

Highfields PE Long Term Plan

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

<p>Throughout their time at Highfields, pupils should be taught to:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 	<p>Foundation Stage</p> <p>By the end of Foundation Stage, pupils are expected to have achieved the following Early Learning Goals for Gross Motor skills:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Key stage 1</p> <ul style="list-style-type: none"> • Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<p>Key stage 2</p> <ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.
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EYFS

Physical Education in the Early Years is based on the Development Matters (2020) document. The focus in Early Years is on Physical Development (PD), divided in the framework into Fine and Gross motor development. PD is taught mainly through continuous and enhanced provision in Nursery with moving to children receiving specific PE teaching sessions towards the end of their time in Little Crickets. From when they start in Reception, children have specific PE teaching sessions following the Long Term Plan, which teaches specific skills through units of work to build on the PD skills they have been developing through the provision.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Caterpillars	Development Matters Statements	<p>Gross Motor: Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently Spin, roll and independently use ropes and swings. Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>					
Butterflies	Areas of Focus	Fundamental Motor Skills	Dance	Gymnastics	Ball skills	Team Skills	Sports Day
	Development Matters Statements	<p>Gross Motor: Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting.</p>					
Reception	PE Unit	Dance	Ball Skills: Hands	Gymnastics	Ball Skills: Feet	Attack v Defence	Sports Day
	Unit Purpose	The unit of work will enable pupils to explore creating simple movement sequences. Pupils will respond to words and music using their bodies and props. Pupils will explore movements such as creeping, tiptoeing and hiding as they try becoming different characters	The unit of work will explore different ways of using our hands to move with a ball, keeping control. Pupils will explore rolling, pushing and bouncing a ball with a partner.	The unit of work will explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and on apparatus. Pupils will self-select where to work, exploring movements and balances and start to identify features of other pupil's work.	The unit of work will enable pupils to explore moving with a ball using their feet. Pupils will develop their technique of dribbling the ball and understand where and why we dribble, keeping control.	The unit of work will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games.	This unit of work prepares the pupils for the school sports day when they will be taking part in a series of running events, both individually and as a team.
	Development Matters Statements	Watch and talk about dance	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Revise and refine the fundamental movement skills	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Revise and refine the fundamental movement skills

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>Explore and engage in dance</p> <p>Combine different movements with ease and fluency.</p> <p>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.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Develop the overall body strength, co-ordination, balance and agility</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p>
	Vocabulary	<p>Champion Dancers, Beat, Moving, Control, Rhythm, Timing, Sequence, Opposite</p>	<p>Space, Control, Defender, Bouncing, Rolling, Pushing</p>	<p>Champion Gymnastics, Shapes, High, Low, Over, Under, Apparatus, Transition</p>	<p>Attacker, Defender, Space, Opponent, Dribbling, Control</p>	<p>Attacker, Defender, Space, Rules, Tagging or Tag, Sharing</p>	<p>Walk, Jog, Throw, Target, Jump, Run, Hop, Skip, Fast, Pass, Relay,</p>

PE Long Term Plan – Years 1 to 6

Physical Education in Years 1 to 6 is based on the National Curriculum PE programme of study (2023). Unless administered by an external coach, for every unit of work each year group follows the Complete PE scheme of work.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	PE Unit	Ball Skills: Feet	Gymnastics: Wide, Narrow, Curled	Cricket	Team Building	Locomotion: Jumping	Locomotion: Running
	Unit Purpose	<p>The unit of work will develop pupils' ability to apply effective dribbling skills.</p> <p>Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball.</p> <p>Pupils will be able to collaborate and work together in a team.</p>	<p>The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus.</p> <p>Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</p>	Delivered by External Coach - Cheshire	<p>The unit of work will introduce teamwork. Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.</p>	<p>The unit of work will develop pupils' understanding of how and why we jump, using our head, arms and feet, applying the correct jumping technique.</p> <p>Pupils will begin to understand the different reasons when, where and why we jump in different ways</p>	<p>The unit of work will develop pupils' ability to run using different parts of their bodies.</p> <p>Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.</p>
	National Curriculum Content	<p>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</p>	<p>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</p>	Participate in team games	<p>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</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>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</p>	<p>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</p> <p>participate in team games, developing simple tactics for attacking and defending</p>
	Vocabulary	Attacker, Defender, Space, Dribbling, Passing, Control	Champion Gymnastics, Wide, Narrow, Curled, Transition, Interesting, Linked		Teamwork, Inclusion, Communication, cooperation, Trust, Team member, Fairness	Jumping, Distance, Space, Attacker, Defender, Skipping, Landing	Attacker, Defender, Space, Speed, Acceleration, Tagging or Tag
	PE Unit	Ball Skills: Hands	Health and Wellbeing	Dance: The Zoo	Gymnastics: Body Parts	Attack v Defence	Rackets, Bats and Balls
	Unit Purpose	The unit of work will develop pupils' sending	The unit of work will introduce pupils to agility,	The unit of work will challenge pupils to	The unit of work will develop pupils' ability to	The unit of work will develop pupils' ability to	The focus of the learning is for pupils to develop

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>and receiving skills, applying and developing understanding of where we send a ball and why.</p> <p>Pupils will combine their sending and receiving skills to keep possession.</p> <p>Pupils will explore stopping the ball.</p>	<p>balance and co-ordination, understanding what they mean and why they are important.</p> <p>Pupils will perform circuits to develop their application and understanding.</p>	<p>respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression.</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p>	<p>apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus.</p> <p>Pupils will transition between the theme words as they link movements together developing simple sequences.</p>	<p>apply simple principles of attack vs defence, with a particular focus on creating simple tactics in order to win the game.</p> <p>Pupils will develop their understanding of how, where and why to attack and defend in a game.</p>	<p>their ability to keep a ball controlled using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately.</p> <p>Pupils will apply their understanding of accuracy and space in a variety of games.</p>
	National Curriculum Content	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	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	Perform dances using simple movement patterns.	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	Participate in team games, developing simple tactics for attacking and defending	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
	Vocabulary	Possession, Space, Control, Attacker, Dribbling, Accuracy, Power	Attacker, Defender, Agility, Balance, Coordination, Hands-eye Coordination, Throwing, Aiming	Champion Dancers, Beat, Moving, Control, Rhythm, Sequence, Motif, Expression	Champion Gymnastics, Wide, Narrow, Curled, Big, Small, Interesting, Linking	Attacker, Defender, Space, Rules, Tactics, Team	Possession, Control, Attacker, Defender, Dribbling, Accuracy, Hitting, Power
Year 2	PE Unit	Ball Skills: Feet	Gymnastics: Linking	Gymnastics: Pathways	Dance: Mr Candy's Sweet Shop	Athletics: Jumping	Games for Understanding
	Unit Purpose	The unit of work will challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.	<p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together.</p> <p>Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p>	<p>The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways.</p> <p>Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus</p>	<p>The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance.</p> <p>Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of</p>	<p>The unit of work will challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps.</p> <p>Pupils will continue to develop their ability to apply jumping in games.</p>	<p>The unit of work will challenge pupils to create simple defending and attacking tactics, while continuing to develop an understanding of the transition from defence to attack.</p> <p>Pupils will apply these tactics as a team into games.</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				while travelling along a chosen pathway.	choreography, including telling a story.		
National Curriculum Content	Participate in team games, developing simple tactics for attacking and defending	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	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	Perform dances using simple movement patterns.	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	Participate in team games, developing simple tactics for attacking and defending	
Vocabulary	Attacker, Defender, Possession, Space, Dribbling, passing	Champion Gymnastics, Linking, Flow, Transition, Jump, Roll, Sequence	Champion Gymnastics, Linking, Flow, Transition, Zig-Zag, Curved, Sequence	Champion Dancers, Control, Rhythm, Expression, Emotion, Choreography, Unison, Motif	Jumping, Distance, Space, Attacker, Defender, Speed, Landing	Attacker, Defender, Space, Tactics, Transition, Team	
PE Unit	Team Building	Ball Skills: Hands 2	Cricket	Locomotion: Dodging	Balls Skills: Hands 1	Racquets, Bats and Balls	
Unit Purpose	<p>The unit of work will develop pupils' ability to apply effective teamwork, ensuring that everyone is included and understands their role.</p> <p>Pupils will begin to develop and apply simple strategies to solve problems.</p>	<p>The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents.</p> <p>Pupils will further extend their understanding of why we need to be accurate when we throw.</p>	Delivered by External Coach - Cheshire	<p>The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge.</p> <p>Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p>	<p>The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point.</p> <p>Pupils will apply these skills in teams in various games and activities.</p>	<p>The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game.</p> <p>Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team.</p>	
National Curriculum Content	Participate in team games, developing simple tactics for attacking and defending	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	participate in team games	Participate in team games, developing simple tactics for attacking and defending	Participate in team games, developing simple tactics for attacking and defending	Participate in team games, developing simple tactics for attacking and defending	Participate in team games, developing simple tactics for attacking and defending
Vocabulary	Teamwork, Inclusion, Communication, Cooperation, Strategy, Courage, Motivation	Attacker, Defender, Batting, Fielder, Space, Throwing, Catching		Attacker, Defender, Space, Dodge, Tagging or Tag	Attacker, Defender, Opponent, Team, Dribbling, Chest Pass	Attacker, Defender, Opponent, Accuracy, Power, Batting, Fielder	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	PE Unit	Game Sense	Gymnastics: Symmetry & Asymmetry	Outdoor: Communication and Tactics	Basketball	Swimming	Swimming
	Unit Purpose	<p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing, moving and shooting.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	<p>The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways.</p> <p>Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</p>	<p>The unit of work will refine pupil's ability to apply effective teamwork through different problem-solving challenges.</p> <p>Throughout the unit, there will be a focus on pupils refining effective communication skills, essential to working within a team to complete the challenges.</p>	<p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving, dribbling and shooting.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game.</p>	Delivered by External Provider – Nantwich Swimming	
	National Curriculum Content	Play competitive games and apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance	Take part in outdoor and adventurous activity challenges both individually and within a team	Play competitive games	<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <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>	
	Vocabulary	Attacker, Defender, Space, Possession, Passing, Control, Shooting	Excellent Gymnastics, Linking, Flow, Interesting, Extension, Symmetrical, Asymmetrical	Communication, Tactics, Teamwork, Strategy, Adapt, Motivation, Cooperation	Attacker, Defender, Dribbling, Possession, Triple Threat, Chest Pass		
	PE Unit	Hockey	Dance: Witches and Wizards	Gymnastics: Canon and Unison	Tennis	Rounders	Athletics
	Unit Purpose	<p>The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling.</p> <p>Pupils will learn how to keep possession and eventually score in order to win a modified game</p>	<p>The unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance.</p> <p>Pupils will bring together their choreography and characterisation skills to tell a story.</p>	<p>The unit of work will challenge pupils to develop and apply an understanding of canon and unison to create sequences.</p> <p>Pupils will work in small groups to create sequences that combine both canon and unison,</p>	<p>The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis.</p> <p>Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques</p>	<p>The unit of work will explore the concept of batting and fielding (attack and defence).</p> <p>Pupils will develop an understanding of the purpose of each team.</p> <p>Pupils will learn how to apply a variety of fielding skills such as throwing</p>	<p>The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams.</p> <p>Pupils will also begin to examine how to jump as far as possible and compare throwing</p>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				using a range of apparatus that flow		and stopping the ball to keep the batter's score low.	accurately with throwing for distance.
	National Curriculum Content	Play competitive games	Perform dances using a range of movement patterns	Develop flexibility, strength, technique, control and balance	Play competitive games	Play competitive games	Develop flexibility, strength, technique, control and balance
	Vocabulary	Attacker, Defender, Possession, Space, Intercepting, Shooting, Barrier	Excellent Dancers, Expression, Creativity, Emotion, Motif, Interconnecting, Character	Excellent Gymnastics, Extension, Sequence, Interesting, Apparatus, Unison, Canon	Outwit, Space, Return, Recover, Baseline, Forehand, Rally, Out	Batting, Fielder, Throwing, Base/Posts, Rounder, The Long Barrier	Tactics, Speed, Acceleration, Distance, Accuracy, Relay, Change Over
Year 4	PE Unit	Swimming	Gymnastics: Bridges	Gymnastics: Levels and Directions	Outdoor: Orienteering	Tennis	Athletics
	Unit Purpose	Delivered by External Provider – Nantwich Swimming	The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.	The unit of work will focus on pupils using and applying an understanding of levels and direction to create and perform sequences in groups. Pupils will create their sequences, combining both changes in level and direction, with balances and using a range of apparatus	The unit of work will consolidate pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will consolidate their ability to collaborate with others and work as a team to complete the challenges.	The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques	The unit of work will develop pupils' ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump.
	National Curriculum Content	swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	Develop flexibility, strength, technique, control and balance	Develop flexibility, strength, technique, control and balance	Take part in outdoor and adventurous activity challenges both individually and within a team	Play competitive games	Develop flexibility, strength, technique, control and balance Use running, jumping, throwing and catching in isolation and in combination

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Vocabulary		Excellent Gymnastics, Extension, Control, Interesting, Bridge, Levels, Flow	Excellent Gymnastics, Extension, Flow, Interesting, Levels, Direction, Unison, Canon	Teamwork, Strategy, Tactics, Communication, Control Point, Scale	Outwit, Space, Accuracy, Power, Baseline, Forehand, Backhand, Rally, Out	Tactics, Speed, Distance, Pace, Power, Stride Pattern
	PE Unit	Game Sense	Dance	Cricket	Hockey	Football	Rounders
	Unit Purpose	The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a focus on effectively using their passing, moving and dribbling skills to create an attack that results in a shooting opportunity. Pupils will be introduced to defensive principles including marking.	The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.	Delivered by External Coach – Cheshire	The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.	The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the pitch, creating an attack that results in a shooting opportunity	The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as throwing and stopping the ball to keep the batter's score low
	National Curriculum Content	Play competitive games and apply basic principles suitable for attacking and defending	Perform dances using a range of movement patterns	Play competitive games	Play competitive games	Play competitive games	Play competitive games
	Vocabulary	Attacker, Defender, Dribbling, Space, Marking, Control	Excellent Dancers, Expression, Creativity, Emotion, Motif, Flow, Character		Attacker, Defender, Dribbling, Marking, Tackling, Blocking, Free Hit	Attacker, Defender, Transition, Turning, Drag Back, Goalkeeper	Batting, Tactics, Bowling, Catching, Backstop, ½ a rounder
Year 5	PE Unit	Tag Rugby	Swimming	Gymnastics: Flight	Basketball	Outdoor: Orienteering	Athletics
	Unit Purpose	The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking.	Delivered by External Provider – Nantwich Swimming	The unit of work will enable pupils to explore a variety of jumps and know how to take off and land safely when jumping. Pupils will work in groups to create sequences, combining a variety of jumps on apparatus with changes in level, direction, canon and	The unit of work will challenge pupils to apply their prior learning of passing and moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.	The unit of work will consolidate pupils' ability to orientate a map, locate points in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. Pupils will consolidate their ability to collaborate with others and work as a team.	The unit of work will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will be able to develop their technique for throwing a shot putt

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				unison all incorporated into the sequence.		team to complete the challenges.	and explore and develop an understanding of how to hurdle safely.
National Curriculum Content	Play competitive games	swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	develop flexibility, strength, technique, control and balance	Play competitive games	Take part in outdoor and adventurous activity challenges both individually and within a team	develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Vocabulary	Attacker, Defender, Possession, Dodge, Try, Tagging or Tag, Ball Carrier	Excellent Gymnastics, Direction, Flow, Levels, Flight, Jump, Turn, Landing	Tactics, Transition, Marking, Rebound, Travelling, Double Dribble	Teamwork, Strategy, Tactics, Communication, Control Point, Scale	Tactics, Speed, Distance, Evaluation, Change Over, Personal Best, Lap		
PE Unit	Football	Gymnastics: Counter Balance & Counter Tension	Dance: Circus	Tennis	Cricket	Rounders	
Unit Purpose	The unit of work will challenge pupils to apply their prior learning of passing, moving and dribbling to create attacks that result in a shooting opportunity. Pupils will be able to develop tactics for both attacking and defending and apply these successfully within their team.	The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.	The unit of work will challenge pupils to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguish between the different performers through clear movements and expression. Pupils will be able to perform their circus routine as part of a group.	The unit of work will challenge pupils to apply their prior learning of playing the ball into space. Pupils will begin to develop their ability to serve and to volley. Pupils will be able to create tactics in a doubles game in order to score points and win the game.	The unit of work will challenge pupils to refine and apply their prior learning of the skills required for both batting and fielding. Pupils will be able to create and apply tactics for both batting, and fielding (including bowling) and apply these successfully within their teams.	The unit of work will challenge pupils to apply fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. Pupils will be able to explore the skill set of each team and tactically select players to play in positions that utilise their skills	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	National Curriculum Content	Play competitive games	Develop flexibility, strength, technique, control and balance	Perform dances using a range of movement patterns	Play competitive games	Play competitive games	Play competitive games
	Vocabulary	Tactics, Marking, Pressure, Tackle, Shadowing, Tracking Back	Excellent Gymnastics, Interesting, Flow, Levels, Counter Balance, Counter Tension, Unison, Canon	Excellent Dancers, Expression, Creativity, Emotion, Motif, Character, Unison	Tactics, Outwit, Space, Accuracy, Forehand, Backhand, Volley, Serve	Tactics, Bowling, Run Out, Wicket-keeper, No ball, wide, Bye	Tactics, Fielder, Bowling, Batting and Bowling Square, No Ball, Out
Year 6	PE Unit	Tag Rugby	Gymnastics: Matching & Mirroring	Gymnastics: Creating Sequences	Dance: Prejudice and Discrimination	Badminton	Outdoor: Leadership
	Unit Purpose	<p>Pupils will consolidate their understanding of attacking and defending.</p> <p>Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary</p>	<p>The unit of work will focus on applying "excellent gymnastics" through matching and mirroring movements.</p> <p>Pupils will create a sequence of movements, bringing together a combination of both matching and mirroring movements, to create a sequence.</p>	<p>The unit of work will challenge pupils' creativity as they use and apply their understanding of the different themes and concepts, they have learnt throughout KS2.</p> <p>Pupils will work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus</p>	<p>The unit of work will challenge pupils to explore the concepts of Prejudice and Discrimination through movement.</p> <p>By exploring this challenging topic, pupils will work together to demonstrate the emotions that surround prejudices and the impact of acting on this prejudice.</p> <p>Pupils will explore the power of being united when tackling prejudices.</p>	<p>Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation</p> <p>Pupils will apply their learning in singles and doubles games.</p>	<p>The focus of the learning is for pupils to understand what makes an effective leader.</p> <p>By unpicking the 'STEP' principles, pupils will be able to apply their developing understanding as they lead others.</p> <p>Pupils will be able to identify the different attributes that make an effective leader.</p>
	National Curriculum Content	Play competitive games	Develop flexibility, strength, technique, control and balance	Develop flexibility, strength, technique, control and balance	Perform dances using a range of movement patterns	Play competitive games	Take part in outdoor and adventurous activity challenges both individually and within a team
	Vocabulary	Tactics, Transition, Offside, Formations, Knock On, Advantage	Excellent Gymnastics, Flow, Levels, Matching, Mirroring, Unison, Canon	Excellent Gymnastics, Sequence, Flow, Levels, Direction, Unison, Canon, Creativity	Excellent Dancers, Expression, Creativity, Emotion, Prejudice, Discrimination, Choreography, Motif	Tactics, Outwit, Space, Lob, Drop, Clear	Communication, Leadership, Cooperation, Responsibility, Space, Task, Equipment, People
	PE Unit	Football	Athletics: Competitions	Cricket	Tennis	Dodgeball	Athletics
	Unit Purpose	Pupils will learn to consistently apply effective attacking skills, applying decision making	The unit of work will challenge pupils to apply their knowledge, understanding and skills	Delivered by External Coach - Cheshire	Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make	Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a	The unit of work will challenge pupils to apply their knowledge, understanding and skills

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>in order to keep possession and score.</p> <p>Pupils will in turn apply pressure when defending to regain possession effectively.</p>	<p>into a series of competitions.</p> <p>Pupils will experience competition across all of the different areas of athletics that they have explored.</p> <p>Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p>		<p>and where to aim in order to score a point.</p> <p>Pupils will create, apply and evaluate tactics in singles and doubles games.</p>	<p>game.</p> <p>Pupils will take responsibility for officiating and managing their own games.</p>	<p>into a series of competitions.</p> <p>Pupils will experience competition across all of the different areas of athletics that they have explored.</p> <p>Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.</p>
	National Curriculum Content	Play competitive games	<p>Develop flexibility, strength, technique, control and balance</p> <p>Play competitive games</p>	Play competitive games	Play competitive games	Play competitive games and apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance
	Vocabulary	Tactics, Transition, Counter Attack, Referee, Through Ball, Man-to-Man Marking	Tactics, Teamwork, Speed, Distance, Evaluation, False Start, Events		Tactics, Space, Outwit, Forehand, Backhand, Volley, Doubles, Serve	Tactics, Transition, Referee, Back/End Line, Centre Line, Retrievers	Tactics, Teamwork, Speed, Distance, Evaluation, False Start, Events