.