



**SHOBNALL PRIMARY & NURSERY  
SCHOOL  
PHYSICAL EDUCATION PROGRAMME OF STUDY**



## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

NURSERY						
WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
<b>Design an obstacle course</b>						
<b>Milestone 1:</b> Children are able to explore movement and physical resources in a range of contexts.	Milestone 1	Milestone 1	<b>Fast Freddy – Space</b>  Travelling	<b>Balancing Bella – Space</b>  Gym – travelling	<b>Balancing Bella – Racetrack</b>  Dance – movement	<b>Handy Harry – Fairy tale</b>  Throwing & catching in pairs
<b>Milestone 2:</b> Children develop their awareness of the multi-functionality of resources (e.g. a hoop) and can describe the ways in which they are used to suit a specific purpose.	Milestone 1	Milestone 1	<b>Fast Freddy – Army</b>  Spatial awareness	<b>Balancing Bella – Army</b>  Gym – travelling	<b>Balancing Bella – Zoo</b>  Dance – shape	<b>Handy Harry – Seaside</b>  Bouncing a ball
<b>Milestone 3:</b> Children can lead movement play activities with increasing confidence and independence.	Milestone 1	Milestone 1	<b>Fast Freddy – Supermarket</b>  Coordination	<b>Balancing Bella – Supermarket</b>  Gym – Core shapes	<b>Handy Harry – Space</b>  Catching	<b>Skilful Sally – Space</b>  Dribbling
<b>Goal:</b> Working in a small group, children create their own obstacle course, which will challenge children’s physical skills and development using both fixed and flexible resources.	Milestone 1	Milestone 1	<b>Fast Freddy – Jungle</b>  Direction	<b>Balancing Bella – Jungle</b>  Dance – spatial awareness	<b>Handy Harry – Army</b>  Rolling and receiving	<b>Skilful Sally – Army</b>  Dribbling with control
	Milestone 1	Milestone 1	<b>Fast Freddy – Fairy tale</b>  Speed	<b>Balancing Bella – Fairy tale</b>  Dance – direction	<b>Handy Harry – Supermarket</b>  Rolling	<b>Skilful Sally – Supermarket</b>  Throwing
	Milestone 1	Milestone 1	<b>Fast Freddy – Off to the seaside</b>  Speed	<b>Balancing Bella – Seaside</b>  Dance – shape	<b>Handy Harry – Jungle</b>  Rolling and receiving	<b>Skilful Sally – Zoo</b>  Co-ordination

*In addition to the planning outlined, the children will also have balance bikes and Commando Joe’s sessions incorporated into their timetable.*

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** **FUNDAMENTAL MOVEMENT GAMES**

KEY (Year 1 to 6): **MOVEMENT TACTICS AND STRATEGY** **HEALTHY LIFESTYLE** **PERSONAL AND SOCIAL LEADERSHIP** **FUNDAMENTAL MOVEMENT KNOWLEDGE**

Take part in a mini Olympics		RECEPTION						
WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO		
Milestone 1: Children can confidently demonstrate their own ability to move in a variety of different ways (e.g. rolling, crawling, running, jumping).	Milestone 1	Fast Freddy – Jungle  Balancing	Balancing Bella – Space  Dance – spatial awareness	Balancing Bella – Zoo  Gym - balances	Handy Harry – Supermarket  Throwing with accuracy	Handy Harry – School  Striking & sending		
Milestone 2: Children can confidently and safely use a range of large and small apparatus with relative precision, balance, coordination and accuracy.	Milestone 1	Fast Freddy – Fairy tale  Balancing	Balancing Bella – Army  Dance – direction	Balancing Bella – Pirates  Dance – shape	Handy Harry – Jungle  Throwing with power	Handy Harry – School  Hand to eye coordination		
Milestone 3: Children can combine different movements with relative ease and fluency.	Milestone 1	Fast Freddy – Racetrack  Speed	Balancing Bella – Jungle  Gym – Core shapes	Balancing Bella – Pirates  Dance – levels	Handy Harry – Jungle  Throwing with power	Skilful Sally – Space  Dribbling with control		
Goal: Children participate in a series of physical challenges that will demonstrate their ability to move in a range of different ways and use a variety of large and small apparatus, displaying confidence, competence, precision and accuracy.	FOUR	Fast Freddy – Space  Travelling	Fast Freddy – Racetrack  Speed	Balancing Bella – Fairy tale  Gym – travelling	Balancing Bella – Pirates  Dance - speed	Handy Harry – Fairy tale  Throwing & catching in pairs	Skilful Sally – Supermarket  Dribbling against an opponent	
	FIVE	Fast Freddy – Army  Spatial awareness	Fast Freddy – Zoo  Jumping	Balancing Bella – Seaside  Gym – jumping	Handy Harry – Space  Rolling and aiming	Handy Harry – Seaside  Bouncing a ball	Skilful Sally – Seaside  Passing & Receiving	
	SIX	Fast Freddy – Supermarket  Coordination	Fast Freddy – Pirates  Change Direction	Balancing Bella – Racetrack  Gym – Rolling	Handy Harry – Army  Rolling and receiving	Handy Harry – Racetrack  Bouncing a ball and moving	Skilful Sally – Zoo  Shooting & accuracy	

*In addition to the planning outlined, the children will also have balance bikes and Commando Joe's sessions incorporated into their timetable.*

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

Year 1	Autumn Term		Spring Term		Summer Term	
Topic	GAMES	GYMNASTICS	DANCE	GAMES	GYMNASTICS	DANCE
<b>Milestones</b>	<p><u>Perform locomotion skills (running, jumping, hopping, skipping, etc.) using mature patterns.</u></p> <p><u>Send an object towards a target.</u></p> <p><u>Use the ready position.</u></p> <p><u>Develop a throw underarm.</u></p> <p><u>Catch a large ball.</u></p> <p><u>Make simple decisions, e.g. which target to aim for.</u></p> <p><u>Recognise space on a court or pitch.</u></p> <p><u>Engage actively in PE lessons.</u></p> <p><u>Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster, they move faster and they feel slightly warmer.</u></p> <p><u>Recognise that people's bodies and feelings can be hurt.</u></p> <p><u>Recognise what is fair and unfair, kind and unkind, right and wrong.</u></p> <p><u>Follow class protocols with minimal reminders.</u></p> <p><u>Listen to others and play cooperatively.</u></p> <p><u>Remember to bring their kit.</u></p> <p><u>Try hard.</u></p>	<p><u>Copy and remember actions.</u></p> <p><u>Travel in a variety of ways (walking, running, hopping).</u></p> <p><u>Balance on a variety of large and small body parts (back, tummy, hands and feet)</u></p> <p><u>Climb safely on equipment.</u></p> <p><u>Vary fundamental movement skills by using the movement adaptation of how and where.</u></p> <p><u>Engage actively in PE lessons.</u></p> <p><u>Recognise the importance of a warm-up.</u></p> <p><u>Differentiate between healthy and unhealthy foods.</u></p> <p><u>Follow class protocols with minimal reminders.</u></p> <p><u>Accept feedback from the teacher.</u></p> <p><u>Follow directions in group settings.</u></p> <p><u>Use equipment and space appropriately.</u></p> <p><u>Remember to bring their kit.</u></p> <p><u>Try hard.</u></p> <p><u>Follow the teacher's instructions.</u></p> <p><u>Look after and use equipment properly.</u></p>	<p><u>Perform a range of actions with control and coordination.</u></p> <p><u>Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book.</u></p> <p><u>Link actions to perform short dances.</u></p> <p><u>Apply movement adaptations to their movement techniques.</u></p> <p><u>Express emotions through facial expressions, gestures and posture.</u></p> <p><u>Engage actively in PE lessons.</u></p> <p><u>Recognise the importance of a warm-up.</u></p> <p><u>Describe physical activities that they enjoy.</u></p> <p><u>Describe the enjoyment of playing with friends.</u></p> <p><u>Follow directions in group settings.</u></p> <p><u>Accept feedback from the teacher.</u></p> <p><u>Remember to bring their kit.</u></p> <p><u>Try hard.</u></p> <p><u>Follow the teacher's instructions.</u></p>	<p><u>Chase and retrieve a moving ball.</u></p> <p><u>Jump and land safely</u></p> <p><u>Change direction.</u></p> <p><u>Kick a stationary ball from a short run-up.</u></p> <p><u>Strike a ball off a tee with a bat.</u></p> <p><u>Perform locomotion skills (running, jumping, hopping, skipping, etc.) using mature patterns.</u></p> <p><u>Decided where and when to pass.</u></p> <p><u>Use a base position.</u></p> <p><u>Decide which base to pass to depending on position of opponent.</u></p> <p><u>Recognise space on a court or pitch.</u></p> <p><u>Engage actively in PE lessons.</u></p> <p><u>Recognise the importance of a warm-up.</u></p> <p><u>Describe physical activities that they enjoy.</u></p> <p><u>Describe the enjoyment of playing with friends.</u></p> <p><u>Listen to others and play cooperatively.</u></p> <p><u>Follow class protocols with minimal reminders.</u></p> <p><u>Follow directions in group settings.</u></p> <p><u>Use equipment and space appropriately.</u></p> <p><u>Remember to bring their kit.</u></p>	<p><u>Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll.</u></p> <p><u>Climb safely on equipment.</u></p> <p><u>Take some weight on hands, e.g. in a bunny hop.</u></p> <p><u>Set up apparatus safely.</u></p> <p><u>Vary fundamental movement skills by using the movement adaptation of how and where.</u></p> <p><u>Engage actively in PE lessons.</u></p> <p><u>Recognise the importance of a warm-up.</u></p> <p><u>Describe physical activities that they enjoy.</u></p> <p><u>Follow class protocols with minimal reminders.</u></p> <p><u>Use equipment and space appropriately.</u></p> <p><u>Remember to bring their kit.</u></p> <p><u>Try hard.</u></p> <p><u>Follow the teacher's instructions.</u></p> <p><u>Look after and use equipment properly.</u></p>	<p><u>Perform a range of actions with control and coordination.</u></p> <p><u>Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book.</u></p> <p><u>Link actions to perform short dances.</u></p> <p><u>Apply movement adaptations to their movement techniques.</u></p> <p><u>Express emotions through facial expressions, gestures and posture.</u></p> <p><u>Engage actively in PE lessons.</u></p> <p><u>Describe the enjoyment of playing with friends.</u></p> <p><u>Accept feedback from the teacher.</u></p> <p><u>Remember to bring their kit.</u></p> <p><u>Try hard.</u></p> <p><u>Follow the teacher's instructions.</u></p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

	<u>Follow the teacher's instructions.</u> <u>Look after and use equipment properly.</u>			Try hard. Follow the teacher's instructions. Look after and use equipment properly.		
<b>Fundamental Movement Knowledge &amp; POP Tasks</b>	Demonstrate rolling in a variety of ways. Demonstrate running in a variety of ways. Demonstrate balancing in a variety of ways. Demonstrate dodging in a variety of ways. Demonstrate catching in a variety of ways. Demonstrate underarm throwing in a variety of ways.	Demonstrate running in a variety of ways. Demonstrate hopping in a variety of ways. Demonstrate skipping or galloping in a variety of ways. Demonstrate rolling a variety of ways. Demonstrate jumping for distance in a variety of ways. Demonstrate jumping for height in a variety of ways.	Demonstrate jumping for distance in a variety of ways. Demonstrate jumping for height in a variety of ways. Demonstrate running in a variety of ways. Demonstrate hopping in a variety of ways. Demonstrate skipping or galloping in a variety of ways. Demonstrate balancing in a variety of ways.	Demonstrate kicking in a variety of ways. Demonstrate striking in a variety of ways. Demonstrate throwing a variety of objects overarm. Demonstrate underarm throwing in a variety of ways. Demonstrate dribbling in a variety of ways. Demonstrate dribbling in a variety of ways, with players using both hands.	Demonstrate balancing in a variety of ways. Demonstrate dynamic balance in a variety of ways. Demonstrate jumping for height in a variety of ways. Demonstrate hopping in a variety of ways. Demonstrate rolling a variety of ways.	Demonstrate running in a variety of ways. Demonstrate jumping for height in a variety of ways. Demonstrate jumping for distance in a variety of ways. Demonstrate dribbling in a variety of ways. Demonstrate striking in a variety of ways. Demonstrate dribbling in a variety of ways, with players using both hands.
<b>Knowledge Webs &amp; POP Tasks</b>	Demonstrate an effective technique when rolling the ball. Demonstrate a balance stance when rolling a ball. Roll a ball to different distances. Run at speed. Follow someone running maintaining the same distance between you. Demonstrate a ready pose. Stand on a with your feet shoulder-width apart, catch a large ball thrown directly at you. Throw underarm towards a target. Catch a ball after one bounce when stationary. Aim at different targets with some adjustment of technique.	Demonstrate three ways of travelling. Demonstrate balances using large and small body parts. Demonstrate the ability to rock backwards and forwards in a small shape, keeping bent legs in tight to the body. Demonstrate a log roll. Choose and demonstrate four different types of jump. Perform bunny jumps with feet and knees between arms, heads up. Demonstrate a step onto the first spot, jump from one foot to two feet to two feet. Perform a straight jump. Choose moves that you can perform well and join together fluently.	Perform a variety of travelling skills. Demonstrate a range of jumps. Perform a turning movement. Demonstrate stillness in a variety of body shapes and three gestures using different body parts. Perform two different types of stillness. Working with a partner, join two phrases into four-action movement phrases. Demonstrate three gestures using different body parts. Describe how emotions can affect movement and let the audience know what the dance is about. Perform a movement three times	Demonstrate a variety of different locomotion skills. Demonstrate effective technique when kicking a ball. Run at a controlled pace. Strike a ball off a safety tee. Catch a ball thrown from a partner 1 metre away. Demonstrate the ability to throw and catch a large ball while stationary. Perform chest passes with a partner. Dribble a ball using both feet, through a line of cones. Kick a stationary ball towards a goal. Demonstrate the ready position. Identify space in the outfield and aim a ball accurately into it.	Demonstrate three ways of travelling. Demonstrate balances using large and small body parts. Demonstrate the ability to rock backwards and forwards in a small shape, keeping bent legs in tight to the body. Demonstrate a log roll. Choose and demonstrate four different types of jump. Perform bunny jumps with feet and knees between arms, heads up. Demonstrate a step onto the first spot, jump from one foot to two feet to two feet. Perform a straight jump. Perform a balance on a piece of apparatus.	Show how a superhero might move? Demonstrate movements using speed and force. Perform a variety of travelling skills. Demonstrate a range of jumps. Perform a turning movement. Demonstrate stillness in a variety of body shapes and three gestures using different body parts. Perform two different types of stillness. Working with a partner, join two phrases into four-action movement phrases. Demonstrate three gestures using different body parts.

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	<p>Adjust the force when rolling a ball to send in different distances. Choose a clear pathway to allow you to run at speed. Adjust position of the body to keep the ball on the racket while moving. Identify the space in a game and aim shots towards it. Throw the ball, varying the force. Which aspect of the game do you enjoy? What changes do you notice in your body while playing this game? Some of these challenges are difficult. How do you feel when you can't do them? What aspects of this game are you good at? Congratulate an opponent when they make a good shot. Demonstrate taking a turn. What rules might there be in this game? What can you do ensure you don't bump into anybody? What do you need to do to listen carefully? How does it feel to work cooperatively with a partner? Try out different types of balls when aiming at a target. Put equipment away in the correct place.</p>	<p>How do your arms help you when jumping? Which aspect of gymnastics do you enjoy and which do you find difficult? Do you have to work hard to achieve this activity? Which parts of the activity were difficult? Demonstrate taking turn on a mat. How can you ensure everyone gets the same number of turns? Watch a partner and pick out one thing they have done well. Describe how gymnastics equipment should be involved.</p>	<p>demonstrating a different emotion each time. Change actions using movement adaptations. Change the order of the movement to make easier transitions. Watch a video of two of the dances mentioned in Giraffes can't dance. Choose a favourite and describe how it makes you feel. Give an example of when you have had to try hard to achieve something. With a partner, discuss and perform a range of movements corresponding to the animals mentioned in the book. Practise and refine four movements. Listen to your partner's ideas. Describe how you would know if your partner was unhappy. Listen to others. Try hard.</p>	<p>Strikers-identify space in the outfield and aim a ball accurately into it. Consider where to throw the ball to make it easy for a partner to catch. Work with a partner to maintain possession of the ball deciding on when and where to pass. Use dodging to avoid the defender. Choose where to roll the ball to give a teammate the best chance of scoring. How quickly can you move to receive the ball? Describe the changes in your body during this activity. Which aspect of this activity do you find difficult? Participate actively in lessons. What happens to our bodies when we take part in physical activity? What do you enjoy when playing with friends? What changes occur in your body when you move fast? What are the rules for PE lessons? Describe what you are good at. Discuss with your team a plan for the order of passing. How does it feel when someone congratulates you on scoring a goal?</p>	<p>Perform a jump using apparatus: on, off or along. Use apparatus to demonstrate weight on hands. Compose a sequence of six movements using apparatus. Choose moves that you can perform well and join together fluently. How do your arms help you when jumping? Choose which movements you will perform on apparatus. Which aspect of gymnastics do you enjoy and which do you find difficult? Do you have to work hard to achieve this activity? Which parts of the activity were difficult? Choose which piece of apparatus are most suitable for you. Demonstrate taking turn on a mat. How can you ensure everyone gets the same number of turns? What are the rules about sharing apparatus? Watch a partner and pick out one thing they have done well. Describe how gymnastics equipment should be involved.</p>	<p>Change some movements using the movement adaptation? Describe how emotions can affect movement and let the audience know what the dance is about. Perform a movement three times demonstrating a different emotion each time. Change actions using movement adaptations. Change the order of the movement to make easier transitions. Give a reason why it is important to take part in PE lessons. Watch a video of two of the dances mentioned in Giraffes can't dance. Choose a favourite and describe how it makes you feel. Give an example of when you have had to try hard to achieve something. Describe the classroom rules when participating in dance lessons. With a partner, discuss and perform a range of movements corresponding to the animals mentioned in the book. Practise and refine four movements. Listen to your partner's ideas. Describe how you would know if your partner was unhappy. Tell a partner something they are good at. Listen to others.</p>
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	<p>What would trying hard look like in this game? Use equipment sensibly. Tell your partner something that they are doing well.</p>			<p>What does it look like when someone is being unkind to someone else? How does it feel if your partner is getting frustrated with you? Always bring your kit. Why is it important to try hard? What do you have to do to listen carefully? Choose a ball that you are able to use successfully. What does good listening look like? What does trying hard look like in this activity?</p>		<p>Try hard.</p>
<b>Vocabulary</b>	<p>Target, accuracy, consistency, cooperation, aim, opponent, teammate, evade, face, ready position, serve.</p>	<p>Sequence, travelling, level, egg roll, log roll, forward roll, straight, tuck, star, pathways, body tension, fluent.</p>	<p>Travel, levels, force, stomping.</p>	<p>Striking, fielding, teammate, defender, cold defence, warm defence, teammate, opponent, cooperate, ready position.</p>	<p>Sequence, travelling, level, egg roll, log roll, forward roll, straight, tuck, star, level, pathways, body tension, fluent.</p>	<p>Unison, contrasting, travel, levels, force, stomping.</p>
<b>Suggested Trips / Enrichment</b>	<p>Extra-Curricular Clubs and Sporting Fixtures</p>					

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### YEAR ONE LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Object control: Rolling a ball – Basic (pg.81)	Locomotion: Running - Basic (pg.55)	Locomotion: Jumping for distance (pg.63)	Object control: Kicking – Basic (pg.97)	Stability: Balancing on one leg – Basic (pg.43)	Locomotion: Running -Basic (pg.55)
	Target: Fair and square – Basic (pg.116)	Gymnastics: Simple sequences – Basic (pg.168)	Dance: Based on a book – Basic (pg.180)	Striking and fielding: Give me five – Basic (pg.133)	Gymnastics: Simple sequences – Basic (pg.168)	Dance: Superheroes – Basic (pg.188)
TWO	Locomotion: Running - Basic (pg.55)	Locomotion: Hopping – Basic (pg.67)	Locomotion: Jumping from height - Basic (pg.59)	Object control: Striking a ball – Basic (pg.109)	Stability: Walking on a beam – Basic (pg.47)	Locomotion: Jumping from height - Basic (pg.59)
	Target: Fair and square – Basic (pg.116)	Gymnastics: Simple sequences – Basic (pg.168)	Dance: Based on a book – Basic (pg.180)	Striking and fielding: All together now – Basic (pg.136)	Gymnastics: Vault – Basic (pg.172)	Dance: Superheroes – Basic (pg.188)
THREE	Stability: Balancing on one leg – Basic (pg.43)	Locomotion: Galloping and skipping -basic (pg.72)	Locomotion: Running -Basic (pg.55)	Object control: Overarm throwing – Basic (pg.89)	Locomotion: Jumping from height - Basic (pg.59)	Locomotion: Jumping for distance (pg.63)
	Target: Python – Basic (pg.120)	Gymnastics: Simple sequences – Basic (pg.168)	Dance: Based on a book – Basic (pg.180)	Invasion: Triangle passing – Basic (pg.156)	Gymnastics: Apparatus – Basic (pg.176)	Dance: Superheroes – Basic (pg.188)
FOUR	Locomotion: Dodging - Basic (pg.77)	Stability: Rolling -Basic (pg.51)	Locomotion: Hopping – Basic (pg.67)	Object control: Underarm throwing – Basic (pg.85)	Locomotion: Hopping – Basic (pg.67)	Object control: Dribbling with feet – Basic (pg.105)
	Tag: Mr Wolf – Basic (pg.128)	Gymnastics: Simple sequences – Basic (pg.168)	Dance: Based on a book – Basic (pg.180)	Invasion: Two on one – Basic (pg.160)	Gymnastics: Apparatus – Basic (pg.176)	Dance: Mystery dance – Basic (pg.184)
FIVE	Object control: Demonstrate catching in a variety of ways – Basic (pg.93)	Locomotion: Jumping for distance (pg.63)	Locomotion: Galloping and skipping -basic (pg.72)	Object control: Dribbling with feet – Basic (pg.105)	Stability: Rolling - Basic (pg.51)	Object control: Striking a ball – Basic (pg.109)
	Net and wall: Racket fun – Basic (pg.144)	Gymnastics: Vault – Basic (pg.172)	Dance: Mystery dance – Basic (pg.184)	Invasion: Dribble and score – Basic (pg.164)	Gymnastics: Apparatus – Basic (pg.176)	Dance: Based on a book – Basic (pg.180)
SIX	Object control: Underarm throwing – Basic (pg.85)	Locomotion: Jumping from height - Basic (pg.59)	Stability: Balancing on one leg – Basic (pg.43)	Object control: Bouncing a ball – Basic (pg.101)	Stability: Balancing on one leg – Basic (pg.43)	Object control: Bouncing a ball – Basic (pg.101)
	Net and wall: Throwing tennis – basic (pg.151)	Gymnastics: Vault – Basic (pg.172)	Dance: Mystery dance – Basic (pg.184)	Net and wall: On the spot – Basic (pg.148)	Gymnastics: Apparatus – Basic (pg.176)	Dance: Based on a book – Basic (pg.180)

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Year 2	Autumn Term		Spring Term		Summer Term	
Topic	GAMES	GYMNASTICS	DANCE	GAMES	GYMNASTICS	DANCE
<b>Milestones</b>	<p><u>Throw underarm in a mature pattern</u> <u>Develop an overarm throw.</u> <u>Dribble a ball with hands or feet, while moving slowly in their own space.</u> <u>Catch a large ball without cradling or trapping it against the body.</u> <u>Use the terms opponent and teammate.</u> <u>Be able to talk about the benefits of being active.</u> <u>Follow directions in group settings, following rules and taking turns.</u> <u>Share equipment and space appropriately.</u> <u>Identify and respect the differences and similarities between people.</u> <u>Make appropriate equipment choices.</u></p>	<p><u>Link movements together into a short sequence using floor and apparatus.</u> <u>Set up apparatus safely.</u> <u>Jump in a variety of ways (straight jump, tuck jump and star jump) and land with increasing control and balance.</u> <u>Vault on a bench.</u> <u>Vary fundamental movement skills by using the movement adaptation of how, where and with whom or what to add interest to a sequence.</u> <u>Make decisions on which actions are best performed on apparatus.</u> <u>Understand that some physical activities are challenging and difficult.</u> <u>Recognise that their behaviour can affect other people and take responsibility for this.</u> <u>Listen to others.</u></p>	<p><u>Repeat and remember simple movement patterns.</u> <u>Demonstrate stillness in a range of shapes.</u> <u>Describe their choices of movement.</u> <u>Choose which actions to change with the movement adaptations of space, dynamics and relationships.</u> <u>Describe how physical activity makes them feel good.</u> <u>Recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</u> <u>Help a partner improve.</u></p>	<p><u>Dribble a ball with hands or feet, while moving slowly in their own space.</u> <u>Strike a ball with a short-handed bat.</u> <u>Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming for a target.</u> <u>Keep possession by passing and receiving a ball.</u> <u>Describe positive feelings that result from participating in physical activities.</u> <u>Follow directions in group settings, following rules and taking turns.</u> <u>Share equipment and space appropriately.</u> <u>Identify and respect the differences and similarities between people.</u> <u>Make appropriate equipment choices.</u></p>	<p><u>Remember, repeat and be able to refine movements in a sequence</u> <u>Make decisions on the choice of actions to be performed ensuring smooth lines.</u> <u>Recognise that working hard to achieve something can make them feel happy.</u> <u>Recognise that their behaviour can affect other people and take responsibility for this.</u> <u>Listen to others.</u></p>	<p><u>Explore actions that express ideas for dance.</u> <u>Use a prop such as a scarf to experiment with moving.</u> <u>Describe their choices of movement.</u> <u>Choose which actions to change with the movement adaptations of space, dynamics and relationships.</u> <u>Recognise that physical activity is important for good health.</u> <u>Recognise when people are being unkind to them or others, how to respond, who to tell and what to say.</u> <u>Help a partner improve.</u></p>
<b>Fundamental Movement Knowledge &amp; POP Tasks</b>	<p><b>How far can you throw?</b> Work with a partner. Stand behind a line and throw a ball as hard as you can. <b>How far back?</b> Create a gate out of cones and attempt to roll a ball</p>	<p><b>Rock and roll.</b> Rock backwards and forward in a tight shape, keeping your knees and head tucked in. <b>Hoop challenge.</b> Place hoops around the hall and when music plays skip/gallop around the</p>	<p><b>Traffic light.</b> Start, stop and change pace with control in response to instructions. <b>Balloon keep up.</b> Keep a balloon up in the air. Try to jump and keep it as far off the ground as you can.</p>	<p><b>Knock down the pyramid.</b> Make a pyramid target with bottles or cones placed on top of each other. Which team can knock them down first? <b>Pepperpot.</b> Using a tee, hit five balls in different directions. Run to retrieve.</p>	<p><b>Animal tag.</b> Move around the room trying to jump up and touch the animals. <b>Many rivers to cross.</b> Vary the widths of the two skipping ropes as well as stepping stone with players making</p>	<p><b>Rebound.</b> The first player throw the ball at the wall and the second player runs to catch it. <b>Knock down the pyramid.</b> Children are to knock down a pyramid of cones or bottles by using an overarm throw.</p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

### KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

#### KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE

	<p>through them. How far back can you go?  <b>In the zone.</b> Player need to throw a ball underarm into each of the five zones.  <b>Dribble relay.</b> Players dribble a ball around the cones using both hands. Balloon keep-up. Keep a balloon up in the air by striking with your hands.  <b>Balloon keep-up.</b> Keep a balloon up in the air by striking it with your hands.  <b>Me and my shadow.</b> Working with a partner, take turns leading and shadowing by dodging and changing direction.</p>	<p>room. When music stops, you must get into a hoop.  <b>Compass points.</b> On the teacher's command players are to hop to the correct area and then back to the middle.  <b>Toe Line.</b> Walk along the lines in the playground. Walk heel to toe, slowly. Go backwards too.  <b>What's my letter?</b> Work with a partner, make letter shapes with your body, balancing on different body parts to do this.  <b>Over the river.</b> Players are to jump over two skipping ropes focus on whether the children can jump over the smallest or widest part</p>	<p><b>Freeze and melt.</b> Players move around the hall. One person, who is freeze, tags the children while another child moves around and melt the children who are frozen.  <b>Hop your name.</b> Players move around the room to music. When the music stops each player hops to the letters to spell their name.  <b>Follow my leader.</b> Work in groups, following the leader, who moves in different ways.</p>	<p><b>Three goals and run.</b> Players are to score a goal in each of the three goals.  <b>Catch it.</b> Work in pairs, the teacher calls out different types of throws and try to catch the different types of throw.  <b>Throw and run.</b> Stand in a circle and throw the ball to another player before running to take their place.  <b>Clapping song.</b> Stand on one leg opposite a partner to play a clapping game without losing your balance.  <b>Dribble relay.</b> Work in groups of four, players dribble a ball around the cones and players should use both feet.</p>	<p>their way from one end of the room to the other.  <b>Partner toe the line.</b> Start opposite a partner on a line and try out different challenge.  <b>Jazz it up.</b> Demonstrate different ways of entering and exiting a tucked roll.  <b>Roll and Jump.</b> Work in groups of three, roll the ball to another player while the final person jumps to makes a tunnel for the ball to roll through, repeat.  <b>Close the circle.</b> One person need to be outside the circle and catch the person in the middle by dodging in and out of the other children.</p>	<p><b>Knock it down.</b> Build a tower with paper cups and cones and players are to kick a ball from behind a line to knock the tower over.  <b>Dribble relay.</b> Players dribble a ball around the cones using both hands.  <b>Avoid the dribbler.</b> Player have to dribble the ball around the space using their feet, without bumping into the other dribbler.  <b>Avoid the dribbler.</b> Players dribble the ball around the space without bumping/cashing into the other dribbler.</p>
<p><b>Knowledge Webs &amp; POP Tasks</b></p>	<p>Refine your techniques as a result of previous throws.  Hit a target consistently from different distances adjusting your technique to suit.  Demonstrate a low stance when rolling a ball.  Roll a ball accurately for different distances.  Roll a ball within a boundary.  Throw a beanbag into hoops.  Demonstrate stepping with the opposite foot and a long arm follow through.</p>	<p>Use movement adaptations to vary the ways of travelling.  Design and perform a sequence of three different balance, Demonstrate smooth links between them.  Rock backwards and forwards in a small shape and then stand up, without using hands to help you.  Demonstrate an egg roll.  Demonstrate a sequence of four different jumps. Use the movement adaptations to add interest to the sequence.  Perform three balances on different pieces of</p>	<p>Combine actions to make a short dance phrase. Suggest where stillness could be used in a movement phrase.  Tell a story without words, using a variety of hand gestures to represent ideas.  Combine actions to make a short dance phrase, with clear transitions from one to other.  Demonstrate difference between two types of stillness.  Working with a partner, combine two, three-action movement phrases together,</p>	<p>Combine different types of locomotion skills.  Kick a ball in different directions, with varying amounts of force.  Run a controlled pace, maintaining the distance between you and the person in front of you.  Strike the ball off a safety tee to a partner who moves closer and further away.  Catch a ball thrown by a partner to either side of the body.  Use effective technique while dodging through a line of cones.  Strike a medium ball off a tee with a large bat.</p>	<p>Perform bunny jumps on to the end of a bench, landing with feet and knees between arms, heads up.  Perform a star jump off a bench or low piece of apparatus onto a mat.  Perform bunny jumps onto a low table landing with feet and knees between arms, heads up.  Perform a tuck jump off a bench or low piece of apparatus onto a mat.  Perform a forward roll from a straddle position to stand up.  Design and perform a sequence of four</p>	<p>Identify patterns in the ways that a superhero might move and demonstrate these.  Perform contrasting movements for superheroes.  Create and remember a short sequence.  Combine a range of different actions to make a short dance phrase.  Create a short dance demonstrating stillness in a variety of different ways.  Working with a partner, combine two, and three-action movement phrases together. Add in other</p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

### KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

#### KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE

	<p>Perform the ready position and show quick changes of direction. Drop a small ball and catch it after one bounce. Change grip depending on the type of racket. Aiming at targets at varying distances and heights. Throw a ball over a net. Move to catch a ball after one bounce. Make decisions on which target to aim for based on your own analysis of your ability. Adapt the release point of the ball to achieve accuracy. Make decisions on where to throw depending on the position of the pallino and beanbags from your team and from the opposing team. Use body tension to maintain balance. How can you make sure that you don't drop the ball when passing it to another member of the team? Where is the best place to aim the ball to make it easy for your partner to reach the ball? What factors do you have to take into account to maintain a rally with a partner?</p>	<p>apparatus, using a variety of body parts. Perform three jumps using different pieces of apparatus to demonstrate weight on hands. Compose a sequence of six movements using apparatus, linked with different ways of travelling. Suggest six moves for a routine which can be linked smoothly and fluently. Practise and perform them. Try out performing different types of movement on different pieces of apparatus. Use your findings to compose an effective sequence. What can you do if you find an activity difficult? Choose apparatus to suit the gymnastic moves you intend to use in your sequence. Describe how it makes you feel if your partner isn't letting you have your turn on the mat? How can you ensure you share apparatus fairly? Work with a partner and pick out two things they have done well and one thing they need to improve on. Try out performing different types of movement on different pieces of apparatus. Use your findings to compose an effective sequence.</p>	<p>adjusting the order for fluency and effect. Create a short dance which demonstrates using emotion to communicate the feel of dance. Choose which actions to adapt using movement adaptations. Compare different orders of movements, choosing the most effective order. Watch a video of four of the dances mentioned in Giraffes can't dance. Discuss with a partner what you like about them. Describe how they make you feel. Describe how it feels when you work hard to improve them. With a partner, create and perform a short dance linking together some of the animal movement from the book. Try to demonstrate the different personalities of the animals. Explain any strategies you might use to ensure you do not upset your partner's feelings. Listen to others' ideas, even if they are different from your own. Focus on areas to develop and try hard to improve them.</p>	<p>Perform locomotion skills in combination moving from one type of movement to another. Demonstrate the ability to throw and catch a large ball while stationary and on the move. Perform two-handed overhead throws with a partner. Demonstrate the ability to catch a ball, pass it to a partner and immediately move to another space. Stop a moving ball with your feet and dribble it, using both feet through a line of cones. Trap a rolling ball and score a goal. Choose how and where to send the ball, making decisions based on the position of opponents. Demonstrate your decision-making in the game. Choose how and where to stand to defend the space, making it difficult for the striking team to place the ball and easier for you to retrieve the ball. Choose how and where to send the ball, making decisions based on the position of opponents. Demonstrate your decision-making in the game. Choose how and where to stand to cover the space, making it difficult for the striking team and easy for</p>	<p>different balance with smooth transitions from one to another. Choose and perform a balance to that piece of apparatus. Plan a route around a room set up with different apparatus. Demonstrate six movements you can perform most successfully and combine them into a sequence. What factors impact on how well you perform a jump? How does jumping from a bench affect your performance of the jump? Compose and perform a sequence of six moves. Use movement adaptations to add interest to the sequence. Evaluate the movements you can perform most successfully and combine them into a sequence. How hard did you have to work to achieve this activity? How did it feel to achieve something after working hard? Contrast the feelings you have when you achieve something without having tried hard with your feelings after</p>	<p>movements to improve the impact of dance. Compose a short movement phrase to demonstrate the variety of actions a superhero might use. Create and perform a short dance sequence to demonstrate the ways different superheroes move. Can a partner guess the superhero? Decided which movements to change using movement adaptations. Create a short dance or demonstrate three different emotions. Justify the actions and movement adaptations chosen/. Perform the movement phrases to portray an emotion adapt the movement accordingly. Investigate the effect of changing the order of movement and which movement adaptations are used when. Investigate the impact of changing movement adaptations. Use a word bank of adaptations as inspirations. What would you say to encourage a friend who did not want to take part in PE? Watch the video of the dance mentioned in Giraffes Can't Dance. Compare the different</p>
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## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

	<p>Use appropriate force to throw a ball over a net to land deep or short</p> <p>Explain which aspect of this game you are good at. Which areas of the game do you need to work on?</p> <p>What do you enjoy in this game?</p> <p>What does trying hard in a PE lesson look like?</p> <p>Some of the challenge are difficult. What might you do to improve your performance?</p> <p>Why do changes occur in your body when you move fast?</p> <p>Which aspect of the game do you need to work on?</p> <p>How does it feel when someone praises you?</p> <p>Why is it important to take turns?</p> <p>If you see someone being unkind to someone else, what might you do?</p> <p>In an activity like this, why is it important to follow the rules?</p> <p>What might you do if your partner is finding the activity difficult and you are beginning to get annoyed?</p> <p>How does it feel to work cooperatively against an opponent?</p> <p>Choose a ball dependent on the target you are aiming at.</p> <p>Look after equipment.</p>			<p>your team to get the ball back to the infield quickly to make the passes.</p> <p>Choose how and where to send the ball, making decisions on position.</p> <p>Work in a small team to maintain possession of the ball, deciding on when and where to pass.</p> <p>Move into space towards the goal to receive a pass.</p> <p>Run in front of the defender and closer to the thrower to receive the ball.</p> <p>Choose which goals to shoot at depending on the position of the other players.</p> <p>Explain where in the game you have to work really hard.</p> <p>What might you do if you find something difficult?</p> <p>What games do you enjoy playing friends with?</p> <p>Why is playing good for you?</p> <p>Engage in lessons with little prompting from the teacher.</p> <p>Why do changes occur in our bodies when we take part in physical activity?</p> <p>Playing with a friend is good for you. Do you agree or disagree with this statement? Explain your answers</p> <p>Are there any extra rules to be aware of when playing this game?</p> <p>Describe what some of your friends are good at.</p>	<p>working really hard to achieve something.</p> <p>As a famous sportsman one said, 'Don't let the fear of making a mistake stop you from trying.'</p> <p>How can this advice help you improve your gymnastics?</p> <p>Evaluate which piece of apparatus provides the most opportunities for you to experiment with different movements.</p> <p>Why is it important everyone gets the same number of turns?</p> <p>Someone is pushing into the line and taking more turns than others. What might you do to stop this happening?</p> <p>What might you do to make sure everyone can work together?</p> <p>Evaluate any area where you can perform most successfully and combine them into a sequence.</p> <p>In a small group, demonstrate how to move gymnastics equipment safely.</p> <p>Explain why it is important to have rules for moving gymnastics equipment safely.</p> <p>Give a partner some tips to improve tow of their gymnastics moves.</p>	<p>dances, choose your favourite and explain your choice to a partner.</p> <p>Evaluate how the different dances make you feel.</p> <p>Evaluate the difference in the way you feel if you have to achieve something to how you feel if you fine something easy.</p> <p>True or false? It is important to take part in PE lessons. Cite evidence for this. Design a poster explaining the importance of taking part in PE.</p> <p>Describe and follow the classroom rules for dance lessons and explain why they are important.</p> <p>Create and perform a dance with a small group to tell the story of Gerald.</p> <p>Evaluate the choices of actions and movement adaptations used. Make sure everyone in the group is able to contribute ideas.</p> <p>How can you and your partner adapt your behaviour to ensure you work together well?</p> <p>Create a set of rules for dance lesson. Cite evidence for your choices.</p> <p>Explain to the partner two things they are good at and one thing they could do to improve.</p>
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## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

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	<p>Follow the teacher's instructions. Try out different pieces of equipment. Which one can you use best? Why is it important to try hard? Tell your partner two things they are doing well and one thing they need to improve.</p>			<p>How can you tell when someone is being unkind? What might you see and hear? Listen to the contribution of the other members in your team. Congratulate someone on scoring a goal. How does it make you feel? How does it feel when someone is unkind to you? Remember to bring your kit without prompting from someone else. Can you give examples of when you have tried hard in an activity? Rank equipment according to how easy it is to hit the ball with it. Why is it important to listen carefully? Choose a ball that you are your partner can use successfully. Why is it important to listen to others?</p>		<p>Accept ideas from others and change an activity as a result. Try hard in an activity even when it is something you don't enjoy. Evaluate the performance of a partner, describing strengths, areas of improvement and some ideas on how to do that.</p>
<b>Vocabulary</b>	<p>Target, accuracy, consistency, cooperation, aim, opponent, teammate, pallino, face, ready position, serve.</p>	<p>Sequence, travelling, level, egg roll, log roll, forward roll, straight, tuck, star, pathways, body tension, fluent.</p>	<p>Travel, levels, force, stomping.</p>	<p>Striking, fielding, teammates, plank positions, defender, cold defence, warm defence, opponent, cooperate</p>	<p>Straight, tuck, star, sequence, travelling, level, egg roll, log roll, forward roll, straight, tuck, star, pathways, body tension, fluent,</p>	<p>Unison, contrasting, levels, force, travel, stomping.</p>
<b>Suggested Trips / Enrichment</b>	<p>Extra-Curricular Clubs and Sporting Fixtures</p>					

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

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### YEAR TWO LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Object control: Overarm throwing – Advancing (pg.89)	Stability: Rolling – Advancing (pg.51)	Locomotion: Running – Advancing (pg.55)	Object control: Overarm throwing –Deep (pg.89)	Locomotion: Jumping for height – Deep (pg.59)	Object control: Catching - Deep (pg.93)
	Target: Fair and square – Advancing (pg.116)	Gymnastics: Simple sequence – Advancing (pg.168)	Dance: Based on a book – Advancing (pg.180)	Striking and fielding: Give me five – Advancing (pg.133)	Gymnastics: Vault – Advancing (pg.172)	Dance: Superheroes – Advancing (pg.188)
TWO	Object control: Rolling a ball – Advancing (pg.81)	Locomotion: Galloping and skipping – Advancing (pg.72)	Locomotion: Jumping for height – Advancing (pg.59)	Object control: Striking a ball – Deep (pg.109)	Locomotion: Jump for distance – Deep (pg.63)	Object control: Overarm throwing – Deep (pg.89)
	Target: Python – Advancing (pg.120)	Gymnastics: Simple sequence – Advancing (pg.168)	Dance: Based on a book – Advancing (pg.180)	Striking and fielding: All together now – Advancing (pg.136)	Gymnastics: Vault – Advancing (pg.172)	Dance: Superheroes – Advancing (pg.188)
THREE	Object control: Underarm throwing– Advancing (pg.85)	Locomotion: Hopping – Advancing (pg.67)	Locomotion: Hopping – Deep (pg.67)	Object control: Kicking – Advancing (pg.97)	Stability: Walking the beam – Deep (pg.47)	Object control: Kicking – Deep (pg.97)
	Target: Beanbag bocce – Advancing (pg.124)	Gymnastics: Simple sequence – Advancing (pg.168)	Dance: Based on a book – Advancing (pg.180)	Striking and fielding: Plank and weave – Advancing (pg.141)	Gymnastics: Vault – Deep (pg.172)	Dance: Superheroes – Advancing (pg.188)
FOUR	Object control: Bouncing a ball (dribbling)– Advancing (pg.101)	Stability: Walking the beam – Advancing (pg.47)	Locomotion: Galloping and skipping – Deep (pg.72)	Object control: Catching - Advancing (pg.93)	Stability: Rolling – Deep (pg.51)	Object control: Bouncing a ball (dribbling)– Advancing (pg.101)
	Net and wall: Racket fun – Advancing (pg.144)	Gymnastics: Apparatus – Advancing (pg.176)	Dance: Mystery dance – Advancing (pg.184)	Invasion: Triangle passing – Advancing (pg.156)	Gymnastics: Simple sequence – Deep (pg.168)	Dance: Based on a book – Deep (pg.180)
FIVE	Object control: Striking a ball - Advancing (pg.109)	Stability: Balancing on one leg – Advancing (pg.43)	Stability: Balancing on one leg – Deep (pg.43)	Object control: Underarm throwing– Deep (pg.85)	Object control: Rolling a ball – Deep (pg.81)	Object control: Dribble with your feet – Deep (pg.105)
	Net and wall: On the spot – Advancing (pg.148)	Gymnastics: Apparatus – Advancing (pg.176)	Dance: Mystery dance – Advancing (pg.184)	Invasion: Two on one – Advancing (pg.160)	Gymnastics: Apparatus – Deep (pg.176)	Dance: Mystery dance – Deep (pg.184)
SIX	Locomotion: Dodging - Advancing (pg.77)	Locomotion: Jump for distance – Advancing (pg.63)	Locomotion: Running – Deep (pg.55)	Object control: Dribble with your feet – Advancing (pg.105)	Locomotion: Dodging - Advancing (pg.77)	Object control: Bouncing a ball (dribbling)– Deep (pg.101)
	Net and wall: Throwing tennis – Advancing (pg.152)	Gymnastics: Apparatus – Advancing (pg.176)	Dance: Mystery dance – Advancing (pg.184)	Invasion: Dribble and score - Advancing (pg.164)	Gymnastics: Apparatus – Deep (pg.176)	Dance: Superheroes – Deep (pg.188)

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

Year 3	Autumn Term		Spring Term		Summer Term	
Topic	GAMES	GYMNASTICS	DANCE	GAMES	ATHLETICS	OUTDORR & ADVENTURE
<b>Milestones</b>	<p><u>Use a variety of locomotor skills in combination with objet-control skills.</u></p> <p><u>Throw underarm to a partner or towards a target accurately.</u></p> <p><u>Throw overarm distance with increasing accuracy.</u></p> <p><u>Recognise how to use a space to make it easy for a teammate or difficult for an opponent.</u></p> <p><u>Evade an opponent.</u></p> <p><u>See pitch and court space, long and short.</u></p> <p><u>Determine when to run on or stop at a base.</u></p> <p><u>Describe how being physically active contributes to a healthy body.</u></p> <p><u>Engages actively in PE lessons.</u></p> <p><u>Work cooperatively with a team.</u></p> <p><u>Congratulate an opponent on a good shot.</u></p> <p><u>Demonstrate good sportsmanship</u></p> <p><u>Explain rules.</u></p> <p><u>Keep score.</u></p> <p><u>Include everyone.</u></p> <p><u>Encourage others to join in.</u></p>	<p><u>Travel in a variety of ways (skipping, galloping).</u></p> <p><u>Balance on a variety of large and small body parts.</u></p> <p><u>Move in a clear, fluent and expressive manner.</u></p> <p><u>Work alongside, away from and towards a partner.</u></p> <p><u>Perform a variety of rolls.</u></p> <p><u>Design sequences to demonstrate fluency, changes in dynamics, shape, level, both individually and with a partner.</u></p> <p><u>Choose skills which both partners can perform well.</u></p> <p><u>Engages actively in PE lessons.</u></p> <p><u>Recognise the importance of a warm-up and a cool-down</u></p> <p><u>Make decisions on the order of play.</u></p> <p><u>Listen respectfully to feedback from peers.</u></p> <p><u>Feel confident to tell others their ideas and raise their own concerns.</u></p> <p><u>Give feedback to others on what they did well and how to improve.</u></p> <p><u>Plan and deliver a warm up.</u></p>	<p><u>Use real-life situations or stimuli as a basis to create imaginative movements.</u></p> <p><u>Participate in a group dance and talk about individual and group contributions.</u></p> <p><u>Identify and describe shapes and pathways within a dance.</u></p> <p><u>View and describe shapes and pathways within a dance.</u></p> <p><u>Explain how a movement can represent an idea.</u></p> <p><u>Create movements and phrases that convey a definite idea or sequence of events.</u></p> <p><u>Choose the order of the dance for maximum spectator impact.</u></p> <p><u>Engages actively in PE lessons.</u></p> <p><u>Identify foods that are appropriate to eat before and after physical activity.</u></p> <p><u>Recognise and respond appropriately to a wide range of feelings in others.</u></p> <p><u>Feel confident to tell others their ideas and raise their own concerns.</u></p> <p><u>Listen respectfully to feedback from peers.</u></p>	<p><u>Catch a ball thrown from a partner.</u></p> <p><u>Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, and striking with a variety of implements while stationary.</u></p> <p><u>Use a variety of locomotor skills in combination with objet-control skills.</u></p> <p><u>Throw underarm to a partner or towards a target accurately.</u></p> <p><u>Throw overarm distance with increasing accuracy.</u></p> <p><u>Recognise how to use a space to make it easy for a teammate or difficult for an opponent.</u></p> <p><u>Evade an opponent.</u></p> <p><u>See pitch and court space, long and short.</u></p> <p><u>Determine when to run on or stop at a base.</u></p> <p><u>Engages actively in PE lessons.</u></p> <p><u>Identify foods that are appropriate to eat before and after physical activity.</u></p> <p><u>Work cooperatively with a team.</u></p> <p><u>Congratulate an opponent on a good shot.</u></p> <p><u>Demonstrate good sportsmanship</u></p> <p><u>Explain rules.</u></p> <p><u>Keep score.</u></p>	<p><u>Accelerate and decelerate quickly, demonstrating control and stability.</u></p> <p><u>Sprint over short distances.</u></p> <p><u>Throw for distance within a marked zone.</u></p> <p><u>Perform jump combinations with rhythm and control.</u></p> <p><u>Compete against self.</u></p> <p><u>Choose a sequence to combine jumps.</u></p> <p><u>Vary pace to sustain running.</u></p> <p><u>Make decisions on how to increase the height of a throw.</u></p> <p><u>Engages actively in PE lessons</u></p> <p><u>Discuss the challenges involved in learning a new physical activity.</u></p> <p><u>Demonstrate good sportsmanship</u></p> <p><u>Feel confident to tell others their ideas and raise their own concerns.</u></p> <p><u>Give feedback to others on what they did well and how to improve.</u></p> <p><u>Keep score.</u></p>	<p><u>Use maps and diagrams to orientate themselves and travel around a simple course.</u></p> <p><u>Find solutions to problems and challenges.</u></p> <p><u>Take part in activities in the natural world.</u></p> <p><u>Choose the best base for running.</u></p> <p><u>Choose the best method for communicating.</u></p> <p><u>Work together as a team.</u></p> <p><u>Describe the positive social interactions that come from working with others during physical activity.</u></p> <p><u>Work cooperatively with a team.</u></p> <p><u>Feel confident to tell others their ideas and raise their own concerns.</u></p> <p><u>Give feedback to others on what they did well and how to improve.</u></p> <p><u>Include everyone.</u></p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

			Give feedback to others on what they did well and how to improve. Plan and deliver a warm up.	Include everyone. Encourage others to join in.		
<b>Fundamental Movement Knowledge &amp; POP Tasks</b>	<p><b>Monkey treasure.</b> The idea is to run to the other end of the court by dodging the monkeys on the line and picking up the treasure.</p> <p><b>Hit the target.</b> Set up a variety of targets and players must throw a ball underarm to hit the target.</p> <p><b>Three to score.</b> Set up three target that require a different outcome to be hit.</p> <p><b>Speedy motors.</b> Each pupil is given the name of a car. The teacher shouts out the make of car and all those with the name must run clockwise round the circle and back to their place.</p> <p><b>Cross the line.</b> Move around the space, passing the ball to each other. Try to pass it across a different line each time.</p> <p><b>Keep it up.</b> Bounce a ball on a tennis racket, while performing a variety of challenges.</p>	<p><b>Predator and prey.</b> Spread hoops around the area. Predators are to run around and catch the prey, who are only allowed to skip or gallop to the different cones.</p> <p><b>Up and down.</b> Standing on one leg, bend your knees and go down to touch the ground, without losing your balance.</p> <p><b>Beat the ogre.</b> Set up rivers using skipping ropes around the room. Players make their way from one end of the room to the other jumping over the rivers. Ogres throw cannonballs at the players.</p> <p><b>Balloon dangle.</b> Tie some balloons on varying lengths of string. Find out which is the highest you can reach by jumping with and without a run-up.</p> <p><b>Nice to meet you.</b> With a partner, start at opposite ends of the bench and swap places with your partner without falling off.</p> <p><b>Straddle stand.</b> Demonstrate starting or finishing a roll in a straddle position.</p>	<p><b>Straddle stand.</b> Demonstrate starting or finishing a roll in a straddle position.</p> <p><b>Hop Tag.</b> Two players are taggers who run around tagging other players, once caught, players have to hop, changing legs after every three hops.</p> <p><b>Nice to meet you.</b> With a partner, start at opposite ends of the bench and swap places with your partner without falling off.</p> <p><b>Straddle stand.</b> Demonstrate starting or finishing a roll in a straddle position.</p> <p><b>Predator and prey.</b> Spread hoops around the area. Predators are to run around and catch the prey, who are only allowed to skip or gallop to the different cones.</p> <p><b>Up and down.</b> Standing on one leg, bend your knees and go down to touch the ground, without losing your balance.</p>	<p><b>Bounce it in.</b> The aim is to throw the ball hard, so that it bounces into the centre third and over the back line of the opponents' third. The opponents try to intercept the ball and bounce it back.</p> <p><b>Keep it up.</b> Bounce a ball on a tennis racket, while performing a variety of challenges.</p> <p><b>Bounce it in.</b> The aim is to throw the ball hard, so that it bounces into the centre third and over the back line of the opponents' third. The opponents try to intercept the ball and bounce it back.</p> <p><b>In the zone.</b> Players have fie turns each, kicking a ball from the start line ensuring they use both feet. Add up their scores.</p> <p><b>Form a group.</b> Players dribble a ball with their feet. When a number is shouted out they must make a group of that number and dribble a ball around in a circle until they spread out command where they return to dribbling on their own.</p> <p><b>Monkey treasure.</b> The idea is to run to the other end of the court by dodging the monkeys on</p>	<p><b>Beat the ogre.</b> Set up rivers using skipping ropes around the room. Players make their way from one end of the room to the other jumping over the rivers. Ogres throw cannonballs at the players.</p> <p><b>Balloon dangle.</b> Tie some balloons on varying lengths of string. Find out which is the highest you can reach by jumping with and without a run-up.</p> <p><b>Speedy motors.</b> Each pupil is given the name of a car. The teacher shouts out the make of car and all those with the name must run clockwise round the circle and back to their place.</p> <p><b>Hop Tag.</b> Two players are taggers who run around tagging other players, once caught, players have to hop, changing legs after every three hops.</p> <p><b>Hit the target.</b> Set up a variety of targets and players must throw a ball underarm to hit the target.</p>	<p><b>Form a group.</b> Players dribble a ball. When a number is shouted out they must make a group of that number and dribble a ball around in a circle until they spread out command where they return to dribbling on their own.</p> <p><b>In the zone.</b> Players have fie turns each, kicking a ball from the start line ensuring they use both feet. Add up their scores.</p> <p><b>Form a group.</b> Players dribble a ball with their feet. When a number is shouted out they must make a group of that number and dribble a ball around in a circle until they spread out command where they return to dribbling on their own.</p> <p><b>Cross the line.</b> Move around the space, passing the ball to each other. Try to pass it across a different line each time.</p> <p><b>Hop Tag.</b> Two players are taggers who run around tagging other players, once caught, players have to hop,</p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

				the line and picking up the treasure.	<b>Three to score.</b> Set up three target that require a different outcome to be hit.	changing legs after every three hops. <b>Form a group.</b> Players dribble a ball. When a number is shouted out they must make a group of that number and dribble a ball around in a circle until they spread out command where they return to dribbling on their own.
<b>Knowledge Webs &amp; POP Tasks</b>	<p>Run at speed, dodging through cones. Working with a partner, take turns at being the chaser in a large space. Aim consistently towards a target. Hit a large target three times. Demonstrate changes in techniques depending on your distance away from the target. With a partner, roll out a target ball. Have two rolls each. Who can get nearer to the target ball? Demonstrate quick acceleration from a standing position. Throw for distance. Run while carrying a cricket bat. Catch and immediately throw a ball to a partner. Pick up a rolling ball from the ground. Demonstrate quick acceleration from a standing position. Hit a ball effectively off a tee.</p>	<p>Demonstrate different ways of travelling. Perform different balances, individually and with a partner. Devise a sequence of six moves to be performed on apparatus. Practise some basic partner balances matching, mirroring and contrasting. Demonstrate the hurdle step, using floor marker placed: one, two and two. Place hands onto a low box or vaulting table, squat onto the top. Demonstrate a half-turn jump off a piece of apparatus. Demonstrate a front support on a piece of apparatus. Demonstrate a bunny hops along a bench. Perform a roll on a piece of apparatus (including mats). Work with a partner, to create a short routine using unison and canon.</p>	<p>Pick out five different movements inspired by the painting. Practise and perform them. Choose two people from the painting and creating a short dance to convey their feelings. Choose two different people from the painting. Using different pathways and step patterns, show how they might move across space. Demonstrate actions from the cards provided to include five actions/gestures cards were chosen. Perform a do-si-do with a partner. Perform a right and left hand star in a group of four. Join hands in a circle – demonstrate dancing to the left for four bars of music then back to the right. <b>Create a repeating four-movement phrases to replicate the machinery</b></p>	<p>Move around the room, on a command, touch the floor with right or left hand. Pick up a beanbag and immediately throw it high. Demonstrate a variety of locomotion skills to move around a court. Move forwards and side wards to catch a ball after a bounce. Strike a ball, with the hand, to a partner and maintain a rally. Set the ball to yourself 3 times. Dig a ball. Work with a partner, player 1 throws the ball against the wall and partner 2 sets the rebound. With a high net, throw the ball over the net to a partner who sets it back. Throw and catch underarm and overarm. Kick a ball to a moving partner. Push a ball to a partner with a hockey stick. Send and receive a ball in a variety of ways.</p>	<p>Demonstrate effective techniques in jumping for distance and height. Perform the five basic jumps. Place two cones in a straight line, 2-metres apart. Stand in the middle of the cones. On a signal from a partner, right or left, move to touch the cone and back to the middle. Demonstrate a seated balance for 30 seconds without putting hands or feet down. Perform five standing push throws/pull throws/sling throws. Stand still on one foot for 10 seconds change feet and repeat. Do five squats. Side step, leading with left and right foot. Stand 1 metre away from a partner, who drops a large ball. Try to catch it after one bounce. Demonstrate the ready position.</p>	<p><b>Orientate a map of cones, so you can work a way to go.</b> Arrange some objects on your desk. Draw a desktop map. Swap maps in the class. Can you find out which map belongs to which table? Follow a cone orienteering map with six cones from start to finish. Pass a hoop around your body. Walk along a bench avoiding small obstacles place in top of it. Follow guidance from a partner while wearing an eye shade. <b>How does orientating the map help you know where to run?</b> <b>What do you need to do to be successful in this task?</b> <b>Decide with your partner how often instructions need to be given.</b> <b>What skills do you need to have to be good at orienteering?</b></p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

### KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

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<p>Hit a target from 3 metres away. Run to retrieve a ball and immediately throw it at a target. Throw a ball overarm with a straight arm. Strike a ball with a large bat. Sailors- make decisions about which island to run to. Demonstrate strategies to avoid sharks and explain what they are. Vary the force depending on the position of the target. Why does the ball go further when your arm goes back further? Is it better to aim for the target or to knock an opponent's ball out of the way? Batters – run as fast as you can to the crease. How will the speed of you run change depending on where the ball is in relation to the fielding team? Batters - identify space between fielders and aim the ball into here. Fielders – choose where to stand to reduce the space available for the batters. Take your pulse before and after the game. What do you notice? Do you enjoy playing outside? Give reasons for your choice.</p>	<p>Investigate how and when to include a partner balance into the sequence above. Practise including it. Include a relationship technique. Recognise which moves you and your partner can perform well and add these. Choose how high to jump off the end of the table or box. Work with a partner to adapt a sequence using movement adaptations to add interest. Which aspect of this activity were you good at? What do you do when you are faced with an activity that you find difficult? List some healthy foods a gymnast might eat. How can you ensure that both you and your partners' views are taken into account? How can you tell if someone isn't enjoying an activity? Watch a partner and give feedback on how they might improve a vault. Collaborate with a partner to design a sequence suited to both of you. With your partner, watch another group perform and give feedback on two things they have done well and one thing to improve. Deliver a warm-up to a small group. Work with a group to set out a station of apparatus.</p>	<p>in the factory. Practise and refine. Demonstrate the use of fusion within dance. Modify actions using dynamics from the cards provided. Modify actions using spatial awareness from the cards provided. Clap hands to the beat. Research a dance from your local area. Demonstrate some of the steps. Describe which areas of dance you feel comfortable with and enjoy. Keep a diary of participation in physical activities in and out of school. Describe how it feels to dance with your friends Watch the ballet 'A Simple Man'. Discuss what you liked about the dance with a partner. Listen carefully to what they say. Describe what you can do to ensure everyone in the group is happy. Work with a partner to develop a short dance that you can both perform well. Demonstrate empathy if a partner finds some actions difficult. What skills and qualities are needed to work well as part of a group? Make up a simple dance and teach it to others.</p>	<p>Dribble a ball using both feet, through gates placed around the space. Pass a ball to a partner through a gate. Dodge a chaser effectively. Decelerate quickly to pick up treasure from the ground. How do you decide where to throw the beanbag? Aim shots into spaces to make it easy for a teammate. Where is the best place to aim when taking the shot? Pass and receive effectively with your team, while avoiding other teams working in the opposite direction. Work to maintain possession as a team and advance towards a target. What might you do if an attacker is coming towards you with the ball? How can you indicate to a partner where you want to receive the ball? How does the position of the defenders influence which goal you pass through? Make decisions on when to leave the safe zone. Demonstrate high engagement levels in a lesson. Which aspects of this game can you do well? What do you need to be able to do to play this game?</p>	<p>Demonstrate running tall with relaxed shoulders. Demonstrate the impact of the use of arms in a jump. Choose which type of throw will help you throw the furthest. Modify arm actions to impact on your start. Keep a record of personal best performances. What kind of fitness do you need to take part in this activity? List how this activity improves fitness. Listen carefully to feedback from a partner. What signs might you notice if someone was not enjoying this activity? Observe a partner and give feedback. Watch a partner and give points to improve. Use cones to mark the distance thrown. Lead a team talk about strategies to improve performance. Ensure all equipment necessary for the activity is prepared and in the right place. Why is it important to measure distances accurately?</p>	<p>What do you need to be able to do to take part in this activity? Which aspects of this activity did you find challenging? How do you feel when you succeed at this challenge? What do you need to do to work cooperatively with a partner? What tell-tale sign might you see if someone is struggling with this activity? Which aspects of this activity do you think people may find difficult? Set out equipment as directed in the instructions. If you were the leader in this activity, what might you say to encourage your team, before starting the activity? How can you ensure your partner understands your instructions?</p>
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	<p>How does it feel to work as part of a team? Describe the positive aspects of working with others during physical activity. Which foods are high in energy? Why is it important to warm up? What aspects of the game might some students find difficult? How will you know if this is happening? Be quite when someone else is taking a shot. How would you react if an opponent made really good shot, knocked your ball away and won the game? How would you feel it feel to miss the last shot of the game when you had a good chance of winning? How can you tell if someone is not enjoying the game? Your team need 2 points to win and it is the last throw of the game. Your teammate scores nothing. How do you feel? Make a suggestion of a tactic for the game. How might you support someone who is caught during this activity? Set up a target for a partner to aim at. Keep score.</p>	Describe the structure of a warm-up.	Deliver and plan a warm-up. How can you tell if someone doesn't really want to join in?	<p>What abilities are you proud of when playing this game? Which is your favourite team game and why? Analyse how much time you spend in a week taking part in demanding physical activity. What does good sportsmanship mean? What does it feel like when you make a mistake? What factors might you take into account when deciding the order of play? How does it feel when someone tells you 'well done'? What does 'empathy' mean? How might you demonstrate empathy when solving conflicts in a group? What are the rules of the game? Ensure everyone on your team knows them. How do you feel when someone steals your tail? How should you react? Ensure all the equipment is prepared for this activity. Use a stopwatch to time the game. Contribute ideas to a team talk. Contribute at least one idea to a tea talk. What makes a good referee? What can you change to make this game more difficult?</p>		
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	What muscles are used in this game? Keep score in the game. Plan a short warm-up and deliver it to a group.			Set up equipment for the games without prompting the teacher.		
<b>Vocabulary</b>	Evade, batting team, fielding team, over, teammate, opponents, aim, cooperatively, tee, crease, runs, inning, stumped, batter, target, aiming, cost-benefit.	Sequence, front support, back support, teddy bear roll, backwards roll to knees, unison, canon, hurdle step, dish, arch, cartwheel.	Narrative dance, compositional devices, pathways, rhythm, unison, canon, expression, contact, action and reaction, gesture, jig, do-si-do, folk dance, thread the needle.	Koosh, rally, returned, ready position, aim, cooperatively, opponent, set, dig, spike, teammates, defenders, attacking, warm defence, maintaining possession, feinting, pathways, territory, sustained.	Sissone, lactic acid, push throw, pull throw, sling throw, quoit, sprint, running, sustained.	Controls, start symbol, finish symbol, control card/recording sheet, trust, and cooperation.
<b>Suggested Trips / Enrichment</b>	Extra-Curricular Clubs and Sporting Fixtures					

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### YEAR THREE LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Locomotion: Dodging – Basic (pg. 78)	Locomotion: Galloping and skipping– Basic (pg. 73)	Stability: Rolling– Basic (pg.52)	Object control: Overarm throwing – Basic (pg.90)	Locomotion: Jumping for distance – Basic (pg. 64)	Object control: Bouncing a ball – Basic (pg.102)
	Tag: Shark Tag – Basic (pg.216)	Gymnastics: Partner sequence – Basic (pg.256)	Dance: Based on a picture – Basic (pg. 268)	Net and wall: Pick up trash – Basic (pg. 232)	Athletics: Take five jumps – Basic (pg.292)	Outdoor and Adventure: Counting cones - Basic (pg.306)
TWO	Object control: Underarm throwing – Basic (pg.86)	Stability: Balancing on one leg – Basic (pg.44)	Locomotion: Hopping– Basic (pg. 68)	Object control: Striking a ball– Basic (pg.110)	Locomotion: Jumping for height – Basic (pg. 60)	Object control: Kicking – Basic (pg.98)
	Target: Throw golf – Basic (pg.204)	Gymnastics: Partner sequence – Basic (pg.256)	Dance: Based on a picture – Basic (pg. 268)	Net and wall: Keep it going – Basic (pg. 236)	Athletics: Take five jumps – Basic (pg.292)	Outdoor and Adventure: Counting cones - Basic (pg.306)
THREE	Object control: Rolling a ball– Basic (pg.82)	Locomotion: Jumping for distance – Basic (pg. 64)	Stability: Walking on a beam – Basic (pg.48)	Object control: Overarm throwing – Basic (pg.90)	Locomotion: Running – Basic (pg. 56)	Object control: Dribbling with feet – Basic (pg.106)
	Target: Corner bowl- Basic (pg.208)	Gymnastics: Vault – Basic (pg.260)	Dance: Mystery dance– Basic (pg. 273)	Net and wall: 3v3 volleyball – Basic (pg. 240)	Athletics: Throwing– Basic (pg.296)	Outdoor and Adventure: Team buildings - Basic (pg.310)
FOUR	Locomotion: Running – Basic (pg. 56)	Locomotion: Jumping for height – Basic (pg. 60)	Stability: Rolling– Basic (pg.52)	Object control: Kicking – Basic (pg.98)	Locomotion: Hopping– Basic (pg. 68)	Object control: Catching – Basic (pg.94)
	Striking and fielding: Quick pick-up – Basic (pg.221)	Gymnastics: Vault – Basic (pg.260)	Dance: Mystery dance– Basic (pg. 273)	Invasion: End zone – Basic (pg.245)	Athletics: Throwing– Basic (pg.296)	Outdoor and Adventure: Team buildings - Basic (pg.310)
FIVE	Object control: Catching – Basic (pg.94)	Stability: Walking on a beam – Basic (pg.48)	Locomotion: Galloping and skipping– Basic (pg. 73)	Object control: Dribbling with feet – Basic (pg.106)	Object control: Underarm throwing – Basic (pg.86)	Locomotion: Hopping– Basic (pg. 68)
	Striking and fielding: Safe or sorry– Basic (pg.225)	Gymnastics: Apparatus – Basic (pg.264)	Dance: Traditional folk dance– Basic (pg. 276)	Invasion: Too many goals – Basic (pg.248)	Athletics: 9.58 seconds - basic (pg.300)	Outdoor and Adventure: Night Trail - Basic (pg.314)
SIX	Object control: Striking a ball– Basic (pg.110)	Stability: Rolling– Basic (pg.52)	Stability: Balancing on one leg – Basic (pg.44)	Locomotion: Dodging – Basic (pg. 78)	Object control: Rolling a ball– Basic (pg.82)	Object control: Bouncing a ball – Basic (pg.102)
	Striking and fielding: Round the square – Basic (pg.229)	Gymnastics: Apparatus – Basic (pg.264)	Dance: Traditional folk dance– Basic (pg. 276)	Invasion: Go to jail – Basic (pg.253)	Athletics: 9.58 seconds – Basic (pg.300)	Outdoor and Adventure: Night Trail - Basic (pg.314)

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Year 4	Autumn Term		Spring Term		Summer Term	
Topic	GAMES	OUTDOOR & ADVENTURE	GYMNASTICS	DANCE	ATHLETICS	GAMES
<b>Milestones</b>	<p><u>Be able to transition fluently from one type of locomotion skill to another.</u></p> <p><u>Use a balance stance to send or receive a ball.</u></p> <p><u>Be able to change direction quickly.</u></p> <p><u>Catch a large ball thrown from a partner, while on the move.</u></p> <p><u>Make more complex decisions.</u></p> <p><u>Maintain possession by supporting the ball carrier.</u></p> <p><u>Cover the court as a team.</u></p> <p><u>Keep a diary of participation of physical activities outside PE lessons.</u></p> <p><u>Engage actively in PE lessons without teacher prompting.</u></p> <p><u>Encourage teammate when they are not successful or make a wrong decision.</u></p> <p><u>Follow the etiquette of games.</u></p> <p><u>Work competitively against an opponent.</u></p> <p><u>Give clear instructions.</u></p> <p><u>Time games.</u></p> <p><u>Contribute to team talks about strategies and tactics.</u></p>	<p><u>Compete a star orienteering activity.</u></p> <p><u>Show resilience when plans do not work and initiative to try new ways of working.</u></p> <p><u>Work confidently in familiar and changing environments.</u></p> <p><u>Choose the best base for running between checkpoints.</u></p> <p><u>Choose the best method for communicating with a partner.</u></p> <p><u>Work out a strategy as a team.</u></p> <p><u>Describe the positive social interactions that come from working with others during physical activity.</u></p> <p><u>Engage actively in PE lessons without teacher prompting.</u></p> <p><u>Listen and respond respectfully to a wide range of people: peers, teachers and coaches.</u></p> <p><u>Make sure the area is safe.</u></p>	<p><u>Take weight on hands (progression towards a cartwheel).</u></p> <p><u>Use the five basic jumps and vary them using turns and shapes.</u></p> <p><u>Perform simple partner balances matching, mirroring and contrasting.</u></p> <p><u>Vault on a small box placed long ways.</u></p> <p><u>Link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances.</u></p> <p><u>Choose when and how to use techniques like unison and canon to add interest to the sequence.</u></p> <p><u>Use the apparatus to support complex movements.</u></p> <p><u>Recognise that different types of fitness are needed for different physical activity.</u></p> <p><u>Engage actively in PE lessons without teacher prompting.</u></p> <p><u>Demonstrate cooperation and empathy while solving conflicts without teacher intervention.</u></p>	<p><u>Choreograph a sequence of between four and six movements, which can be recalled and repeated.</u></p> <p><u>Identify and describe dance styles from different eras.</u></p> <p><u>Demonstrate a simple dance from a different culture.</u></p> <p><u>Describe what they like or dislike about a dance.</u></p> <p><u>Perform expressively by varying the movements in a sequence, using dynamics, space and relationships.</u></p> <p><u>Express emotions with realistic actions.</u></p> <p><u>Structure a dance to tell a story.</u></p> <p><u>Use compositional devices of canon and unison.</u></p> <p><u>Recognise that different types of fitness are needed for different physical activity.</u></p> <p><u>Engage actively in PE lessons without teacher prompting.</u></p> <p><u>Recognise and care about other people's feelings and try to take into account the views of others.</u></p> <p><u>Give feedback to others on what they did well and how to improve.</u></p>	<p><u>Run over a long distance, demonstrating endurance.</u></p> <p><u>Run with good rhythm and coordination over small obstacles.</u></p> <p><u>Use a range of throwing techniques.</u></p> <p><u>Compete against self, aiming to improve personal best performance.</u></p> <p><u>Choose a sequence to combine jumps efficiently.</u></p> <p><u>Make decisions about the best take-off leg.</u></p> <p><u>Vary pace to sustain running over a period of time.</u></p> <p><u>Make decisions on how to increase the height and distance of a throw.</u></p> <p><u>Discuss the challenges involved in learning new physical activity.</u></p> <p><u>Engage actively in PE lessons without teacher prompting.</u></p> <p><u>Encourage teammate when they are not successful or make a wrong decision.</u></p> <p><u>Contribute to team talks about strategies and tactics.</u></p>	<p><u>Catch a ball thrown from a partner.</u></p> <p><u>Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, and striking with a variety of implements.</u></p> <p><u>Dribble a ball hands or feet, while changing speed and direction.</u></p> <p><u>Be able to transition fluently from one type of locomotion skill to another.</u></p> <p><u>Use a balance stance to send or receive a ball.</u></p> <p><u>Be able to change direction quickly.</u></p> <p><u>Catch a large ball thrown from a partner, while on the move.</u></p> <p><u>Make more complex decisions.</u></p> <p><u>Maintain possession by supporting the ball carrier.</u></p> <p><u>Cover the court as a team.</u></p> <p><u>Engage actively in PE lessons without teacher prompting.</u></p> <p><u>Follow the etiquette of games.</u></p> <p><u>Work competitively against an opponent.</u></p> <p><u>Give clear instructions.</u></p> <p><u>Time games.</u></p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

			<a href="#">Give feedback to others on what they did well and how to improve.</a>			<a href="#">Contribute to team talks about strategies and tactics.</a>
<b>Fundamental Movement Knowledge &amp; POP Tasks</b>	<p><b>Pass and receive.</b> Players trap the ball, pass it to the next person and move into another space to receive the ball. Players should use both feet.</p> <p><b>Shadow dribbling.</b> With a partner, play follow my leader while dribbling the ball with your feet.</p> <p><b>Sea anemone.</b> One team is sea anemone. The other team must run from one end of the court to the other, dodging to avoid being stung (tagged).</p> <p><b>In the zone.</b> The aim is to throw the ball into the zones to score the most points.</p> <p><b>Throw and strike.</b> One person has a ball, the other has a striking implement. Throw the ball so it bounces in front of your partner and then they must strike the ball back to you.</p> <p><b>Underarm darts.</b> Standing behind a line, approx. 3 metres from the wall, players throw underarm to score points.</p>	<p><b>Shadow dribbling.</b> With a partner, play follow my leader while dribbling the ball with your hands.</p> <p><b>Place the ball.</b> The idea is to get to the other end and place the ball in the hoop without the defender stealing the ball.</p> <p><b>Ready, steady, move.</b> Player 2 throws a small ball to make player 1 move around in order to catch the ball.</p> <p><b>Five across.</b> Player 1 rolls their ball towards the line of cones. Player 2 must roll their ball further than player 1, player 3 must then roll further than player 2 etc.</p> <p><b>Steal the ball.</b> In a large group, dribble a ball in a large space and try and steal the ball from other players.</p> <p><b>Running circle.</b> Work in groups of six: one thrower and five caters. The thrower stands in the centre of a circle with the ball, throwing to the catchers as they walk or jog around the circle.</p>	<p><b>Underneath the arches.</b> Working with a partner, skip or gallop in unison in a large playing area.</p> <p><b>Pass it around.</b> Standing on one leg, pass a ball around your body without losing your balance.</p> <p><b>Along the bench.</b> Demonstrate five different ways of moving along the bench.</p> <p><b>Link them up.</b> Join two different rolls, smoothly and fluently demonstrating the use of movement adaptations.</p> <p><b>Obstacle course.</b> Set up a jumping obstacle course.</p> <p><b>Balance bench.</b> Demonstrate five ways of balancing on a bench, which includes taking some weights on your hands.</p>	<p><b>Same starting point.</b> Everyone starts in a shoulder stand. Find three different ways of rolling out of the balance.</p> <p><b>Through the canyon.</b> Work in two equal groups, the runners start at the end of the canyon and have to run to the other end without being hit by a sponge ball.</p> <p><b>Scottish dancing.</b> Skip in a circle in time to some Scottish music.</p> <p><b>Body jump.</b> On a gym mat, draw around a member of the group, lying down, with chalk. One player is the leader and shout out the body part. The other players have to try and jump on to that body part.</p>	<p><b>Floor marker catch.</b> One player has to jump on the floor markers to get to the other end. At the same time, they have to catch the balls and return.</p> <p><b>Dribble and high pass.</b> Working with a partner, move from one end of the court to the other by successfully achieving high catches were both feet leave the ground.</p> <p><b>Witches and wizards.</b> Working in two teams, the group with the name that is called has to run back to the line before any of the other team tags them.</p> <p><b>Musical bounce.</b> Players carry, throw, catch and bounce a ball while hopping in time to the music.</p> <p><b>Through the hoop.</b> Player must pass the ball underarm through a hoop to the other player.</p> <p><b>Ten green bottles.</b> The ball must be thrown overarm and must bounce first before hitting the target.</p> <p><b>Hook up.</b> Move around to the music with a partner. When the music stops, the leader will call out two body parts. You</p>	<p><b>Dribble and score.</b> Players dribble the ball towards the goal and then shoot.</p> <p><b>Roll a hoop.</b> With a partner, one player rolls a hoop along the ground. The other has to roll a ball through the hoop while it is moving.</p> <p><b>Steal the treasure.</b> The aim of the game is for the players to steal the pirate's treasure, without the pirate catching them.</p> <p><b>Running circle.</b> Work in groups of six: one thrower and five caters. The thrower stands in the centre of a circle with the ball, throwing to the catchers as they walk or jog around the circle.</p> <p><b>Stop, pass and follow.</b> Using hockey sticks, player 1 passes to player 2 then follows the ball to that position. Player 2 passes it to player 3 and then follows the ball to that position.</p> <p><b>Steal the ball.</b> In a large group, dribble the ball using your hands in a large space and try and rob the ball from other players.</p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

					need to join them up, one from each partner.	
<p><b>Knowledge Webs &amp; POP Tasks</b></p>	<p>Pick up a beanbag and immediately throw it over a bench. Choose the most appropriate locomotion skills to move around the court. Catch a ball while moving into different areas of a court. Using tennis rackets, maintain a rally with a partner. Throw a ball to a partner who sets it back. Dig a ball thrown by a partner. With a high net, set the ball over the net to a partner who sets it back. Link throwing and catching underarm and overarm. Kick a ball to a partner and move to receive and return pass, while making progress towards the end zone. Hit a ball to a partner with a hockey stick. Send and receive a ball in a variety of ways. Dribble a ball using both feet through small gates placed around the space. Dribble and pass a ball to a partner through a small gate. Maintain a face-to-face or side-on-side stance to protect you tail from an attacker.</p>	<p>Orientate a map of a small part of the school ground. Create a map of the classroom. Follow a cone orienteering map with nine cones from start to finish and complete a control card. Orientate a map of a small part of the school grounds. Explain how you know it is the correct orientation. Design a cone orienteering course, adding in some obstacles and drawing these on the map. With a small group, pass a hoop around a circle. Work with a partner, starting at opposite ends of a bench. Walk towards each other, pass and go to the opposite end of the bench. With a partner, demonstrate a counterbalance across a bench. With a small group, pass two hoops around a circle. Negotiate walking between a line of three cones following guidance from a partner while wearing an eye shade. Walk across the hall, avoiding set-up apparatus, following guidance from a partner. <b>What can you do if you lose your position on the map?</b></p>	<p>Choose five different ways of travelling and balancing, individually and with a partner. Apply movement adaptations by joining balances into a smooth sequences. Perform a sequence of five different jumps, using movement adaptations to add interest. Suggest moves that could be performed on different pieces of apparatus. Demonstrate the hurdles step, using three floor makers placed: one, then two in front of a mat. Demonstrate the hurdle step from a three step run up onto a mat. From a three-step run-up, perform a hurdle step and then squat onto the top of a low table/box. Demonstrate a full-turn off a piece of low apparatus. Perform a front and back support on different pieces of apparatus. Use the end of a bench to perform a progression towards a cartwheel. Perform rolls using different body parts. Work with a partner to create a short sequence</p>	<p>Use movement inspired by the painting to create a short dance including the five key actions of dance as well as interpreting what is happening in the picture. Compose a dance showcasing three different people from the painting. With a partner, demonstrate the pathways and step patterns of two characters within the painting. Link together fluently actions chosen from the actions/gesture cards provided. Plan a short dance phrase using a 16-bar phrase and repeat. Plan a 32-beat dance for four people and think about relationships in the dance. <b>With a partner, use gestures to create a movement phrase to replicate the machinery in the factory.</b> <b>Practise and refine, based on the feedback from another pair.</b> <b>Demonstrate the use of canon within a dance.</b> <b>Modify actions using dynamics from the cards provided, analysing the impact of the changes.</b> <b>Modify actions using spatial aspects from the</b></p>	<p>Identify the differences in technique when jumping for height and distance. Demonstrate different ways of joining two of the five basic jumps together. In a seated balance, hands and feet off the floor, pick up a cone from one side, swap hands and place it on the other side. Perform five standing push/throws/pull throws/sling throw, with correct techniques. Stand still on one foot for 30 seconds, change feet and repeat. Do ten squats. Gallop leading with different feet. Stand 2 metres away from a partner, who drops a large ball. Try to catch it after one bounce. Respond rapidly to 'On your marks, set, go'. Demonstrate running tall with relaxed shoulders, slight forward lean and good balance. Choose two of the five basic jumps which will allow you to cover the longest distance. Analyse how you adapt your technique to hit the target zone.</p>	<p>Hit a target three times in a row. Hit targets at two different distances. Hit a small target 2 metres away consistently. Place three target balls 3, 4 and 6 metres away. Each player has six balls. Throw two balls at each target. Throw overarm to hit a wall. Hit a target 3 metres away at least three out of 5 times. Throw overarm to hit a large, moving target consistently. Demonstrate running forwards at speed and decelerate to pick up ball. Throw accurately over distance. Run with a cricket bat. Touch it down with the crease. Catch and immediately throw a ball to a partner, while on the move. Pick up a rolling ball from the ground and immediately pass it to a partner. Demonstrate running forwards at speed, then turn quickly to run back again. Hit a small ball effectively off a tee with a small bat. Hit a standing target from 3 metres away. Run to retrieve a ball and immediately throw it at a standing target.</p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

### KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

#### KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE

	<p>This game is time limited. Does the amount of time left impact on your strategy? Where is the best place to stand on the court to play this game? Give reasons and demonstrate this position during the game. Where is the best place to stand to cover the court and make it difficult for the other team to score? Make decisions on the types of pass to play depending on the positions of teammates and members of other teams. Describe off-the-ball tactics. Where is the best place to go when your team is in possession but you do not have the ball? What factors influence the pathways through the gates? As defenders, where do you place yourselves on the pitch to maximise the opportunities of interceptions? What factors do you take into account when leaving the safe zone? Will players on your team have different roles? If so, what will they be? Maintain high engagement levels</p>	<p>How can you ensure your map is always correctly orientated? What strategies might you have to use to ensure that everyone in the team is able to contribute ideas? Explain why it is important to listen when taking part in an activity? Explain your answer. How will you ensure your partner is not in any dangers? What are the most important factors that contribute to success in this activity? How do the skills of an orienteer differ from those of a cross-country runner? Orienteering often appeals to people who don't like other sports and activities. Explain why you think this might be. What do you enjoy most when taking part in these activities? Being healthy is not just about being physically fit. How can this activity contribute to overall health and well-being? Do you feel differently when you achieve something difficult on your own as opposed to achieving it with a partner? Which do you prefer? Explain your answer. How does achieving success while working with others impact on your</p>	<p>using relationship techniques. Analyse how your partner balances could add to the routine. Practise and perform the routine and evaluate the impact. Add two relationship techniques and explain your choices. It is better to include a complicated move that you cannot do consistently or an easier one that you can both perform? Does the higher you jump off the end of the box mean the jumps will land further away from the box? Marks are given for how far the gymnast lands away from the box. What can you do to increase that distance? Work with a partner to adapt a sequence using movement adaptations and relationship techniques to add interest. How does it make you feel when you can identify things you are good at? What strategies should someone employ when they find an activity difficult? Your friend has brought a not to say they are injured and can't take part in this lesson. You</p>	<p>cards provided, analysing the impact of the changes. Work with a partner, modifying actions using 'with what or who' cards, analysing the impact of the changes. Demonstrate different formations in the dance from your local area. What is the history of the dance? Find a dance from another area of the country which arose from similar circumstances. Choose your favourite type of physical activity and explain your choice. Keep a diary of your physical activities over two weeks. Compare your physical activity to the Chief Medical Officer's guideline of at least 60 minutes per day. Explain why it is important to take part in activities with your friends. Watch the ballet 'A Simple Man'. Explain which parts of the dance you enjoyed and why. Listen to the points of view of a partner, especially, if they disagree with you. Explain what you would do if someone in group was unhappy. Work with a partner to decide on the order of movements with a dance. Ensure you think about how your actions impact your partner.</p>	<p>Explain how body position affects the start. Devises practices to improve personal bests. Record performances and check on progress. Choose some activities that will help you improve your fitness for this activity. Which other activities will improve as a result of fitness improvements from this activity? Act upon feedback from a partner. Explain what you would do if someone was not enjoying this activity. Give constructive feedback to partner. Watch a partner and give feedback on what they are doing well and how to improve. Use a tape measure and record the distances thrown. Listen to a team talk led by a teammate and make adjustments. Consider the adaptations to equipment you might have to make in this activity to support or challenge someone. Explain the strategies you have in place to ensure all sprints will be measured accurately.</p>	<p>Demonstrate a 'pull the string' bowling action. IS it better to aim as close to the target as possible on your first throw or just to get nearer to the target? Explain your answers. How do you swing your arm when you want less force? Devise a strategy with your partner to win the game. Ask lots of 'What if...?' questions. Does the position you make contact with the target ball impact on how far it rolls. Batters – adapt the speed of the run depending on the position of the fielder. Suggest a positioning strategy for the fielding team to ensure you are prepared if the batting team choose to for 2 or 6 points. Try out and evaluate strategy. Batters-adjust the force of the strike depending on where you want to place the ball. Fielders – Choose which wicket to bowl at. How often do you play outside? What are the reasons for doing this? Do you prefer individual or team sports? Explain your answers. In which activities do your strengths lie? Identify patterns in the types of</p>
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## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

	<p>without prompting by the teacher. When you do something well, how does it make you feel? How can you improve your ability to play this game? How does being proud feel? Rank team games from your favourite to your least favourite. Explain your decisions. How does vigorous physical activity improve fitness? How can you demonstrate good sportsmanship in this game? What might you say to encourage your partner when they make a mistake? After a game, analyse how you might change your tactics around the order of play. How could you deal with any issues sensitively? Praise players for good shots on your team and the opposing team. Why is it important to demonstrate empathy when solving conflict? Give examples of when you have seen any of your class members demonstrating empathy in PE lessons. What might you do if you disagree with some of the decisions of</p>	<p>mental health and well-being? How can you ensure you and your partner contribute equally? What qualities do you have to demonstrate to work cooperatively with a partner? Which of those qualities do you think you have? Are there any you need to work on? How can you support others who are finding this activity difficult? Is it important to encourage others when taking part in this activity? Explain your answers. How can you support your partner during this activity? Investigate the use of guides in the Paralympic events. How do guides support the athletes? What might you learn from them? Ensure equipment is set out correctly. Some PE equipment has been going missing from the PE cupboard. Your teacher suspects it is because some of it is being left out after lessons and not taken back. Devise a system to ensure equipment is properly looked after. It is often said, 'There is no "I" in team.' What do you think this means? This type of activity is often called 'team building'. What does that mean to</p>	<p>know they are injured and is just finding the activity hard. What might you do? Design a meal for a gymnast. What does good listening look like? How can you encourage a partner if they are struggling with an activity? If a partner give feedback on how to improve your vault and you disagree with it, what might you do? What might you do if you have given feedback to a partner and they are unhappy about what you have said? To work well together as a pair, which characteristics should you both demonstrate? With your partner, watch another group perform and suggest improvements they could make by using the movement adaptations and relationship techniques. Deliver a warm-up to the whole class. Analyse the demands of this activity and devise a targeted warm-up to prepare the body for this activity. Explain how and why equipment needs to be carried correctly.</p>	<p>Which are the most important skills and qualities needed to work well as a group? Teach other a simple dance, with clear instructions and demonstrations. Plan and deliver a warm-up specifically for a dance lesson. How might you encourage others to join in?</p>		<p>activities you have chosen. What negatives might there be when working with others? What might you do to mitigate against any negatives? Which food are good to eat before a game? Why is it important to cool down after activity? Be quiet when someone else is taking a shot. How does it feel when an opponent congratulates you on a good shot? What might you do if your teammate missed the shot that would have helped you to win the game? What can you do to support someone who is finding the activity difficult? If you are not enjoying this game, what might you do? Your team need 2 points to win and it is the last throw of the game. Your teammate scores nothing. How do you think your teammate feels? Your friend is the team captain for this activity. You disagree with the strategy for the game. What might you do? Set up a target for a partner to aim into. Set up a scoring system for all the games.</p>
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## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

	<p>players within this game? Someone targets you and follows you around the court to steal your tail, ignoring other players. How does this make you feel and what will you do about it? Set up the equipment fairly for the beginning of the activity. Devise a method to ensure everyone hears the stop signal. Listen to and value the opinions of your partner when discussing tactics for this game. What characteristics does a good listener have? Act as a referee for one of these games. Demonstrate the characteristics of a good referee. Change aspects of the game to make it more difficult. Evaluate the impact of these changes.</p>	<p>you and how do you think these activities achieve that? What does 'clear instructions' mean? Give examples of when you gave clear instructions and examples of when they were not so clear. With your partner, devise a method of communication which you could use for this activity.</p>	<p>Plan and deliver a warm-up for a small group.</p>			<p>What hazards might arise during the playing of the game? Ensure you keep a look-out for these during the lesson. Design and deliver a warm-up for this game to a small group. Use a whiteboard to make a scoreboard and display the score as the game progresses. Plan a warm-up specifically for this game.</p>
<b>Vocabulary</b>	<p>Koosh, rally, returned, ready position, aim, cooperatively, opponent, set, dig, spike, teammates, defenders, attacking, warm defence, maintaining possession, feinting, pathways, territory, sustained.</p>	<p>Controls, start symbol, finish symbol, control card/recording sheet, trust, and cooperation.</p>	<p>Sequence, front support, back support, teddy bear roll, backwards roll to knees, unison, canon, hurdle step, dish, arch, cartwheel.</p>	<p>Narrative dance, compositional devices, pathways, rhythm, unison, canon, expression, contact, action and reaction, gesture, jig, do-si-do, folk dance, thread the needle.</p>	<p>Sissone, lactic acid, push throw, pull throw, sling throw, quoit, sprint, running, sustained.</p>	<p>Batting team, fielding team, over, teammate, opponents, aim, cooperatively, tee, crease, runs, inning, stumped, batter, target, aiming, cost-benefit.</p>
<b>Suggested Trips / Enrichment</b>	<p>Extra-Curricular Clubs and Sporting Fixtures</p>					

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): **GYMNASTICS & DANCE** **FUNDAMENTAL MOVEMENT GAMES**

KEY (Year 1 to 6): **MOVEMENT TACTICS AND STRATEGY** **HEALTHY LIFESTYLE** **PERSONAL AND SOCIAL LEADERSHIP** **FUNDAMENTAL MOVEMENT KNOWLEDGE**

### YEAR FOUR LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Object control: Kicking – Advancing (pg. 98)	Object control: Bouncing a ball – Advancing (pg.102)	Locomotion: Galloping and skipping – Advancing (pg.73)	Stability: Balancing on one leg – Deep (pg. 44)	Locomotion: Jumping for distance – Deep (pg.64)	Object control: Kicking – Deep (pg. 98)
	Net and wall: Pick up trash – Advancing (pg. 232)	Outdoor and Adventure: Counting cones - Advancing (pg.306)	Gymnastics: Partner sequence – Advancing (pg.256)	Dance: Based on a picture – Advancing (pg. 268)	Athletics: Take five jumps – Advancing (pg.292)	Target: Throw golf – Advancing (pg.204)
TWO	Object control: Dribbling with feet - Advancing (pg.106)	Object control: Catching – Advancing (pg.94)	Stability: Balancing on one leg – Advancing (pg. 44)	Stability: Rolling – Deep (pg.52)	Locomotion: Jumping for height – Deep (pg. 60)	Objection control: Rolling a ball- Deep (pg.82)
	Net and wall: Keep it going – Advancing (pg. 236)	Outdoor and Adventure: Counting cones - Deep (pg.306)	Gymnastics: Partner sequence – Advancing (pg.256)	Dance: Based on a picture – Advancing (pg. 268)	Athletics: Take five jumps – Advancing (pg.292)	Target: Corner bowl- Advancing (pg.208)
THREE	Locomotion: Dodging – Advancing (pg.78)	Objection control: Rolling a ball- Advancing (pg.82)	Stability: Walk on a beam – Advancing (pg.48)	Locomotion: Jumping for distance – Advancing (pg.64)	Locomotion: Running – Advancing (pg.56)	Locomotion: Running – Deep (pg.56)
	Net and wall: 3v3 volleyball – Advancing (pg. 240)	Outdoor and Adventure: Team buildings – Advancing (pg.310)	Gymnastics: Apparatus – Advancing (pg.264)	Dance: Mystery dance– Advancing (pg. 273)	Athletics: 9.58 seconds - Advancing (pg.300)	Target: Bombardment – Advancing (pg.212)
FOUR	Object control: Overarm throwing – Advancing (pg.90)	Locomotion: Dodging – Deep (pg.78)	Stability: Rolling – Advancing (pg.52)	Locomotion: Hopping – Advancing (pg.68)	Locomotion: Hopping – Deep (pg.68)	Object control: Catching – Deep (pg.94)
	Invasion: End zone – Advancing (pg.245)	Outdoor and Adventure: Team buildings - Deep (pg.310)	Gymnastics: Apparatus – Advancing (pg.264)	Dance: Mystery dance– Advancing (pg. 273)	Athletics: 9.58 seconds - Advancing (pg.300)	Striking and fielding: Quick pick-up – Advancing (pg.221)
FIVE	Object control: Striking a ball – Advancing (pg.110)	Object control: Dribbling with feet - Deep (pg.106)	Locomotion: Jumping for height – Advancing (pg. 60)	Locomotion: Galloping and skipping – Deep (pg.73)	Object control: Underarm throwing – Deep (pg.86)	Object control: Striking a ball – Deep (pg.110)
	Invasion: Too many goals – Advancing (pg.248)	Outdoor and Adventure: Night Trail – Advancing (pg.314)	Gymnastics: Vault – Advancing (pg.260)	Dance: Traditional folk dance– Advancing (pg. 276)	Athletics: Throwing– Advancing (pg.296)	Striking and fielding: Safe or sorry– Advancing (pg.225)
SIX	Object control: Underarm throwing – Advancing (pg.86)	Object control: Catching – Deep (pg.94)	Stability: Walk on a beam – Deep (pg.48)	Stability: Balancing on one leg – Deep (pg. 44)	Object control: Overarm throwing – Deep (pg.90)	Object control: Bouncing a ball – Deep (pg.102)
	Invasion: Go to jail – Advancing (pg.253)	Outdoor and Adventure: Night Trail – Deep (pg.314)	Gymnastics: Vault – Deep (pg.260)	Dance: Traditional folk dance– Advancing (pg. 276)	Athletics: Throwing– Advancing (pg.296)	Striking and fielding: Round the square – Advancing (pg.229)

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

Year 5	Autumn Term		Spring Term		Summer Term	
Topic	GAMES	OUTDOOR & ADVENTURE	GYMNASTICS	DANCE	GAMES	ATHLETICS
<b>Milestones</b>	<p><u>Use a variety of locomotion and object-control skills to score in small-sided games.</u>  <u>Throw in a variety of ways and accurately, towards a number of different targets including moving targets.</u>  <u>Defend a space of player.</u>  <u>Support the ball carrier while moving towards a forward target.</u>  <u>Use a variety of shots for short and long delivery.</u>  <u>Make choices about the amount the type of physical activity undertaken.</u>  <u>Act responsibly and fairly during the game.</u>  <u>Follow the rules of the game independently of the teacher.</u>  <u>Win and lose with dignity.</u>  <u>Check activities are safe.</u>  <u>Make sure rules are followed.</u>  <u>Ensure appropriate equipment is available and easily accessible.</u></p>	<p><u>Participate in a range of problem-solving and adventure games, introducing additional variations such as non-verbal communications, no physical contact.</u>  <u>Seek support from the team and the experts if in any doubt.</u>  <u>Remain positive even in the most challenging circumstances, rallying others if need be.</u>  <u>Use a range of devices in order to orientate themselves.</u>  <u>Make decisions on pacing to ensure completion of the course.</u>  <u>Understand the importance of positive self-talk.</u>  <u>Respect and if necessary constructively challenge the point of view of others.</u>  <u>Make sure everyone plays fairly.</u></p>	<p><u>Create a sequence with a partner/small group to include simple partner balance.</u>  <u>Practise and refine the gymnastic techniques used in performances.</u>  <u>Vault on to or over a box placed sideways.</u>  <u>Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence.</u>  <u>Enter and exit actions in a variety of ways.</u>  <u>Make choices about the amount the type of physical activity undertaken.</u>  <u>Praise the performance of others, whether better or worse than their own.</u>  <u>Respect and if necessary constructively challenge the point of view of others.</u>  <u>Adapt activities to suit everyone.</u>  <u>Ensure appropriate equipment is available and easily accessible.</u></p>	<p><u>Choreograph a short dance based upon a specific theme or idea.</u>  <u>Chose appropriate music to accompany the dance.</u>  <u>Understand the value that dances from different cultures and eras is created in different ways and can serve different functions in a community.</u>  <u>Perform a dance from a different cultures demonstrating key features.</u>  <u>Use compositional devices such as counterpoint and complement.</u>  <u>Perform expressively to illustrate a theme.</u>  <u>Choose contrasting dances to maintain audience interest.</u>  <u>Identify the need for a warm-up and cool-down and that the format of this may change depending on the activity.</u>  <u>Praise the performance of others, whether better or worse than their own.</u>  <u>Respect and if necessary constructively challenge the point of view of others.</u>  <u>Make sure everyone is involved and having fun.</u>  <u>Ensure appropriate</u></p>	<p><u>Use a variety of locomotion and object-control skills to score in small-sided games.</u>  <u>Maintain a rally with a partner.</u>  <u>Pass and move quickly into a space.</u>  <u>Move into a space, making decisions on when and where to move.</u>  <u>Use a quick outlet and pass when appropriate.</u>  <u>Decided when if bases need to be covered.</u>  <u>Follow the CMO's guidelines for the amount of physical activity.</u>  <u>Act responsibly and fairly during the game.</u>  <u>Follow the rules of the game independently of the teacher.</u>  <u>Win and lose with dignity.</u>  <u>Check activities are safe.</u>  <u>Make sure rules are followed.</u>  <u>Ensure appropriate equipment is available and easily accessible.</u></p>	<p><u>Accelerate from a variety of static positions.</u>  <u>Pass a relay baton at speed, using correct technique.</u>  <u>Throw for distance using different types of throws and refine performance by analysing technique and body shape.</u>  <u>Jump for distance from one foot to two feet and begin to use a short run up.</u>  <u>Compete against self, keeping track of personal best performances, setting targets for improvements.</u>  <u>Adjust pace you can sustain the timed run.</u>  <u>Adapt the length of run-up to improve the performance of the jump.</u>  <u>Change the height heights of release to maximise the distance throw.</u>  <u>Identify individual areas of fitness to improve and devise a fitness plan.</u>  <u>Win and lose with dignity.</u>  <u>Make consistent and fair judgements.</u>  <u>Ensure appropriate equipment is available and easily accessible.</u></p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

				equipment is available and easily accessible.		
<b>Milestones for swimming</b>	<p><u>Enter and exit a pool safely using a jump.</u></p> <p><u>Move around a pool, walking, hopping, etc.</u></p> <p><u>Touch the bottom of the pool with different body parts.</u></p> <p><u>Push and glide from the side holding a float with face in the water, showing an understanding of streamlining.</u></p> <p><u>Float in different shapes.</u></p> <p><u>Begin to use correct front and back crawl techniques, with or without buoyancy aids.</u></p> <p><u>Jump into a water and submerge.</u></p> <p><u>Pick up an object from the bottom of the pool.</u></p> <p><u>Swim using front/back crawl and breaststroke technique.</u></p> <p><u>Tread water.</u></p> <p><u>Rotate from back to front and front to back and regain an upright position.</u></p> <p><u>Coordinate breathing as appropriate for the stroke being used.</u></p> <p><u>Swim 25 metres unaided.</u></p> <p><u>Swim through a hoop held vertically under water.</u></p> <p><u>Change body shape while floating.</u></p> <p><u>Develop personal survival and self-rescue skills including HELP.</u></p> <p><u>Learn and explain the water safety cycle.</u></p> <p><u>Change body shape to increase speed through the water.</u></p> <p><u>Choose the most appropriate way of entering and existing the pool.</u></p> <p><u>Choose the best shapes for floating.</u></p> <p><u>Demonstrate an understanding of streamlining.</u></p> <p><u>Demonstrate an understanding of how to stay safe around water.</u></p> <p>Engage actively in PE lessons.</p> <p>Recognise that physical activity is important for good health.</p> <p>Recognise that working hard to achieve something can make them feel better.</p> <p>Accept feedback from the teacher.</p> <p>Recognise that people's bodies and feelings can be hurt.</p> <p>Remember to bring their kit.</p> <p>Try hard.</p> <p>Follow the teacher's instructions.</p>					
<b>Fundamental Movement Knowledge &amp; POP Tasks</b>	<p><b>Bring it on.</b> Work in two teams of five: one attacking and one defending. The aim of the game is for the attacking team to get the ball from the end line to the opposite end line and bounce the ball in the hoop.</p> <p><b>Get the treasure.</b> Each player tries to grab the treasure and get it back</p>	<p><b>30 seconds and go.</b> Player's kick the ball to each other through the goal. Swap partner and shoot for another goal.</p> <p><b>Shadow stealer.</b> With a partner, one player dribbles the ball using their hands into a space. The other player has to try and steal the ball.</p> <p><b>Shadow stealer.</b> With a partner, one player</p>	<p><b>Balloon skip.</b> Skip or gallop from one end of the pitch to the other, while keeping up a balloon.</p> <p><b>Team hop.</b> The aim is to see how far the team can hop.</p> <p><b>Rough seas.</b> Two players hold opposite ends of a long skipping room. The take it in turns</p>	<p><b>Throw and catch.</b> Standing on one leg, opposite a partner throw and catch a ball without losing your balance.</p> <p><b>Bench jump.</b> Demonstrate the different ways of jumping on a bench. Thinking about the five basic jumps.</p> <p><b>Mix it up.</b> Perform a sequence of three different rolls, varying the entry and</p>	<p><b>Catch the tail.</b> The idea of the game is to steal tails from other players.</p> <p><b>Across the circle.</b> The idea is for each pair to roll the ball to their partner across the circle.</p> <p><b>Magic triangle.</b> Working in a group of three, players pass the ball to another player, then maintain the triangle</p>	<p><b>Catch the tail.</b> The idea of the game is to steal tails from other players.</p> <p><b>Shadow stealer.</b> With a partner, one player dribbles the ball using their feet into a space. The other player has to try and steal the ball.</p> <p><b>Magic triangle.</b> Working in a group of three, players pass the ball to another player, then</p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

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	<p>to their bases, without the other player tagging them.</p> <p><b>Scattergun.</b> Thrower 1 picks up and throws three balls out into the field. They then run around the base, scoring one point every time they pass the base. The fielding team has to return the balls to retriever who shouts stop then thrower 2 takes over.</p> <p><b>Magic triangle.</b> Working in a group of three, players pass the ball to another player, then move. The idea is to maintain the triangle shape while passing and moving around the space.</p>	<p>dribbles the ball using their feet into a space. The other player has to try and steal the ball.</p> <p><b>Scattergun.</b> Thrower 1 picks up and throws three balls out into the field. They then run around the base, scoring one point every time they pass the base. The fielding team has to return the balls to retriever who shouts stop then thrower 2 takes over.</p>	<p>to jump over the different types of seas.</p> <p><b>Can you catch?</b> The jumper stands with toes up to the line. The thrower throws a large ball between them and the jumper has to try and catch it. Each time the jumper is successful the thrower moves out to the next marker.</p> <p><b>Mix it up.</b> Perform a sequence of three different rolls, varying the entry and exits from the traditional way.</p> <p><b>Bench jump.</b> Demonstrate the different ways of jumping on a bench. Thinking about the five basic jumps.</p>	<p>exits from the traditional way.</p> <p><b>Team hop.</b> The aim is to see how far the team can hop.</p> <p><b>Balloon skip.</b> Skip or gallop from one end of the pitch to the other, while keeping up a balloon.</p> <p><b>Tally rally.</b> Try to maintain a rally for 30 seconds, seeing how many successful passes you can make.</p>	<p>shape while passing and moving around the space.</p> <p><b>Tally rally.</b> Try to maintain a rally for 30 seconds, seeing how many successful passes you can make.</p> <p><b>Bring it on.</b> Work in two teams of five: one attacking and one defending. The aim of the game is for the attacking team to get the ball from the end line to the opposite end line and bounce the ball in the hoop.</p> <p><b>Throw and catch.</b> Standing on one leg, opposite a partner throw and catch a ball without losing your balance.</p>	<p>move. The idea is to maintain the triangle shape while passing and moving around the space.</p> <p><b>Across the circle.</b> The idea is for each pair to roll the ball to their partner across the circle.</p> <p><b>Can you catch?</b> The jumper stands with toes up to the line. The thrower throws a large ball between them and the jumper has to try and catch it. Each time the jumper is successful the thrower moves out to the next marker.</p> <p><b>Rough seas.</b> Two players hold opposite ends of a long skipping room. The take it in turns to jump over the different types of seas.</p>
<p><b>Knowledge Webs &amp; POP Tasks</b></p>	<p>Keep a balloon up using a variety of body parts with part of the back in contact with the floor. Strike a ball with table tennis bat in different directions and with varying degrees of force. Demonstrate a mature forehand shot. Throw a medium ball at the wall and catch the rebound after one bounce. Increase distance from the wall. With a partner, throw a medium ball at the wall for your partner to</p>	<p>With a variety of coloured floor markers spread around the space, get from one end of the space to the other by stepping on the floor markers. If you touch the ground you have to go back to the start. Run at speed. Draw a map of part of the playground using symbols. Sustain running an even pace Where is the best spot to place the floor markers? Run at pace that means you can stop efficiently. Orientate a map correctly.</p>	<p>Demonstrate two different circling ribbon techniques. Demonstrate two different ball techniques. Demonstrate two different hoop techniques. Perform a short routine using equipment of choice with a partner. Demonstrate a jump from a squat position from on top of a box or table. From a short run-up (three steps), hurdle step and squat onto a crosswise box or table.</p>	<p>Perform a traditional dance from another culture with accurate replication of key features. Demonstrate the ten movement from the cards provided to include five key actions. Perform a basic cha cha step. Perform a basic salsa step. Perform a basic hand jive. Perform a basic popping routine using arms only. Create a short armography routine. With a partner, create and practise three movements</p>	<p>Demonstrate the ready position and move in different directions as well as back to the ready position. A partner standing 1 metre away drops a large ball. Try and catch it before it hits the ground twice. Facing a partner try to dodge them. Hit a variety of targets using different throwing techniques. Roll a ball to hit a large moving ball, rolled out by a partner 3 metres away.</p>	<p>Demonstrate jogging with good technique. Pass a baton to a partner, while jogging. Run without stopping for at least 3 minutes. Run/walk a mile, record how long it takes. Make a circle of cone around you and pick up the cones as quickly as possible without moving from the spot. Demonstrate pivoting 90 degrees clockwise and 90 degrees anti-clockwise at speed. Demonstrate a plank position.</p>

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

### KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE

	<p>receive. Increase the distance from the wall. Strike a tennis ball with the hand against a wall for your partner to strike back and try and maintain a rally. Dodge effectively and efficiently through a line of cones. Play a passing game in your group, passing and moving to receive the ball. No movement is allowed with the ball. How many successful passes can you make in 30 seconds? Demonstrate effective technique in a variety of throwing skills. Catch a frisbee thrown with varying degrees of force near to the body. Demonstrate a backhand throw.</p> <p>Where is the best place to aim for to score a point? Aim for target zones to score points. What should you place the ball to make it easy for your partner to catch the ball? What might the defenders do as the time counts down? Attackers- maintain possessions. Defenders – use an outlet pass. Attack when on the frisbee, pass and receive</p>	<p>How does core stability impact on your ability to take part in this game? Write a list of physical activities you enjoy. Which aspect of this activity do you find challenging and which do you enjoy the most? What does 'compromise' meant? How might you have to compromise in this activity? What will you do if you think someone had wrongly picked up the card that matches yours? How can you be sure everyone in your team is comfortable working with each other? List the rules for this activity. Set up equipment quickly and efficiently without direction from the teacher. Set up a small orienteering course on a netball pitch.</p>	<p>Demonstrate a cat leap. Demonstrate a cartwheel. With a partner, demonstrate a partner balance, without any contact. Compose a short sequence to include three partner balances one with contact but no weight bearing. Choose the piece of equipment you and your partner can use most effectively. Choose which jump to perform when jumping off the box or table. Choose sensibly balances that you and your partner can do successfully. Give a health reason why people might want to take part in this activity. Which aspect of this activity of you find challenging and why? Which areas of fitness are needed to perform well in this activity? How can you ensure differing abilities are included in the group? List the safety considerations when vaulting. Partner work in gymnastics involve trusting your partner. How can you demonstrate</p>	<p>demonstrating the use of canon. With a partner, create a six movement dance phrase to include working in unison and canon. With a partner, create a short movement phrase to include gesture. Modify actions using dynamics from the cards provided. Modify actions using spatial aspects from the cards provided. Work with a partner to modify actions using relationship aspects from the cards provided. Analyse the impact of all the changes. Take into account the abilities of the whole group when deciding which dances to choose. Choose a physical activity or game you enjoy and play with your friends during playtime or lunchtime. List areas of fitness you need to improve. Describe your physical activity levels in relation to CMO's guidance. Which aspects of these activities did you find challenging? What did you do to overcome the challenges? Watch a video of a dance. Describe the costumes and lighting. Discuss with a partner how the dance makes you feel.</p>	<p>Roll a ball against the wall. Move to reach the rebound. Strike a ball from a friendly feed to a position of choice. Combine hitting and immediately running. Accelerate and decelerate quickly while running. Catch and immediately throw a ball. Throw a ball accurately at a target. Perform with fluency the movement skills required in this game, Strike a ball from a tee into a position of choice. Strike a ball using the correct technique and immediately running. Strike a ball from a friendly feed. Negotiate the cone efficiently, long step and strong push-off. Catch and immediately throw a ball. Bowl a ball using the 'pull the string' technique. Demonstrate effective positioning on the pitch to make it difficult for a player to steal a peg. Throw a ball into a position to defend a target. Adapt your technique depending on the progress of the game.</p>	<p>Demonstrate effective technique in a standing push throw/pull throw/sling throw. Catch a ball thrown by a partner while performing a seated balance with feet off the floor. Stand on one leg and perform five mini squats with eyes shut. Change foot and repeat. Jump from two feet to two feet, Backward and forwards in a steady rhythm. Perform a standing long jump, two feet to two feet and measure the distance. Decide when is the best time to run when receiving a baton. Explain the best body position for an effective throw. Choose the best way to use arms to increase the distance jumped. Why is it important to be able to run for a sustained length of time? What foods might help you performance in running? Which muscles are used in this activity? Describe some warm-up activities to focus on those muscles. List some physical activities you enjoy and some you find challenging.</p>
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## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

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	<p>move with the frisbee and shoot and intercept. Keep a diary of physical activity for a month. Evaluate how well you are following the Chief Medical officer's guidelines for physical activity. Where in your local area can you play tennis? What skills do you need to work on to improve your performance in this game? Which activities do you enjoy most in PE? Give reasons for your choices. Plan a warm-up specifically for this activity and deliver it to a small group. What is meant by a balanced diet? How might this impact on your ability to play this game? What kind of conflicts might arise when playing this game? Demonstrate good sportsmanship while playing a game. When someone says 'Well done' to you and you know it wasn't a great shot, how does it make you feel? What safety considerations need to be taken into account when playing this game? What does fair play look like in this game?</p>		<p>trustworthiness in this activity? Use video to analyse your performance with your partner. Discuss strengths and area to be improved. What should a good vault look like? Talk to your team and choose moves that everyone is confident with.</p>	<p>Is it easy or difficult for you to admit when you need help from others? Can you think of a time when you needed help but were afraid to ask for it? What does it mean to work as a team? Plan and deliver a dance activity. What are some important qualities of a leader? What could you do to help a group member who is struggling? Make a list of the favourite dances of your classmates.</p>	<p>When is the best time to roll the ball? Try out your ideas. Fielders- explain how fielding positions may change during the game dependent on the batter. Batters- explain how to judge the line of the bowl and position of bounce to make the shot. Make decisions on the best place to stand to cover the space before the batter strikes. Explain a strategy to outwit opponents while playing this game. Batters- change position quickly to receive the ball at different wickets. Fielders – retrieve the ball and decide which bowler pass to. What kind of fitness is being developed in this game? What do you enjoy in this activity? Do you ever get nervous before playing games? What does it feel like? We all have a little voice inside us. What does your little voice tell you about playing this game? Describe how taking part in physical activity make you feel. What do you like to drink after a game? How healthy is your choice?</p>	<p>Explain how you can work together as a team to perform this task. Watch a partner and tell them something they were good at. Why is it important to say what you are thinking when working as part of a team? What activities could improve performance in this activity? Set up the equipment for the activity. Ask a class member which other activities they might like to try. Set up equipment to measure and record results. What activities would be suitable for a warm-up for this session?</p>
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	<p>Contribute to the spirit circle in ultimate frisbee.</p> <p>Pick up some strengths in your team's performances.</p> <p>What might some players find difficult in this game?</p> <p>What would you expect to see if everyone is having fun and enjoying this game?</p> <p>What adaptations could you make if players were finding this activity too difficult?</p> <p>Plan a tournament and devise a league system.</p> <p>Watch a team play and during a time-out, give them advice on what they are doing well and what they need to improve.</p>				<p>If you have taken part in some sustained vigorous physical activity and are now very hungry, what would be some good food choices?</p> <p>How can you make sure you don't bump into someone when playing this game?</p> <p>A member of your team is struggling with this game. How can you encourage them without damaging their self-esteem?</p> <p>Give positive feedback to players during the game.</p> <p>What is meant by fair play?</p> <p>Why is it important to follow the rules of the game?</p> <p>What does acting responsibly mean?</p> <p>What could you do if players were cheating?</p> <p>What must you be aware of when refereeing this game?</p> <p>Set up the equipment for this activity.</p> <p>What should you do if you disagree with the official's decision?</p> <p>Why is it important to be consistent when making decisions as a referee?</p> <p>You are the referee.</p> <p>One team accused the other team of cheating and they are having an</p>	
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					argument. How might you deal with this?	
<b>Swimming Knowledge Webs &amp; POP Tasks</b>	<p>Demonstrate different ways of moving around the pool.                      Touch the bottom of the pool with a variety of different body parts.                      Dip your face in the water.                      Demonstrate a push and glide in a position of choice.                      Demonstrate different ways of entering the pool.                      Demonstrate a plank position.                      Demonstrate a way of exiting the pool.                      Demonstrate floating on your front and back.                      Submerge in the water to retrieve the object.                      Demonstrate front crawl and back crawl arm action.                      Swim four strokes of back crawl and then four strokes of front crawl, with or without a buoyancy aid.                      Swim 25 metres rotating from the back to the front smoothly                      Choose your favourite way to move around the pool.                      Perform a number of push and glides with varying amounts of force.                      Which is the best way to get out of the pool?                      Which is the best way to enter the pool?                      Choose a body shape that helps you glide through the water.                      Choose the fastest way of moving to reach the treasure. Explain your choice.                      What should you do if you are scared of the water?                      Why is swimming good for you?                      Describe the Water Safety Code.                      Describe something you are proud of in this activity.                      Set up equipment as directed by the teacher.                      When and what might you eat before swimming?                      Where is the best place to stand in relation to others in the pool?                      How can you show you are trying hard in your swimming lesson?                      List some safety rules in the pool.                      How might you help someone who is finding this activity hard?                      Remember your swimming kit.                      How can you tell if someone in your class is unhappy? Why is it important to say sorry?                      How can you make sure you listen carefully to the teacher in the pool?                      Watch a partner and give feedback on what to improve.</p>					
<b>Vocabulary</b>	Returned, teammate, opponent, forehand, backhand, volley, ready position, outlet pass, warm defence, pivoting, defence, attack, zone defence,	Cooperative, collaboratively, symbol, orientate	Choreographing, spirals, snakes, circles, figures of eight, exchanges, cat leap, spit leap, scissor jump, handstand, aesthetic, layout.	Traditional dance, expressive, unison, action and reaction, question and answer, transition, complement, counterpoint, street dance, armography, popping.	Target, jack, opponent, teammate, koolchee, aiming, innings, caught out, bowled out, stumped out, bases, base runner, fielding team, batting team, feinting.	Running, sustained, pacing, push throw, pull throw, sling throw, long jump and triple jump.

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

*KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES*

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**Suggested  
Trips /  
Enrichment**

Extra-Curricular Clubs and Sporting Fixtures

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

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### YEAR FIVE LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Net and wall: Seated volleyball – Basic (pg.348)	Outdoor and Adventure: River crossing – Basic (pg.421)	Gymnastics: Rhythmic gymnastics- Basic (pg.372)	Dance: Based on traditional dance- Basic (pg.384)	Tag: Peg tag – Basic (pg.330)	Athletics: Running – Basic (pg.408)
	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>
TWO	Net and wall: In the zone – Basic (pg.353)	Outdoor and Adventure: River crossing – Basic (pg.421)	Gymnastics: Rhythmic gymnastics- Basic (pg.372)	Dance: Based on traditional dance- Basic (pg.384)	Target: Short boccia – Basic (pg.319)	Athletics: Running – Basic (pg.408)
	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>
THREE	Net and wall: Rebound ball – Basic (pg.356)	Outdoor and Adventure: Symbol match-up – Basic (pg.425)	Gymnastics: Vault – Basic (pg.376)	Dance: Mystery dance – basic (pg.388)	Target: Koolchee – Basic (pg.322)	Athletics: Throwing – Basic (pg.412)
	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>
FOUR	Invasion: Kabaddi – Basic (pg.360)	Outdoor and Adventure: Symbol match-up – Basic (pg.425)	Gymnastics: Vault – Basic (pg.376)	Dance: Mystery dance – basic (pg.388)	Strike and Fielding: Continuous cricket – Basic (pg. 334)	Athletics: Throwing – Basic (pg.412)
	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>
FIVE	Invasion: Outlet pass – Basic (pg.365)	Outdoor and Adventure: Pitch orienteering – Basic (pg.431)	Gymnastics: Partner and group balances – Basic (pg.381)	Dance: From different eras – Basic (pg.392)	Strike and Fielding: Mini tee ball – Basic (pg. 340)	Athletics: Long jump and triple jump – Basic (pg416)
	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>	<b>SWIMMING</b>
SIX	Invasion: Ultimate frisbee – Basic (pg.369)	Outdoor and Adventure: Pitch orienteering – Basic (pg.431)	Gymnastics: Partner and group balances – Basic (pg.381)	Dance: From different eras – Basic (pg.392)	Strike and Fielding: Face the bowler – Basic (pg. 345)	Athletics: Long jump and triple jump – Basic (pg416)
	Object control: Catching – Basic (pg. 95) Locomotion: Dodging – Basic (pg. 79) Object control: Overarm throwing – Basic (pg. 91) Locomotion: Dodging – Basic (pg. 79)	Object control: Kicking – Basic (pg.99) Object control: Bouncing a ball – Basic (pg. 103) Object control: Dribble with feet – Basic (pg.107) Object control: Kicking – Basic (pg.99) Object control: Bouncing a ball – Basic (pg. 103) Object control: Overarm throwing – Basic (pg. 91)	Locomotion: Galloping and skipping – Basic (pg.74) Locomotion: Hopping – Basic (pg. 69) Locomotion: Jump for height – Basic (pg. 61) Locomotion: Jump for distance – Basic (pg.65) Locomotion: Rolling – Basic (pg. 53) Stability: Walking the beam – Basic (pg. 49)	Stability: Balancing on one leg – Basic (pg.45) Stability: Walking the beam – Basic (pg. 49) Locomotion: Rolling – Basic (pg. 53) Locomotion: Hopping – Basic (pg. 69) Locomotion: Galloping and skipping – Basic (pg.74) Object control: Striking a ball – Basic (pg. 111)	Locomotion: Running – Basic (pg. 57) Object control: Rolling a ball – Basic (pg.83) Object control: Underarm throwing – Basic (pg.87) Object control: Striking a ball – Basic (pg. 111) Object control: Catching – Basic (pg. 95)	Locomotion: Running – Basic (pg. 57) Object control: Dribble with feet – Basic (pg.107) Object control: Underarm throwing – Basic (pg.87) Object control: Rolling a ball – Basic (pg.83)  Locomotion: Jump for distance – Basic (pg.65)
	Object control: Underarm throwing – Basic (pg.87) Object control: Overarm throwing – Basic (pg. 91)					

## LONG TERM OVERVIEW FOR PHYSICAL EDUCATION

KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES

KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE

					Stability: Balancing on one leg – Basic (pg.45)	Locomotion: Jump for height – Basic (pg. 61)
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Year 6	Autumn Term		Spring Term		Summer Term	
Topic	GAMES	GYMNASTICS	DANCE	OUTDOOR & ADVENTURE	GAMES	ATHLETICS
<b>Milestones</b>	<p><u>Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities.</u></p> <p><u>Pass and receive a ball with feet, hands or implements while on the move.</u></p> <p><u>Change levels and pathways quickly and fluently.</u></p> <p><u>Employ feinting.</u></p> <p><u>Make 'power versus accuracy' decisions.</u></p> <p><u>Shift to cover space.</u></p> <p><u>Communicate effectively during a game.</u></p> <p><u>Analyse opportunities for participating in physical activity outside physical education lesson.</u></p> <p><u>Work with others regardless of their ability.</u></p> <p><u>Sort out disputes and conflict through negotiation and appropriate compromise independently of the teacher.</u></p> <p><u>Plan and deliver a session or a tournament.</u></p> <p><u>Accept officials' decisions.</u></p> <p><u>Resolve conflicts.</u></p> <p><u>listening carefully to all opinions.</u></p>	<p><u>Create complex and well-executed sequences that include a full range of movements linked fluently and performed with expression.</u></p> <p><u>Participate in a variety of gymnastic disciplines to include sport acrobatics, artistic gymnastics and rhythmic gymnastics.</u></p> <p><u>Evaluate the quality of a gymnastic sequence.</u></p> <p><u>Make choices on actions to be performed based on the ability of the whole group.</u></p> <p><u>Choose group balances which can be exited and entered fluently.</u></p> <p><u>Participate in self-selected physical activity outside or physical education lessons.</u></p> <p><u>Work with others regardless of their ability.</u></p> <p><u>Give constructive feedback to peers respectfully.</u></p> <p><u>Follow safety considerations in activities.</u></p>	<p><u>Create a dance with a clear beginning, middle and end.</u></p> <p><u>Identify and discuss how dynamics are used within a dance.</u></p> <p><u>Compare and contrast dances from different eras and cultures.</u></p> <p><u>Describe and evaluate the production of dances, taking into account costume, lighting set and sound.</u></p> <p><u>Describe using a range of vocabulary how watching or performing a dance makes them think and feel.</u></p> <p><u>Perform with focus towards and audience.</u></p> <p><u>Make decisions on how and when to include compositional devices for maximum impact.</u></p> <p><u>Engage actively in all PE lessons, including those that may not be their particular preference.</u></p> <p><u>Work with others regardless of their ability.</u></p> <p><u>Give constructive feedback to peers respectfully.</u></p>	<p><u>Plan and organise a simple orienteering trial using a variety of map reading, compass skills and coordinate.</u></p> <p><u>Embrace both leadership and team roles and gain commitment and respect of a team.</u></p> <p><u>Select appropriate equipment for outdoor and adventurous activities.</u></p> <p><u>Use a range of devices in order to orientate themselves.</u></p> <p><u>Quickly assess changing conditions and adapt plans to ensure safety comes first.</u></p> <p><u>Identify possible risks and ways to manage them asking for and listening carefully to expert advice.</u></p> <p><u>Make decisions on pacing to ensure fastest completion of the course.</u></p> <p><u>Participate in self-selected physical activity outside or physical education lessons.</u></p> <p><u>Recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour.</u></p>	<p><u>Move an opponent around by throwing into space.</u></p> <p><u>Dribble a ball with hands or feet, while changing speed and direction fluently and efficiently.</u></p> <p><u>Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities.</u></p> <p><u>Work within strategy of the team.</u></p> <p><u>Adjust backswing, step and approach relative to requirements of the shot.</u></p> <p><u>Discuss the importance of hydration and the best choices depending on the physical activities chose.</u></p> <p><u>Uphold the spirit of fair play and respect it all competitive situations.</u></p> <p><u>Sort out disputes and conflict through negotiation and appropriate compromise independently of the teacher.</u></p> <p><u>Find out which new activates other might like to try and research them.</u></p>	<p><u>Sustain jogging or running at a consistent pace for a few minutes.</u></p> <p><u>Spring over small obstacles maintaining a consistent stride pattern.</u></p> <p><u>Perform triple jump sequences with balance and control.</u></p> <p><u>Perform scissor jump from a short run-up.</u></p> <p><u>Adjust pace to ensure the whole team can sustain the timed run.</u></p> <p><u>Adapt the length of run-up to improve the performance of the jump.</u></p> <p><u>Change the height heights of release to maximise the distance throw.</u></p> <p><u>Make choices about diet in relation to physical activity levels.</u></p> <p><u>Uphold the spirit of fair play and respect it all competitive situations.</u></p> <p><u>Follow safety considerations in activities.</u></p> <p><u>Make posters to advertise activities.</u></p>

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**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

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	<p><a href="#">Act as a coach to support other identifying strengths and areas to work on.</a></p>					
<p><b>Fundamental Movement Knowledge &amp; POP Tasks</b></p>	<p><b>Hit the skittle.</b> The circle of player must pass the ball around the circle until someone gets an open shot to knock the skittle down.  <b>Pass and move.</b> The aim is to pass the ball at least six times before bouncing it over the line at the opposite end of the court to score a point.  <b>Over the line.</b> Opposing teams stand behind the lines and has a range of balls. The team throw balls at the moving ball in an attempt to get it over the opposing team's line.  <b>Giant's treasure.</b> The giant is in the centre, trying to protect the treasure. On at a time the thief tries to steal something. The thief must successful get back to their hoop without the giant catching them.  <b>Pinball wizard.</b> The aim of the game is for the attacking team to run down the middle of the court from one end to the other without being hit.  <b>All in together.</b> The aim of the game is for the players who make up the circle to hit the target,</p>	<p><b>Watch the tagger.</b> All the players are taggers who skip or gallop around the space trying to tag others. When a player is tagged the must hold a plank position until the player who tagged them is tagged then they are free.  <b>Hot potato.</b> All players hop around the area. One player has a ball – the hot potato. The idea is to get rid of the hot potato by tagging someone else with it.  <b>Touch score.</b> Players work in groups of three. Two attackers and one defender. Attackers must pass a ball from one end of the pitch to the other without the defender touching it. When the attacker gets to the end they have to jump up and touch the paper with the ball.  <b>Running catch.</b> Work in groups of eight (two thrower and six catchers). The first runner runs forward and jumps to receive the ball from one of the throwers. They catch, land and throw the ball forward.  <b>Apparatus roll.</b> Perform three different types of roll on apparatus. Choose</p>	<p><b>Watch the tagger plus.</b> Working in two teams, team 1 hold a ball. All the players on team 1 are taggers who skip or gallop around the space trying to tag others. When a player is tagged the must hold a plank position and hand over their ball. Play for 90 seconds before stopping and counting how many balls each team has.  <b>Hopping obstacle course.</b> Design an obstacle course to hop. Players have to hop the course, while bouncing or throwing and catching a ball while hopping and then throw it in a bucket at the end.  <b>Side to side.</b> Work with a partner, the player with the ball throws it to the sides of the other play. This player must step to the side on to one leg and catch the ball.  <b>Roll the hoop.</b> Lie down side by side on a line of mats. Place a hoop on the top of the players. Rolling in unison, move the hoop along to the end of the mats.  <b>Bench sequence.</b> Link together at least six actions on a bench to show ways of travelling,</p>	<p><b>Defend the cone.</b> The attackers try to hit the cone to score and the defenders tries to prevent them scoring.  <b>Quarters.</b> The idea of the game is for a team to keep possession by dribbling the ball using their hands into different quarters.  <b>Quarters.</b> The idea of the game is for a team to keep possession by dribbling the ball using their feet into different quarters.  <b>Keep the ball.</b> The idea of the game is to make five consecutive passes within your team of three to score a point.  <b>Side zone dribble.</b> The aim of the game is to score a hoop by bouncing the ball in the hoop. Players must dribble and pass to other teammates.  <b>Obstacle balloon relay.</b> Players run down the obstacle course, completing the tasks on the way the run back and sit down at the back of their team.</p>	<p><b>Skittle ball.</b> Each team has one defender who can stay inside the semi-circle to defend the skittle. Attackers cannot roll the ball from inside the semi-circle and cannot move with the ball.  <b>Down the middle.</b> The aim of the game is for the attacking team to run down the middle of the court from one end to the other without being hit by the balls thrown by the other team.  <b>All in together.</b> The aim of the game is for the players who make up the circle to hit the target, with the target avoiding being hit.  <b>Over the net.</b> Work with a partner on opposite side of a net. See how many passes you can maintain in a rally.  <b>Mega magic.</b> Using ten different throwing implements. The aim of the game is to pass the objects up the pitch into the cauldron to score.  <b>Move them around.</b> Work with a partner on opposite sides of a net. Players start on the centre spot of the spot</p>	<p><b>Passing through.</b> Set up a variety of gates using different coloured cones. The idea of the game is to dribble a ball through as many gats as possible in 40 seconds.  <b>Side zone dribble.</b> The aim of the game is to score a goal. Players must dribble and pass to other teammates  <b>Down the middle.</b> The aim of the game is for the attacking team to run down the middle of the court from one end to the other without being hit by the balls thrown by the other team.  <b>Three jacks.</b> Standing behind the throwing line players to take it in turns to roll six balls, two at each jack. The ball closest to each jack scores 2 points.  <b>Four passes and score.</b> The thrower must try to make four passes in a row without the defender touching the ball.  <b>Jump score.</b> The aim of the game is for the teams to get the ball from their end line to the opposite line by bouncing the ball. Three bounces are allowed and then it must be passed on.</p>

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	with the target avoiding being hit.	carefully where each roll is best performed. <b>Bench dismount.</b> Find five ways of dismounting from the bench.	jumping, using static balance and a way of taking weight on the hands. <b>Around the world.</b> Stand on one leg in the middle of a small circle of eight cones. A partner tells you where to put the ball using compass points. You must bend your knee, pick up the ball and put it on the right point. Swap legs.		and move to return the shot.	
<b>Knowledge Webs &amp; POP Tasks</b>	<p>Pass a balloon to a partner, using a variety of body parts, with part of the back in the contact with the floor.</p> <p>Strike a ball with a tennis racket to hit target zones on a court.</p> <p>Demonstrate a mature backhand shot.</p> <p>Throw a tennis ball at the wall and catch the rebound after one bounce, standing 3 metres away. Vary the heights and angles of the throw.</p> <p>With a partner, throw a tennis ball at the wall for your partner to receive. Vary the heights and angles of the throw.</p> <p>Increase the distance from the wall.</p> <p>Strike a tennis ball with a small bat against a wall for your partner to strike back and try to maintain a rally.</p>	<p>Perform a short gymnastics sequence to include two circling ribbon techniques.</p> <p>Perform a short gymnastics sequence to include two different ball techniques.</p> <p>Perform a short gymnastics sequence to include two different hoop techniques.</p> <p>Devise a routine to perform with a small group, using equipment of your choice.</p> <p>From a short run up (three to five steps), hurdle step and squat onto and straight off a crosswise box or table and perform a straight jump.</p> <p>Demonstrate a scissors jump.</p> <p>Perform a cartwheel with correct technique.</p> <p>With a partner, demonstrate a partner balance, with contact, but no weight bearing.</p>	<p>Choose two contrasting dance types from around the world and link them into a dance performed by a small group.</p> <p>Choose at least ten actions from the cards provided and link them together fluently into a short dance.</p> <p>Demonstrate actions from the five areas.</p> <p>With a partner, choose and perform your favourite dance from across the eras.</p> <p>With a partner, devise a short popping routine and perform in unison.</p> <p>In a small group, compare a short dance with a section of armography.</p> <p>Watch a partner, create a short dance to include canon, unison and gesture.</p> <p>Practise to ensure the different devices are clear to an audience.</p>	<p>With a variety of coloured floor markers spread around the space, get from one end to the other by stepping only on to a single colour of the floor markers.</p> <p>Devise a way of crossing with a team using floor markers as stepping stones. There are five in a team and three floor markers. One member of the team is wearing an eye mask. Work out a strategy to get this person across the space and they cannot be left either side by themselves.</p> <p>Demonstrate acceleration and deceleration.</p> <p>Draw a map of the playground using symbols.</p> <p>Sustain running on a variety of terrain at an even pace.</p> <p>Devise a team strategy before starting the activity.</p> <p>Adapt your speed depending on where you are in the run.</p>	<p>Throw a ball through a moving hoop.</p> <p>Roll a ball to hit a moving ball, rolled out by a partner 3 metres away.</p> <p>Roll a ball at another ball coming towards you to rebound back to you.</p> <p>Hit a variety of targets at different distances using different throwing techniques.</p> <p>Play 2v1, two players pass the ball while one defender tries to intercept the ball.</p> <p>Strike a ball from a competitive feed to a positive choice.</p> <p>Combine hitting and immediately running.</p> <p>Accelerate and decelerate quickly while running.</p> <p>Catch and immediately throw a ball accurately at a target/stump post.</p> <p>Use a long barrier when fielding.</p>	<p>Demonstrate jogging with good techniques, running for increased periods of time and keep track of improvements.</p> <p>Pass a baton to a partner, inside a marked-out relay box while running at a moderate speed.</p> <p>Run without stopping for at least 4 minutes and improve your time for 1 mile by 10 seconds.</p> <p>Working with a partner, make a 10-metre circle of cones of different colours. Stand in the middle of the circle and when your partner says a colour, run to the cone touch it and return to the middle.</p> <p>Demonte pivoting 180 degrees clockwise and 180 degrees anti-clockwise at speed.</p> <p>Hold a plank position for 15 seconds.</p> <p>Demonstrate a back support position.</p>

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#### KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE

<p>Dodge in either direction to avoid an overcoming player.</p> <p>Play a passing game in your group, passing and moving to receive the ball. No movement is allowed with the ball. How many successful passes can you make in 1 minute? Vary the type of pass.</p> <p>Throw accurately with consistency using a variety of different throwing techniques.</p> <p>Catch a frisbee thrown with varying degrees of force at different levels and distances from the body.</p> <p>Demonstrate a forehand throw.</p> <p>What factors do you have to think about when deciding how hard to hit the ball?</p> <p>Aim to move an opponent around a court making it difficult for them to return the shot.</p> <p>What impact does the angle the ball hits the wall at make to the rebound?</p> <p>Devise a strategy for the defending team.</p> <p>Attackers – maintain possession, disguising the intention to shoot.</p> <p>Defenders – what might be the tactical disadvantage of passing directly out in front of a goal?</p>	<p>Compose a short sequence to include four partner balances, one with a small amount of weight bearing.</p> <p>Evaluate the gymnastics movements the group can perform well. Choose the equipment groups members can use effectively. Design your sequence using these moves.</p> <p>Decide what is the best distance to jump from when jumping onto the box or table.</p> <p>Demonstrate smooth exits out of and entries into the partner balances chosen.</p> <p>What are the health benefits of taking part in this activity?</p> <p>What might you do if you find activities hard?</p> <p>Which area of this fitness do you need to work on to improve your performances in this activity?</p> <p>How could you support someone in your group who is struggling?</p> <p>Explain why safety is so important when vaulting.</p> <p>What characteristics would you want your partner to demonstrate while taking part in the activity?</p> <p>Use video to analyse your group performance. List some strengths and identify areas for improvements. Devise</p>	<p>Perform the dance to another pair and ask if they can pick out which devices were use and when.</p> <p>In a small group, create a dance linking to a topic you are studying in another curriculum area.</p> <p>As a group, suggest an area of the dance which could be enhanced and refine it.</p> <p>Choose three dances to have the maximum impact on the audience.</p> <p>Find out about clubs available in school.</p> <p>Attend an extra-curricular club in a physical activity you enjoy.</p> <p>Design a plan to improve your fitness.</p> <p>Produce a graph demonstrating your daily physical activity levels.</p> <p>Use this information to ensure you achieve the CMO's guidelines.</p> <p>If you find something difficult you should try to find a different activity.</p> <p>True or false?</p> <p>Watch a video of a dance. Identify any dance techniques you recognise. Explain the impact they had on the dance.</p> <p>What do you need to be aware of when trying to help others to improve their performance? Give examples of when you</p>	<p>Change the orientation of the map at different points on the course.</p> <p>How good is your core stability? List some activities that will improve core stability.</p> <p>Find out what opportunities there are to take part in physical activities in your local area.</p> <p>How does it feel when you overcome challenges?</p> <p>For a groups or team to be successful, what characteristics do individual team members need to demonstrate?</p> <p>What strategies do you have to ensure that your opinion is heard in case of disagreements?</p> <p>One of your team is getting frustrated as another team member is going slowly. What might you do?</p> <p>How can you make sure everyone follows the rules?</p> <p>List some areas where others may struggle in this game. Could you provide some alternative equipment to help with this?</p> <p>Design a pitch orienteering activity of your own. Draw and print maps for others to try.</p>	<p>Be able to run into the correct position to field a ball and catch it effectively from a variety of different levels and different amounts of force.</p> <p>Strike a ball using the correct technique and immediately running.</p> <p>Strike a ball from a competitive feed.</p> <p>Negotiate the cone efficiently, long step and strong push-off.</p> <p>Catch and immediately throw a ball to the appropriate bowler.</p> <p>Bowl a ball using the correct technique.</p> <p>Develop a strategy on where to place balls to make it difficult for an opponent.</p> <p>What might you do to make it difficult for the other team?</p> <p>Where is the best position to roll the ball so that it rebounds to you, giving you the chance of another shot?</p> <p>Choose the best time to shoot. Explain how you decide this.</p> <p>Fielders- describe what a fielder should do when the ball is coming towards them.</p> <p>Batters – how might a batter change stance depending on the type of bowl?</p> <p>Move into a position to back up/cover when a</p>	<p>Demonstrate accuracy in a push throw.</p> <p>Demonstrate throwing for distance in a pull throw/sling throw.</p> <p>Perform a seated balance with straight legs for 10 seconds.</p> <p>Stand on one leg and perform five mini squats on an unstable surface.</p> <p>Jump up for two feet to two feet backwards and forwards over a low obstacles, in a steady rhythm.</p> <p>Increase the distance of your standing ling jump by 10cm.</p> <p>In teams of six, work out how to run the fastest time for a relay of approximately 200 metres. Record the times for each of your attempts and explain your strategy.</p> <p>The higher you throw your object, the further it will go. Ture of false?</p> <p>Choose a three-step or five-step run-up to improve performance.</p> <p>What can you do to improve your ability to sustain exercise for a period of time?</p> <p>If I am very physically active I can eat what I want. Discuss and cite evidence for your response.</p> <p>What should be the structure of a warm-up?</p> <p>Design and deliver a</p>
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**KEY (EYFS): GYMNASTICS & DANCE FUNDAMENTAL MOVEMENT GAMES**

**KEY (Year 1 to 6): MOVEMENT TACTICS AND STRATEGY HEALTHY LIFESTYLE PERSONAL AND SOCIAL LEADERSHIP FUNDAMENTAL MOVEMENT KNOWLEDGE**

	<p>Differentiate between on-the-ball and off-the-ball skills.</p> <p>Compare and contrast the role of a defender and an attacker.</p> <p>Design and carry out a two-week training programme to improve performance in a physical activity of choice. Evaluate the impact.</p> <p>Arrange to play tennis with a friend outside of school.</p> <p>Devise some practices to improve your performance in this game.</p> <p>Everyone is different. Which activities does your skill set take you towards playing?</p> <p>Plan and deliver a warm-up specifically for this activity to the whole class.</p> <p>Explain how the notion of a professional foul fits into the concept of the spirit circle.</p> <p>Monitor the game carefully for any signs of conflict. What might you do if you spot any of these signs?</p> <p>If you disagree with an opponent what might you do?</p> <p>Why is it important to give honest praise to others?</p> <p>What kind of behaviour can you demonstrate to</p>	<p>some practices to improve performances.</p> <p>Watch a partner and give a mark out of 5 for their vault. Explain your reasoning.</p> <p>How could you adapt part of your partner sequence to ensure everyone can achieve?</p>	<p>have done this well and other times when you wish you had done differently.</p> <p>Consider whether the leader of a group, when select the members of the group, should be able to exclude those they don't like.</p> <p>Describe what it feels like to be in a position of telling others what to do. Is this something you like to do? Why or why not?</p> <p>What is the most important quality of a leader? Explain your choices.</p> <p>True or false, if someone in your group is unhappy, you should immediately tell the teacher?</p> <p>Decided which were the most enjoyable dances to perform in a group.</p> <p>Discuss what you think may be the reason for this?</p>		<p>person on a base moves to catch the ball.</p> <p>When a fielder retrieves the ball, what factors might influence the decision they make?</p> <p>Demonstrate quick thinking when retrieving a ball.</p> <p>Batters- read the line and bounce of the ball, changing stance to get into the best position to strike the ball.</p> <p>Fielders – move forwards to receive the ball, having already made the decision on which is the best bowler to pass to.</p> <p>Which are you favourite activities and why?</p> <p>Positive stress in sports can improve performance by making you more focused and alert. Give an example of when positive stress has helped you.</p> <p>What might you do if you little voice is constantly telling you that you are no good at this game?</p> <p>Which physical activities do you take part in that make you feel happy?</p> <p>Regular exercise and spending time outdoors are recommended as having positive benefits on mental health.</p> <p>Describe a time when taking part in physical activity or going out for a</p>	<p>warm-up for the activity to a small group.</p> <p>Rank Physical activities in terms of those you enjoy and those you find challenging. Give reason for your choices.</p> <p>Suggest ideas for a team contract.</p> <p>How does it feel when you praise someone for their performance when they can throw further than you?</p> <p>When and in what ways are you willing to speak out in order to voice your opinion?</p> <p>Design a training programme and follow it to increase the length of time you can spend running at a consistent pace.</p> <p>Give clear instructions, especially around safety.</p> <p>Conduct a survey of which activities others would like to try and draw up a list of the top five activities chosen.</p> <p>Make a recording sheet for your group and write down everyone's distances.</p> <p>Plan and deliver a warm-up to a small group for this lesson.</p>
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	<p>ensure the game is played safely? How can you ensure you play fairly? Explain how the notion of a professional foul fits into the concept of the spirit circle. Pick out some areas your team needs to work on. How might you adapt the activity to make it easier for someone who is struggling? What might you see which would suggest some people are not enjoying this game? Change the activity to make it easier or more difficult. Run a tournament, timing games centrally. Devise practices to improve the performances of a team.</p>				<p>walk has made you feel better. What would be a good choice to drink after some moderate physical activity? Give examples of some good and bad food choices after vigorous physical activity. Cite evidence for your ideas. If you were struggling with this game, how would you want your teammates to support you? Why is it important to give positive feedback to others, including those who can perform better than you/? Why is it important to win with dignity? Why is it important to uphold the spirit of fair play? If you break the rules of the game and no one sees you what would you do? How can you demonstrate acting responsibly during the game? Referee a game. What character skills did you need to demonstrate? Plan and deliver some practices that will improve performances in this game. How might you adapt the equipment to include class members who need more support or</p>
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					<p>others who need extra challenge?                      Plan a target challenge tournament for a class lower down the school.                      Professional players sometimes disagree with officials' decisions. What impact does that have on younger players who are just starting out in the sport?                      What character virtues make a good referee?                      You are the referee. One of your friends has described a situation in the game where the other team played unfairly. You listen to them and tell the other team you are unhappy with them. They are now angry. Was this the best way to deal with the situation?</p>	
<b>Vocabulary</b>	<p>Returned, teammate, opponent, forehand, backhand, volley, ready position, outlet pass, warm defence, pivoting, defence, attack, zone defence,</p>	<p>Choreographing, spirals, snakes, circles, figures of eight, exchanges, cat leap, spit leap, scissor jump, handstand, aesthetic, layout.</p>	<p>Traditional dance, expressive, unison, action and reaction, question and answer, transition, complement, counterpoint, street dance, armography, popping.</p>	<p>Cooperative, collaboratively, symbol, orientate</p>	<p>Target, jack, opponent, teammate, koolchee, aiming, innings, caught out, bowled out, stumped out, bases, base runner, fielding team, batting team.</p>	<p>Running, sustained, pacing, push throw, pull throw, sling throw, long jump and triple jump.</p>
<b>Suggested Trips / Enrichment</b>	<p>Extra-Curricular Clubs and Sporting Fixtures</p>					

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### YEAR SIX LESSON OVERVIEW

WEEK	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
ONE	Object control: Catching – Advancing (pg. 95)	Locomotion: Galloping and skipping – Advancing (pg.74)	Locomotion: Galloping and skipping – Deep (pg.74)	Object control: Kicking – Advancing (pg.99)	Object control: Rolling a ball – Advancing (pg.83)	Locomotion: Running – Deep (pg. 57)
	Net and wall: Seated volleyball – Advancing (pg.348)	Gymnastics: Rhythmic gymnastics- Advancing (pg.372)	Dance: Based on traditional dance- Advancing (pg.384)	Outdoor and Adventure: River crossing – Advancing (pg.421)	Target: Short boccia – Advancing (pg.319)	Athletics: Running – Advancing (pg.408)
TWO	Locomotion: Dodging – Advancing (pg. 79)	Locomotion: Hopping – Advancing (pg. 69)	Locomotion: Hopping – Deep (pg. 69)	Object control: Bouncing a ball – Advancing (pg. 103)	Object control: Underarm throwing – Deep (pg.87)	Object control: Dribble with feet – Deep (pg.107)
	Net and wall: In the zone – Advancing (pg.353)	Gymnastics: Rhythmic gymnastics- Advancing (pg.372)	Dance: Based on traditional dance- Advancing (pg.384)	Outdoor and Adventure: River crossing – Advancing (pg.421)	Target: Koolchee – Advancing (pg.322)	Athletics: Running – Advancing (pg.408)
THREE	Object control: Overarm throwing – Advancing (pg. 91)	Locomotion: Jump for height – Advancing (pg. 61)	Stability: Balancing on one leg – Advancing (pg.45)	Object control: Dribble with feet – Advancing (pg.107)	Object control: Overarm throwing – Deep (pg. 91)	Object control: Underarm throwing – Deep (pg.87)
	Net and wall: Rebound ball – Advancing (pg.356)	Gymnastics: Vault – Advancing (pg.376)	Dance: Mystery dance – Advancing c (pg.388)	Outdoor and Adventure: Symbol match-up – Advancing (pg.425)	Target: Target challenge – Advancing (pg. 327)	Athletics: Throwing – Advancing (pg.412)
FOUR	Locomotion: Dodging – Deep (pg. 79)	Locomotion: Jump for distance – Advancing (pg.65)	Locomotion: Rolling – Deep (pg. 53)	Object control: Kicking – Deep (pg.99) Object control:	Object control: Striking a ball – Advancing (pg. 111)	Object control: Rolling a ball – Deep (pg.83)
	Invasion: Kabaddi – Advancing (pg.360)	Gymnastics: Vault – Advancing (pg.376)	Dance: Mystery dance – Advancing (pg.388)	Outdoor and Adventure: Symbol match-up – Advancing (pg.425)	Strike and Fielding: Continuous cricket – Advancing (pg. 334)	Athletics: Throwing – Advancing (pg.412)
FIVE	Object control: Underarm throwing – Advancing (pg.87)	Locomotion: Rolling – Advancing (pg. 53)	Stability: Walking the beam – Deep (pg. 49)	Bouncing a ball – Deep (pg. 103)	Object control: Catching – Deep (pg. 95)	Locomotion: Jump for distance – Deep (pg.65)
	Invasion: Outlet pass – Advancing (pg.365)	Gymnastics: Partner and group balances – Advancing (pg.381)	Dance: From different eras – Advancing (pg.392)	Outdoor and Adventure: Pitch orienteering – Advancing (pg.431)	Strike and Fielding: Mini tee ball – Advancing (pg. 340)	Athletics: Long jump and triple jump – Advancing (pg416)
SIX	Object control: Overarm throwing – Deep (pg. 91)	Stability: Walking the beam – Advancing (pg. 49)	Stability: Balancing on one leg – Deep (pg.45)	Locomotion: Running – Advancing (pg. 57)	Object control: Striking a ball – Deep (pg. 111)	Locomotion: Jump for height – Deep (pg. 61)
	Invasion: Ultimate Frisbee – Advancing (pg.369)	Gymnastics: Partner and group balances – Advancing (pg.381)	Dance: From different eras – Advancing (pg.392)	Outdoor and Adventure: Pitch orienteering – Advancing (pg.431)	Strike and Fielding: Face the bowler – Basic (pg. 345)	Athletics: Long jump and triple jump – Advancing (pg416)

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