



PE Medium Term Plan 2021-2022

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nurse ry	Topic	Physical Development Moving and Handling	Physical Development Moving and Handling	Physical Development Moving and Handling	Physical Development Moving and Handling	Physical Development Moving and Handling	Physical Development Moving and Handling
		Dance- Nursery Rhymes	Gymnastics- Moving	Balls Skills- Hands	Dance- Ourselves	Gymnastics- High low under	Ball skills- Feet
	I Can	<ul style="list-style-type: none"> ● Continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Skip, hop, stand on one leg and hold a pose for a game like musical statues. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Start taking part in some group activities which they make up for themselves, or in teams. ● Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. ● Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. ● move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ● mount stairs, steps or climbing equipment using alternate feet. ● walk downstairs, two feet to each step while carrying a small object. ● run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ● stand momentarily on one foot when shown. 					
	Key Vocab	<ul style="list-style-type: none"> ● move ● control ● thumb ● slither ● catch ● fingers ● shuffle ● space ● tools 			<ul style="list-style-type: none"> ● climb ● lines ● catch ● walk ● circles ● run ● avoid ● jump ● obstacle 		



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		<ul style="list-style-type: none"> • roll • speed • safely • crawl • direction • balance 			<ul style="list-style-type: none"> • skip • upstairs • hop • slide • tools 		
	Topic	Physical Moving and Handling	Physical Development Moving and Handling	Physical Development Moving and Handling	Physical Development Moving and Handling	Physical Development Moving and Handling	Physical Development Moving and Handling
	Topic	Dance- Ourselves Ball skills-Hands	Gym- High low under Locomotion- Walking	Games for Understanding Locomotion- Jumping	Ball skills- Feet Gym-Moving	Games for understanding Lomotion-Running	Athletics- Throwing &Target
	I Can	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Experiment with different ways of moving. • Jump off an object and lands appropriately. • Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. 					
	Reception	<ul style="list-style-type: none"> • instructions • stop • group • partner • follow • path • cooperate • equipment • changing direction • travel • rolling a ball 	<ul style="list-style-type: none"> • dribbling • cooperate • kick • target • keeping score • tagging • rules • team • winning • striking • against 	<ul style="list-style-type: none"> • shapes • travelling actions • rocking • linking actions • landing • height • around • over • through • apparatus • counting 	<ul style="list-style-type: none"> • confidence • imagination • remember • repeat actions • ideas • body actions • express • explore • communicate • movement • prop 		



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		<ul style="list-style-type: none"> ● tracking ● accuracy ● throwing ● target 	<ul style="list-style-type: none"> ● opponent ● coordination ● losing ● sequence 	<ul style="list-style-type: none"> ● in time ● copy ● create 	<ul style="list-style-type: none"> ● pathways ● imagination 		
Year 1	Topic	Lomocation - Running Gym, Wide, Narrow Curled.	Dance- Growing Team Building	Ball Skills- Hands 1 Gym - Body Parts	Dance - The Zoo Ball Skills- Feet 1	Locomotion -Jumping Attack v Defence	Balls Skills- Hands & Feet
	I can	<p><u>Locomotion -Running</u></p> <ol style="list-style-type: none"> 1. explore running. 2. develop my running technique applying it into a game. 3. exploring running at different speeds. 4. apply the correct technique of running as fast as we can in a racing context. 5. understand and show running over a longer duration and as part of a team. 6. understanding running techniques, apply it into a competitive game. <p><u>Gymnastics</u> <u>Theme: Wide, Narrow, Curved.</u></p> <ol style="list-style-type: none"> 1. explore movements and balances in a wide way on 	<p><u>Team Building</u></p> <ol style="list-style-type: none"> 1. understand why it is important to include everyone when working as a team. 2. develop the skills required to make an effective team. 3. understand why it is important to trust our partner (team) if we are going to be successful. 4. develop my cooperation and communication skills to help us successfully complete a challenge as a team. 5. explore simple strategies as a team. 6. explore simple strategies as a team to help us solve a 	<p><u>Ball Skills- Hands</u></p> <ol style="list-style-type: none"> 1. develop my bouncing (dribbling) and sending (passing). 2. explore and develop different ways of sending a ball (passing) using our hands. 3. develop different ways of sending a ball using our hands. 4. explore different ways of stopping a ball with our hands. 5. develop different ways of stopping a ball with our hands, preventing pupils from passing the ball 6. I can send and receive keeping 	<p><u>Dance</u> <u>Theme: The Zoo</u></p> <ol style="list-style-type: none"> 1. respond imaginatively to the stimulus (big animals) using a range of different, controlled movements showing some character expression. 2. respond imaginatively to the stimulus (small animals) using a range of different and controlled movements. 3. respond to rhythm using a range of controlled movements. Copy, repeat and remember actions. 4. respond to rhythm using a range of controlled movements that represent arctic animals. Copy, remember and repeat actions. 5. respond to a rhythm, choose actions that 	<p><u>Locomotion- Jumping</u></p> <ol style="list-style-type: none"> 1. jump in different directions, at different speeds and different levels. 2. understand how to jump efficiently 3. explore jumping and apply my skills to a jumping circuit. 4. explore skipping. 5. apply my understanding of jumping and skipping into a game. 6. apply my knowledge of jumping into competitions. <p><u>Attack and Defense</u></p> <ol style="list-style-type: none"> 1. understand the basic principles of attack. 2. apply simple attacking tactics into a game situation. 	<p><u>Ball Skills- Hands and Feet</u></p> <ol style="list-style-type: none"> 1. Develop my underarm throw. 2. understand why we need to be accurate when we throw. 3. work in a team, applying the basic principles of attack vs defence to win a game. 4. develop dribbling using my feet in order to keep control and possession of the ball. 5. develop passing and receiving in order to keep possession of the ball. 6. combine dribbling, passing and receiving using our feet, in order to keep possession.



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		<p>the floor using the space around me and apparatus.</p> <p>2. explore movements and balances in a narrow way on the floor using the space around me and on apparatus.</p> <p>3. explore movements and balances in a curled way on the floor using the space around me and on apparatus.</p> <p>4. explore different ways of transitioning between each shape (wide, narrow, curled) using apparatus.</p> <p>5. explore combining wide, narrow and curled movements together. Introducing the term 'linking.'</p> <p>6. link three movements together.</p>	<p>problem.</p> <p>Dance <u>Theme: Growing</u></p> <p>1&2. respond to rhythm and patterns through my movement.</p> <p>3&4. use improvisation to explore various dynamics and movement qualities. Copy, remember and repeat actions.</p> <p>-choose actions that represent the theme.</p> <p>5&6. explore the relationship between two living things, creating movement patterns.</p>	<p>possession of the ball showing coordination and control.</p> <p><u>Gymnastics</u> <u>Theme: Body Parts</u></p> <p>1. explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.</p> <p>2. explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.</p> <p>3. explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'</p> <p>4. explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,'</p>	<p>represent a big cat and a zookeeper. Work with a partner, copy and remember and repeat actions.</p> <p>6. explore the relationship between a zookeeper and a big cat, creating and performing movement patterns.</p> <p>Show changes in levels, expressions and shapes.</p> <p><u>Ball Skills- Feet</u></p> <p>1. develop my understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to me</p> <p>2. develop my understanding using the inside and outside of my foot to dribble the ball.</p> <p>3. apply dribbling with my feet into games</p> <p>4. understand where to dribble and why.</p> <p>5. work with a partner and begin to understand how to kick a ball towards a target.</p> <p>6. develop my kicking (passing) technique applying this into a game to score points.</p>	<p>3. understand the basic principles of defence.</p> <p>4. apply simple defending principles into a game situation.</p> <p>5. understand where and why to attack in a game</p> <p>6. understand where and why to defend in a game</p>	<p><u>Health and Well Being:</u></p> <p>1. understand what agility means and explore ways of being more 'agile' when moving.</p> <p>2. explore ways of being balanced and to understand why we need to be balanced when playing sports.</p> <p>3. understand what hand eye coordination means.</p> <p>4. understand the importance of being 'agile'.</p> <p>5. understand the importance of being balanced.</p> <p>6. understand the importance of being coordinated.</p>
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				<p>'wide' or 'curled.'</p> <p>5. explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,) changing the combinations on different apparatus.</p> <p>6. explore adding movement combinations together to create mini sequences.</p> <p>7.adapt my mini sequences, exploring how we can make them more creative.</p>			
Skills	<p>Gymnastics:</p> <ul style="list-style-type: none"> perform confidently in front of others. link simple actions together to create a sequence. make their bodies tense, relaxed, stretched and curled. recognise changes in their bodies when they do exercise. use apparatus safely and wait for their turn. remember and repeat actions and shapes. 	<p>Dance:</p> <ul style="list-style-type: none"> copy, remember and repeat actions using counts. move confidently and safely. provide feedback to others. use different parts of the body in isolation and together. work with others to share ideas and select actions. 	<p>Ball Skills:</p> <ul style="list-style-type: none"> catch with two hands. begin to dribble a ball with their hands. begin to understand simple tactics. recognise changes in their body when they do exercise. roll and throw with some accuracy at a target. 	<p>Athletics:</p> <ul style="list-style-type: none"> throw towards a target. begin to link running and jumping movements. begin to show balance and coordination when changing direction. develop over arm throwing. recognise changes in their body when they exercise. run at different speeds. work with others and make safe choices. try their best. <ul style="list-style-type: none"> understand the 	<p>Fundamentals:</p> <ul style="list-style-type: none"> change direction. recognise changes in their body when they do exercise. run at different speeds. select their own actions in response to a task. show hopping and jumping movements. work cooperatively with others to complete tasks. 		



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		<ul style="list-style-type: none"> • choose appropriate movements for different dance ideas. • recognise changes in their bodies when they do exercise. • show some sense of dynamic and expressive qualities in their dance. 	<ul style="list-style-type: none"> • be able to be able to say when someone is successful. • track a ball that is coming towards them. • work cooperatively with a partner. 	<p>difference between a jump, a leap and a hop and choose which allows them to jump the furthest.</p>		
Key Vocab	<ul style="list-style-type: none"> • travelling movements • shapes • stability • control • balances • technique • sequence • counts of 8 • repeat actions • perform • apparatus • space • jump • barrel roll 	<ul style="list-style-type: none"> • forward roll • body weight • counts of 8 • repeat actions • perform • stimulus • theme • expression • actions • fast/ slow • distance • balance • stability • agility 	<ul style="list-style-type: none"> • coordination • rhythm • change direction • hop • run • jump • strength • leap • throw • speed • power • accuracy 			



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● straight roll							
Year 2	Topic	Locomotion - Jumping Dance -Water	Ball Skills- Feet Locomotion -Running	Gym- Pathways Ball Skills- Hands 2	Attack v Defense Dance - Explores	Gym - Linking Locomotion- Dodging	Rounders Team Building
	I can	<p><u>Jumping</u></p> <ol style="list-style-type: none"> 1. jumping and to apply an effective jumping technique. 2. demonstrate and know how, where and why we jump in a game. 3. jump in combinations, develop my own ideas for linking jumps. 4. use different combinations, jumping for distance and speeds. 5. develop my jumping using different combinations and jumping for distance. 6. apply my knowledge of jumping into competitions. <p><u>Dance</u></p> <ol style="list-style-type: none"> 1. explore and respond to stimuli through structured 	<p><u>Ball Skills</u></p> <ol style="list-style-type: none"> 1. develop dribbling using my feet in order to keep control and possession of the ball. 2. develop passing and receiving using our feet in order to keep possession of the ball. 3. combine dribbling, passing and receiving using our feet in order to keep possession of the ball for a sustained amount of time. 4. dribble using my feet in order to keep possession and score a point in a game setting. 5. dribble, pass and receive using my feet, in order to keep possession and score a point in a game setting. 6. apply my knowledge and understanding of dribbling, passing and 	<p><u>Gym- Pathways</u></p> <ol style="list-style-type: none"> 1. apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that I can link together. 2. explore different pathways creating movements that pupils can link together using apparatus. 3. explore different pathways (curved), creating movements that I can link together using apparatus. 4. explore different pathways (curved), creating movements that I can link together using apparatus. 5. apply 'champion 	<p><u>Attack v Defense</u></p> <ol style="list-style-type: none"> 1. create and understand simple attacking principles, applying them as a team into a game. 2. develop my understanding of what 'defending' means. 3. understand the transition from defence into attack. 4. understand simple attacking tactics applying them as a team into a game. 5. refine my understanding of what 'defending' means and when, where and why we defend as a team during a game. 6. create simple defending and attacking tactics, applying them as a team into a game. <p><u>Dance- Explorers</u></p> <ol style="list-style-type: none"> 1. respond to the stimulus using a range of different, controlled movements. 2. develop my character 	<p><u>Gym- Linking</u></p> <ol style="list-style-type: none"> 1. apply 'champion gymnastics' to explore different movements that pupils can link together. 2. champion gymnastics to develop the different movements that pupils can link together on apparatus. 3. apply 'champion gymnastics' to explore different ways I can perform the sequence. Jump, Roll, Balance. 4. develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance. 5. to create my own linking sequences. 6. perform my completed sequences. <p><u>Locomotion-Dodging</u></p> <ol style="list-style-type: none"> 1. explore dodging and 	<p><u>Rounders</u></p> <ol style="list-style-type: none"> 1. know the concept of batting and fielding. 2. develop an understanding of how to throw a ball accurately with power over distance. 3. play mini games and field using both overarm and underarm 4. know ways of stopping the ball. 5. apply the long barrier in a game situation to keep the batters score as low as possible. 6. play a small game. <p><u>Team Building</u></p> <ol style="list-style-type: none"> 1. understand why it is important to include



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		<p>tasks.</p> <p>2. work as a whole group movement and to understand how to work safely in the dance space, responding to music through movement.</p> <p>3. use improvisation to explore various dynamics and movement qualities.</p> <p>4. use my whole body to create sequences of movement.</p> <p>5. respond to music as a stimulus and improvise movement to explore various changing sound dynamics.</p> <p>6. use basic actions as an individual and set a short sequence.</p>	<p>receiving in order to keep possession as a team player.</p> <p><u>Running</u></p> <p>1. explore running using different body parts and different techniques and begin to understand how to run efficiently.</p> <p>2. develop my running technique by applying it into a game.</p> <p>3. apply my knowledge of how to run and where to run, while exploring running at different speeds.</p> <p>4. apply the correct technique of running as fast as I can in a racing context.</p> <p>5. apply my understanding and application of running over a longer duration and as part of a team.</p> <p>6. apply my understanding of running, applying it</p>	<p>gymnastics' to create my own sequence.</p> <p>6. perform my completed sequence.</p> <p><u>Ball Skills- Hands</u></p> <p>1. develop my underarm throw and to extend my understanding of why we need to be accurate when we throw.</p> <p>2 extend my underarm throw and compete against other pupils.</p> <p>3. work in a team, and understand underarm throwing and the basic principles of attack vs defence to win a game.</p> <p>4. apply my understanding of underarm throwing to beat my opponent.</p> <p>5. do an overarm</p>	<p>work, adding movements, expression and emotion to our motif.</p> <p>3. develop motifs with a partner including some different elements of choreography.</p> <p>4. explore a variety of movements in a character (explorer and jungle animal) with a partner.</p> <p>5. bring together my sequences exploring the relationship between the explorer and wild animal.</p> <p>6. perform my sequence with extended movements.</p>	<p>learn how to dodge effectively.</p> <p>2. develop my dodging technique by applying this into games.</p> <p>3. know how, where and why to dodge, into game situations.</p> <p>4&5. know how, where and why to dodge in game situations working as a team.</p> <p>6. Know how, where and why to dodge, in competitions.</p>	<p>everyone when working as a team.</p> <p>2. develop my communication skills.</p> <p>3. understand why it is important to trust my partner (team) if we are going to be successful</p> <p>4. develop my cooperation and communication skills to help be successful and complete a challenge as a team.</p> <p>5. explore simple strategies as a team.</p> <p>6. explore simple strategies as a team to help us solve a problem.</p>
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			into a competitive game.	throw and understand how to do an overarm throw to win a game. 6.apply my underarm and overarm throwing to a game of attack vs defence in a competition.			
Skills	<p>Games:</p> <ul style="list-style-type: none"> begin to provide feedback using key words. describe how their body feels during exercise. dribble a ball with their hands and feet with increasing control. find space away from others when playing games. move a ball towards their goal. send and receive a ball with increasing consistency with their hands and feet. stay close to another player to try to stop them from getting the ball. understand the rules and use them to keep a game going. understand what to do when they are an attacker and when they are a 	<p>Athletics:</p> <ul style="list-style-type: none"> describe how their body feels during exercise. identify good technique. jump and land with control. link running and jumping movements with some control and balance. use an overarm throw to help throw for distance. work with others, taking turns and sharing ideas. show balance and co-ordination when running at different speeds and in different 	<p>Striking and Fielding:</p> <ul style="list-style-type: none"> begin to provide feedback using key words. develop underarm and overarm throwing skills. describe how their body feels during exercise. roll a ball to hit a target. sometimes hit a ball using a racket/bat. track a ball and collect it. use simple tactics. know how to score points and remember the score. 	<p>Gym:</p> <ul style="list-style-type: none"> perform confidently in front of others. link simple actions together to create a sequence. make their bodies tense, relaxed, stretched and curled. recognise changes in their bodies when they do exercise. remember and repeat actions and shapes. use apparatus safely and wait for their turn. 	<p>Dance:</p> <ul style="list-style-type: none"> copy, remember and repeat actions using counts. move confidently and safely. provide feedback to others. use different parts of the body in isolation and together. work with others to share ideas and select actions. choose appropriate movements for different dance ideas. recognise changes in their bodies when they do exercise. show some sense of dynamic and 		



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		defender.	directions. • try their best.	<ul style="list-style-type: none"> understand the rules of the game and use them to play fairly in a small group. 		expressive qualities in their dance.	
	Key Vocab	<ul style="list-style-type: none"> dribble pass throw catch attack possession defend dodge mark spatial awareness 		<ul style="list-style-type: none"> roll target track collect accuracy throw underarm overarm catch 		<ul style="list-style-type: none"> strike retrieve fielding fielder batting batter bowling bowler base 	
Year 3	Topic	Hockey Outdoor Adventure- Orienteering Dance - Wild Animals	Dodgeball Gym- Pathways Handball	Communication Tactics Dance- weather Netball	Running Jumping Gym - Symmetry Asymmetry	Competitions Rounders Tennis	Dance-Witches and Wizards Basketball Cricket
	I can	<u>Hockey</u> 1.dribble in order to keep control and possession of the ball. 2.pass and receive in order to keep possession of the ball. 3.create space whilst keeping possession. 4.develop my passing, receiving and dribbling to create space when attacking, in mini games.	<u>Dodgeball</u> 1. understand when, where and why we need to dodge in a game. 2.understand how, where and why we need to aim and throw with accuracy during a game. 3.introduce catching and why it is important in a game and when this is applied into a dodgeball	<u>Communication Tactics</u> 1. look at what makes an effective team with the focus being on creating tactics as a team. 2. look at what makes an effective team leader. 3.effective team with the focus on collaboration and	<u>Running</u> 1&2. explore how we can use our bodies to make us run as fast as possible. 3&4. understand and apply running for speed, into running as part of a team. 5&6. explore pacing and running for	<u>Competitions</u> 1.bring together my sequence of learning for running competitions. 2. bring together my sequence of learning for throwing into a competition. 3. bring together my sequence of learning for jumping, into a	<u>Basketball</u> 1.dribbling in order to keep control and possession of the ball. 2.pass and receive in order to keep possession of the ball. 3.understand passing and dribbling, creating space whilst keeping possession,



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	<p>5. understand when, where and why they shoot from in order to increase my chances of scoring.</p> <p>6. participate in a level 1 tournament.</p> <p><u>Outdoor Adventure</u></p> <p>1.understand the concept of a map or a plan.</p> <p>2.use a map to follow a route.</p> <p>3.locate points on a map, then travel to them and record what I find.</p> <p>3,4&5. follow a route to reach as many points as possible in an allocated time.</p> <p>6.bring my orienteering topic together into a competition.</p> <p><u>Dance-Wild Animals</u></p> <p>1.respond to different stimuli and be able to sustain characters adding drama and emotion to my dance.</p> <p>2.build on character work adding drama and emotion to dance and to create motifs in my pair.</p> <p>3&4. use a wider variety</p>	<p>game.</p> <p>4.when, where and why I need to change direction at speed during a game.</p> <p>5.understand and apply dodging and throwing.</p> <p>6.apply my understanding of dodgeball into mini games.</p> <p><u>Gym</u></p> <p>1. apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that I can link together.</p> <p>2. explore different pathways creating movements that pupils can link together using apparatus.</p> <p>3.explore different pathways (curved), creating movements that I can link together.</p> <p>4.explore different pathways (curved), creating movements that I can link together using apparatus.</p> <p>5.apply 'champion</p>	<p>communication.</p> <p>4.develop my communication and collaborating within my team.</p> <p>5.develop the skills required to make an effective team.</p> <p>6.collaborate and communicate, creating simple attacking and defending tactics.</p> <p><u>Dance- Weather</u></p> <p>1&2. respond to different stimuli and be able to add drama and emotion to the dance.</p> <p>3.build on the thematic work in a different context creating motifs.</p> <p>4. use a wider variety of movements in extended sequences, with a partner.</p> <p>5.dance by using more than one theme to create movements and actions forming longer sequences.</p> <p>6.bring an entire dance</p>	<p>distance.</p> <p><u>Jumping</u></p> <p>1.demonstrate a variety of jumps.</p> <p>2.explore how I can use my body to jump as far as possible in one jump.</p> <p>3.demonstrate a combination of jumps.</p> <p>4. combine a hop skip and jump.</p> <p>5. apply my knowledge into competitions.</p> <p>6. explore alternative jumps.</p> <p><u>Gym</u></p> <p>1.explore movements and balances in a symmetrical way.</p> <p>2.demonstrate balances in a symmetrical and asymmetrical way.</p> <p>3.re-create symmetrical balances on apparatus.</p> <p>4. move out of symmetrical balances travelling to a new piece of apparatus</p>	<p>competition.</p> <p>4&5 bring together my sequences of learning for jumping, throwing and running into a mini athletics competition.</p> <p>6.bring together my sequence of learning for jumping, throwing and running into an intra class tournament.</p> <p><u>Rounders</u></p> <p>1. understand batting and fielding.</p> <p>2. understand throwing overarm accurately and its purpose in a game of rounders.</p> <p>3. use underarm and overarm in mini games of rounders.</p> <p>4. know when and where to use the long barrier to stop the ball when fielding.</p> <p>5. apply the long barrier in a game situation to keep the batters score as low as possible.</p>	<p>4. develop my passing, moving, dribbling and play mini games.</p> <p>5. shoot from different areas in the court.</p> <p>6. bring together my sequence of learning into a level 1 tournament.</p> <p><u>Cricket</u></p> <p>1. understand team batting and fielding.</p> <p>2. do an overarm throw with power.</p> <p>3.do an underarm throw with accuracy.</p> <p>4.understand how to catch with accuracy.</p> <p>5. understand why I need to strike the ball with intent to score runs.</p> <p>6.bring together my learning and apply it into mini games.</p>
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		<p>of movements singly and in extended sequences, with a partner. 5. extend my dance skills by using more complex actions. 6. bring together my choreography and create a final performance.</p>	<p>gymnastics' to create my own sequence. 6. perform my completed sequence.</p> <p><u>Handball</u></p> <p>1. pass and receive in order to keep possession of the ball. 2. show passing and movement skills (creating space) to keep possession. 3. develop passing and moving, building up into mini games. 4. combine passing and moving to score points against another team. 5. shoot and learn where to shoot from and why. 6. participate in a level 1 tournament.</p>	<p>together and perform it.</p> <p><u>Netball</u></p> <p>1. pass and receive in order to keep possession of the ball. 2. demonstrate passing and moving skills (creating space) to keep possession. 3&4. understand not just how we shoot but also where to shoot from (court position) and why. 5. understand the footwork rule and how I can be more effective with my feet to increase the speed and fluidity of my movements. 6. participate in a level 1 tournament.</p>	<p>creating a short sequence. 5. move out of asymmetrical balances travelling to a new piece of apparatus creating a short sequence. 6. combine symmetrical and asymmetrical balances into a linking sequence.</p>	<p>6. bring together my learning and apply it into a level 1 tournament.</p> <p><u>Tennis</u></p> <p>1. understand how we win points in a game of tennis. 2. explore how we win a game of tennis, thinking about where and why we aim the ball on the court. 3. understand different ways we can win a point, into mini games. 4. hold the racket safely and understand why it is important to control the ball when playing a shot. 5. play the forehand shot. 6. bring together my learning into a level 1 tournament.</p>	<p><u>Dance</u></p> <p>1. sustain my character whilst adding drama and emotion to the dance. 2. explore the theme of witches and wizards in more depth. 3. explore and create motifs and sequences with a partner. 4. extend my motifs and sequences with a partner interconnecting movement. 5. explore different types of movements and expression necessary to create a 'bad character'. 6. perform showing characterisation, expression during my sequence.</p>
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<p>Skills</p>	<p>Games:</p> <ul style="list-style-type: none"> begin to use simple tactics. learn the rules of the game and begin to use them to play honestly and fairly. communicate with their team and move into space to support them. defend an opponent and try to win the ball. move with a ball towards the goal with increasing control. pass, receive and shoot the ball with some control. provide feedback using keywords. understand their role as an attacker and as a defender. understand the benefits of exercise. work cooperatively with a group to self-manage games. 	<p>Athletics:</p> <ul style="list-style-type: none"> develop jumping for distance and height. identify when they were successful. take part in a relay activity, remembering when to run and what to do. throw a variety of objects, changing action for accuracy and distance. use different take-off and landings when jumping. run over obstacles. use key points to help improve their sprinting technique. work with a partner and in a small group, sharing ideas. show determination to achieve their personal best. understand the benefits of exercise. understand why it is important to warm up. 	<p>Striking and Fielding:</p> <ul style="list-style-type: none"> bowl a ball towards a target. begin to strike a bowled ball after a bounce. develop an understanding of tactics and begin to use them in game situations. learn the rules of the game and begin to use them honestly. persevere when learning a new skill. provide feedback using key words. use overarm and underarm throwing and catching skills. understand the aim of the game and this shows in their performance. understand the benefits of exercise. work cooperatively with their group to self-manage games. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> adapt sequences to suit different types of apparatus. choose actions that flow well into one another. choose and plan sequences of contrasting actions. complete actions with increasing balance and control. move in unison with a partner. provide feedback using key words. understand the benefits of exercise. use a greater number of their own ideas for movements in response to a task. recognise, with help, how performances could be improved. 	<p>Dance:</p> <ul style="list-style-type: none"> be respectful of others when watching them perform. provide feedback using key words. repeat, remember and perform a dance phrase. use counts to keep in time with a partner and group. use dynamic and expressive qualities in relation to an idea. work with a partner and in a small group, sharing ideas. create short dance phrases that communicate the idea. understand the benefits of exercise. 	
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		<ul style="list-style-type: none"> • develop jumping for distance and height. • identify when they were successful. • take part in a relay activity, remembering when to run and what to do. • throw a variety of objects, changing action for accuracy and distance. • use different take-off and landings when jumping. • run over obstacles. • use key points to help improve their sprinting technique. • work with a partner and in a small group, sharing ideas. • show determination to achieve their personal best. • understand the benefits of exercise. • understand why it is important to warm up. 				
Key Vocab	<ul style="list-style-type: none"> • point balance • patch balances • shape jumps 		<ul style="list-style-type: none"> • dynamics • formations repeat actions • different phrases 		<ul style="list-style-type: none"> • handling skills • footwork • shoot 	



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		<ul style="list-style-type: none"> ● sequence ● control ● straight roll ● barrel roll ● forward roll ● transition ● match ● contrast ● actions ● shapes ● hoops ● equipment ● actions ● stimulus ● partner ● interact ● contact 	<ul style="list-style-type: none"> ● space ● time ● poses ● shapes ● move ● unison ● throw ● catch ● pass ● move ● tactics ● positioning ● footwork ● obstruction ● attack ● defend 	<ul style="list-style-type: none"> ● contact ● held ball ● sprint ● technique ● change-over ● relay ● rhythm ● obstacles ● pull throw ● fluency ● jump ● take off ● officiating ● approach ● push throw ● chest push 			
Year 4	Topic	Tag Rugby Hockey Dance - Cats	Football Gym- Bridges Outdoor Ed- Problem Solving	Netball Athletics Dance - Space	Running Throwing & Jumping Basketball	Dance- WW2 Competitions Rounders	Cricket Handball Outdoor Ed- Orienteering
	I can	<u>Tag Rugby</u> 1. develop my passing and moving into a space. 2. develop my knowledge and apply it to a 3v3 game. 3. explore different ways the defending team can prevent the attackers from scoring.	<u>Football</u> 1. refine dribbling in order to keep control and possession of the ball. 2. explore the purpose of turning in a game of football. 3. effectively pass and move to keep	<u>Netball</u> 1. pass and move effectively to keep possession. 2. work out simple tactics for creating space and keeping possession. 3. understand not just how to shoot but also where to shoot from (court	<u>Running</u> 1. explore how I can use our bodies to make us run as fast as possible. 2. explore running for speed. 3. understand and can apply running for speed. 4. understand running for	<u>Dance</u> 1. explore the behaviours of children, men and women in 1939 (Pre World War II). 2. create sequences in small groups whilst performing in character. 3. develop my sequences to show clear character emotion.	<u>Cricket</u> 1. develop my understanding of batting and fielding. 2. bowl 3. develop ways of stopping and returning the ball. 4. develop ways of retrieving and returning



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	<p>4.apply my understanding and knowledge into mini games.</p> <p>5.combine passing and moving to develop ways of creating space to beat an opponent to score a try.</p> <p>6.bring together my sequence of learning into a level tournament.</p> <p><u>Hockey</u></p> <p>1.refine my dribbling in order to keep control and possession of the ball.</p> <p>2. refine my passing and receiving in order to keep possession of the ball.</p> <p>3&4. pass and dribble to create an attack that results in a shooting opportunity.</p> <p>5. understand defending (intercepting, blocking and tackling).</p>	<p>possession.</p> <p>4.develop passing and dribbling to create space.</p> <p>5. understand how shoot and where to shoot from on the pitch.</p> <p>6.bring together me learning into a level 1 tournament.</p> <p><u>Gym</u></p> <p>1.explore movements and balances creating bridges.</p> <p>2.re-create bridge balances on apparatus.</p> <p>3.move over and under individual bridges on apparatus.</p> <p>4.developing a sequence, using pair and individual bridges.</p> <p>5. complete my</p>	<p>position) and why?</p> <p>4. refine my shooting technique.</p> <p>5.understand the footwork rule.</p> <p>6. bring together learning into a level 1 tournament.</p> <p><u>Athletics</u></p> <p>1.develop my own sprinting technique.</p> <p>2.develop my stride length during the middle third of a race.</p> <p>3&4. explore pacing and running for distance.</p> <p>5.develop my understanding of throwing for distance.</p> <p>6.explore how to use my body to jump as far as possible.</p>	<p>speed and apply it into running as part of a team.</p> <p>5.use the correct technique to use when running for distance.</p> <p>6. explore pacing and running for distance.</p> <p><u>Throwing & Jumping</u></p> <p>1. explore the differences between throwing for accuracy and throwing for distance.</p> <p>2,3&4. develop my understanding of throwing for distance.</p> <p>5.explore how we can use our bodies to jump as far as possible in one jump.</p> <p>6.explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.</p>	<p>4. extended sequences with more complex interacting movements and actions.</p> <p>5.create complex sequences with movements that interconnect.</p> <p>6. create a performance that shows how people celebrated the end of World War II.</p> <p><u>Competitions</u></p> <p>1. apply my learning for running into a competition.</p> <p>2.apply my learning for throwing into a competition.</p> <p>3.apply my learning for jumping into a competition.</p> <p>4,5&6. bring together my learning for jumping, throwing and running into a mini athletics competition.</p>	<p>the ball.</p> <p>5.understand how, where and why I need to strike the ball to score runs.</p> <p>6. bring together my learning into small games of pairs cricket.</p> <p><u>Handball</u></p> <p>1.pass and move the ball to keep possession</p> <p>2.work out simple tactics for creating space and keeping possession.</p> <p>3.develop my shooting.</p> <p>4. combine passing, moving and shooting.</p> <p>5. defend (marking) when I do not have possession.</p> <p>6.bring together my learning into a level one tournament.</p>
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	<p>6. bring together my learning into a level 1 tournament.</p> <p><u>Dance</u></p> <ol style="list-style-type: none"> 1. explore movement through improvisation, introducing unison and matching. 2. apply a canon into my movements when performing as two contrasting characters. 3. build my character work adding drama and emotion to our dance. 4. extend my dance skills by using more complex interacting movements and actions and incorporating apparatus. 5. develop and extend my choreography. 6. create a performance which includes stage presence, timing, rhythm and sustaining character. 	<p>sequence.</p> <p>6. perform completed sequence.</p> <p>Outdoor Ed</p> <ol style="list-style-type: none"> 1. cooperate effectively in a team. 2. communicate effectively in a team. 3. collaborate effectively in a team. 4&5. understand why motivating each other is important when working in a team. 6. work as a team in an unfamiliar environment. 	<p><u>Dance</u></p> <ol style="list-style-type: none"> 1. explore movement through improvisation. 2. apply canon into my movements. 3. build on my character work and create a sequence. 4. extend my dance skills by using more complex interacting movements and actions and incorporate apparatus. 5. combine my choreography to set a sequence. 6. bring together my entire dance and perform it. 	<p><u>Basketball</u></p> <ol style="list-style-type: none"> 1. refine dribbling in order to keep control and possession of the ball. 2. pass (bounce and chest) and move to keep possession. 3. pass and dribble to create space. 4. pass and dribble to create an attack that results in a shooting opportunity. 5. defend (mark) and apply this during a game to prevent attacking opportunities. 6. bring together learning into an inter class tournament. 	<p><u>Rounders</u></p> <ol style="list-style-type: none"> 1. develop my understanding of batting and fielding. 2. develop my fielding skills. 3. bat the ball. 4. develop my batting skills and think about where we should hit the ball and why. 5. understand basic tactics used when fielding. 6. bring together my learning into a level 1 tournament. 	<p><u>Outdoor Ed</u></p> <ol style="list-style-type: none"> 1. concept of a map or a plan. 2. understand the concept of orienteering and use a map to follow my route. 3. locate points on the map, then travel to and record what I find. 4&5. follow a route I have been given to reach as many points as possible in an allocated time. 6. bring my orienteering together into a competition.
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	<p>Skills</p>	<p>Games:</p> <ul style="list-style-type: none"> ● delay an opponent and help to prevent the other team from scoring. ● dribble, pass, shoot and receive with increasing control. ● explain what happens to their body when they exercise and how this helps to make them healthy. ● move to space to help their team to keep possession and score goals. ● provide feedback using key terminology and understand what they need to do to improve. ● use simple tactics to help their team score or gain possession. ● share ideas and work with others to manage their game. ● understand and use the rules of the game and apply them honestly. 	<p>Athletics:</p> <ul style="list-style-type: none"> ● demonstrate the difference in sprinting and jogging techniques. ● explain what happens to their body when they warm up. ● identify when they were successful and what they need to do to improve. ● jump for distance and height with balance and control. ● throw with some accuracy and power to a target area. ● show determination to improve their personal best. ● support and encourage others to work to their best. 	<p>Striking and Fielding:</p> <ul style="list-style-type: none"> ● bowl a ball with some accuracy and consistency. ● learn the rules of the game and play honestly and fairly ● strike a bowled ball with adapted equipment. ● use overarm and underarm throwing and catching skills with increasing accuracy. ● be aware of where other pupils are before deciding what to do. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> ● explain what happens to their body when they exercise and how this helps to make them healthy. ● identify some muscle groups used in gymnastic activities. ● plan and perform sequences with a partner that include a change of level and shape. ● provide feedback using appropriate language relating to the lesson. ● safely perform balances individually and with a partner. ● watch, describe and suggest possible improvements to others' performances and their own. ● understand how body tension can improve the control and quality of their movements. 	<p>Dance:</p> <ul style="list-style-type: none"> ● choose actions and dynamics to convey a character or idea. ● copy and remember set choreography. ● explain what happens to their body when they exercise and how this helps to make them healthy. ● provide feedback using appropriate language relating to the lesson. ● respond imaginatively to a range of stimuli relating to character and narrative. ● use changes in timing and spacing to develop a dance. ● use counts to keep in time with others and the music. ● use simple movement patterns to structure dance phrases on their own, with a partner and in a group. ● show respect for others when working as a group and 	
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						watching others perform.	
	Key Voab	<ul style="list-style-type: none"> ●strength ●individual balance ●partner balance ●control ●rotation jumps ●land ●straight roll ●barrel roll ●forward roll ●straddle roll ●inverted movements ●pathways ●pathways ●travelling movements sequence ●apparatus ●partner sequence 	<ul style="list-style-type: none"> ●actions ●idea ●response ●theme ●relate ●action ●reaction ●action ●dynamics ●states of matter ●space ●timing ●stimulus ●perform ●choreograph ●stamina 	<ul style="list-style-type: none"> ●speed ●pace ●distance ●power ●sprint ●technique ●communication ●relay ●jump ●fluency ●throw ●vertical jump ●pull throw ●accuracy ●officiate 			
Year 5	Topic	Netball Dance- Circus Outdoor Ed- Problem Solving	Gym- Counter Balance/Tension Hockey Handball	Dance - Greeks Tag Rugby Athletics- Running	Athletics Throwing Jumping	Health Related Exercises. Cricket Badminton	Tennis Rounders Dodgeball
	I can	<p><u>Netball</u></p> <p>1. refine my passing and moving skills and apply them into a game situation.</p> <p>2.to move the ball up the court creating an attack.</p> <p>3. transition from attack to</p>	<p><u>Gym</u></p> <p>1. explore the concept of counter balance.</p> <p>2.transfer my counter balances onto apparatus.</p>	<p><u>Dance</u></p> <p>1. expressive vocabulary to enhance movement quality and dynamics during dance.</p> <p>2.work with a partner</p>	<p><u>Athletics</u></p> <p>1.develop my understanding of how to finish a sprinting race.</p> <p>2.consolidate my knowledge, understanding and ability to sprint effectively.</p>	<p><u>Health Related</u></p> <p>1. complete 4 health related fitness assessments and record my results.</p> <p>2.understand the functions of the cardiovascular system.</p>	<p><u>Tennis</u></p> <p>1. develop my understanding of how we can win a game of tennis using a racket.</p> <p>2.develop racket my technique, exploring the volley.</p>



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	<p>defence.</p> <p>4. develop my understanding of attacking and defending positions.</p> <p>5. explore other passing styles.</p> <p>6. bring together my learning into an intra class tournament.</p> <p><u>Dance</u></p> <p>1. explore the social divide and prejudices that existed in the 19th century through movement.</p> <p>2. understand the prejudices in society in the 19th Century and portray through movement and characterisation.</p> <p>3. create movements that represent a variety of different circus performers.</p> <p>4. create a short sequence of the different characters and performers that would have formed a 19th Century (1850) circus.</p>	<p>3. counter balance on apparatus and develop a sequence.</p> <p>4. explore the concept of counter tension.</p> <p>5. Develop my sequence by adding counter tension.</p> <p>6. perform my completed sequences.</p> <p><u>Hockey</u></p> <p>1. refine dribbling and passing skills, combining these skills together to create an attack.</p> <p>2. develop my knowledge and understanding of defending, (marking, tackling and blocking).</p> <p>3. refine my shooting, applying my technique in to game situations.</p> <p>4. refine my</p>	<p>and continue to use expressive vocabulary to enhance my movement quality and dynamics.</p> <p>3. create movement my pair using improvisation, to select and choreograph ideas into a sequence.</p> <p>4. extend my dance skills by using more complex interacting movements and actions and incorporate apparatus.</p> <p>5. create a performance which will include stage presence, timing, rhythm and sustaining character.</p> <p>6. perform my routine with stage presence, timing, rhythm and sustaining character.</p>	<p>3. understanding and ability to sprint setting my own personal best.</p> <p>4. running as part of a team</p> <p>5. understand throwing for distance.</p> <p>6. develop an understanding of how to hurdle safely, applying the correct technique.</p> <p><u>Throwing</u></p> <p>1&2. explore the differences between throwing for accuracy and throwing for distance.</p> <p>3. understand throwing for distance.</p> <p>4. understanding of throwing for distance</p> <p>5&6. apply my knowledge to competitions.</p> <p><u>Jumping</u></p> <p>1&2. explore how to use my body to jump as far as possible.</p> <p>3&4. explore jumping using a</p>	<p>3. understand the meaning of flexibility and how flexibility affects our bodies.</p> <p>4. understand the meaning of strength and how strength affects our bodies.</p> <p>5. understand aerobic fitness and how exercise affects our bodies.</p> <p>6. complete 4 health related fitness and compare my score with my initial fitness assessment scores.</p> <p><u>Cricket</u></p> <p>1. refine my batting, applying simple batting tactics into mini games.</p> <p>2. refine my bowling, applying simple bowling tactics into mini games.</p> <p>3. refine my fielding skills; catching, stopping and throwing.</p> <p>4. create and apply tactics to prevent the</p>	<p>3. develop the volley thinking about where we hit the ball and why.</p> <p>4. control the game from the beginning (serve).</p> <p>5. play in pairs (doubles).</p> <p>6. bring together learning into a level 1 tournament.</p> <p><u>Rounders</u></p> <p>1. understand the role of the batting and fielding team.</p> <p>2. develop an understanding of fielding tactics</p> <p>3. understand what happens if the batter misses the ball.</p> <p>4. refine fielding tactics</p> <p>5. apply knowledge of fielding and tactical thinking in ability games.</p> <p>6. bring together my learning into a level 1 tournament.</p>
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		<p>5.consolidate my performance using props and apparatus to extend characterisation and expression.</p> <p>6.finalise and perform my circus routine.</p> <p><u>Outdoor Ed</u></p> <p>1. understand what makes an effective team with my focus on cooperation and responsibility.</p> <p>2.understand what makes an effective team with my focus on communication.</p> <p>3. understand what makes an effective team with my focus on collaboration and communication.</p> <p>4. understand why motivating each other is important when working in a team.</p> <p>5. develop my understanding of effective team work with the focus on collaboration and communication.</p> <p>6. apply my knowledge whilst working in a team in an</p>	<p>attacking skills and apply them in a game.</p> <p>5. pass, dribble and move to create an attack that results in a shooting opportunity.</p> <p>6.bring my learning into a level 1 tournament.</p> <p><u>Handball</u></p> <p>1.consolidate my passing and receiving skills.</p> <p>2.explore passing styles.</p> <p>3.understand that my role changes (defender) as soon I lose possession of the ball.</p> <p>4.understand the rules of the game and can apply this knowledge to play in mini games.</p> <p>5. refine my</p>	<p><u>Tag Rugby</u></p> <p>1. refine my passing and moving to create an attack that results in a try.</p> <p>2&3. explore different passing styles.</p> <p>4. develop my understanding of how we defend in tag rugby.</p> <p>5.understanding and demonstrate basic defending tactics and formations.</p> <p>6.bring together my learning into a level 1 tournament.</p> <p><u>Athletics</u></p> <p>1.explore and revisit how we can use our bodies to make us run as fast as possible.</p>	<p>combination of jumps.</p> <p>5&6. apply my knowledge to competitions.</p>	<p>batters from scoring runs.</p> <p>5.refine my batting and apply batting tactics into game scenarios.</p> <p>6.bring together my learning into a mini game.</p> <p><u>Badminton</u></p> <p>1.understand how we can win a game of badminton.</p> <p>2.understand when and where to play the forehand shot.</p> <p>3.understand when and where to play the backhand shot.</p> <p>4. refine my understanding of when to apply the forehand and backhand in a game situation to win a point.</p> <p>5. control the game from the beginning (serve) by thinking about how and where to serve.</p>	<p><u>Dodgeball</u></p> <p>1.understand why we might block a ball thrown towards us during a game.</p> <p>2.understand why we need to catch during a game.</p> <p>3. know why we need to throw with accuracy and power.</p> <p>4.explore basic attacking tactics applying them into game situations.</p> <p>5.explore basic defensive tactics and apply them into game situations.</p> <p>6.bring together my learning into a level 1 tournament.</p>
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	unfamiliar environment.	shooting so that my shots are accurate and successful. 6.bring together my learning into a level 1 tournament.	2.explore running for speed. 3&4. understand and apply running for speed, into running as part of a team. 5&6. explore pacing and running for distance.		6. bring together my learning into a level 1 tournament.	
Skills	<p>Games:</p> <ul style="list-style-type: none"> • communicate with their team and move into space to keep possession and score. • identify how different activities can benefit their physical health. • identify when they were successful and they need to do to improve. • often make the correct decision of who to pass to and when. • pass, receive and shoot the ball with some control under pressure. • stay with an opponent and know when to intercept. 	<p>Athletics:</p> <ul style="list-style-type: none"> • choose the best pace for a running event. • identify good athletic performance and explain why it is good. • perform a range of jumps showing some technique. • show control at take-off and landing in jumping activities. • take on the role of coach, official and timer when working in a group. 	<p>Striking and Fielding:</p> <ul style="list-style-type: none"> • develop a wider range of fielding skills and begin to use them under pressure. • identify how different activities can benefit their physical health. • identify when they were successful and what they need to do to improve. • grip the bat making a 'V' using thumb and forefinger on the bat spine. • adopt a balanced 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • create and perform sequences using apparatus, individually and with a partner. • lead a partner through short warm-up routines. • use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • use feedback provided to improve their work. • use set criteria to make simple judgments about performances and suggest 	<p>Dance:</p> <ul style="list-style-type: none"> • accurately copy and repeat set choreography. • choreograph phrases individually and with others considering actions and dynamics. • confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. • identify how different activities can benefit their physical health. • lead a group through short warm-up routines • refine the way they 	



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		<ul style="list-style-type: none"> ● use feedback provided to improve their work. ● know their position they are playing in and how to contribute to attacking and defending. ● understand the need for tactics and identify when to use them in different situations. ● understand the rules of the game and apply them honestly most of the time. ● understand that there are different skills for different situations and begin to apply this. 	<ul style="list-style-type: none"> ● understand how stamina and power help people to perform well in different athletic activities. ● use feedback to improve their sprinting technique. ● persevere to achieve their personal best. ● show accuracy and power when throwing for distance. 	<p>stance with feet parallel</p> <ul style="list-style-type: none"> ● strike a bowled ball with increasing consistency. ● develop a controlled swing. ● use feedback provided to improve their work. ● work collaboratively with others to score runs. ● work co-operatively with others to manage their game. ● understand the need for tactics and identify when to use them in different situations. ● understand the rules of the game and apply them honestly most of the time. ● understand there are different skills for different situations begin to 	<p>ways they could be improved.</p> <ul style="list-style-type: none"> ● use strength and flexibility to improve the quality of a performance. ● work safely when learning a new skill to keep themselves and others safe. 	<p>use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <ul style="list-style-type: none"> ● suggest ways to improve their own and other people's work using key terminology. ● use counts when choreographing to stay in time with others and the music. <ul style="list-style-type: none"> ● use feedback provided to improve their work. 	
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				use this.			
		<ul style="list-style-type: none"> ●symmetrical balance ●asymmetrical balance ●straight roll ●forward roll ●straddle roll ●backward roll ●barrel roll ●canon ●synchronisation ●inverted movements ●progressions ●handstand ●sequence ●apparatus 		<ul style="list-style-type: none"> ●random structure ●perform ●actions ●quality ●control ●dynamics ●performance ●relationships ●space ●poses ●transitions 		<ul style="list-style-type: none"> ●striking ●fielding ●long barrier ●short barrier ●bowler ●directional batting ●dominant hand ●catcher ●protect ●wicket ●stance ●grip ●swing 	
Year 6	Topic	Dance- Carnival Netball Hockey	Gym- Matching and Mirroring Tag Rugby Basketball	Dance- Titanic Football Running	Throwing Jumping Badminton	Athletics Cricket Tennis	Competitions Outdoor Ed- Problem Solving Rounders.
	I can	<p><u>Dance</u></p> <p>1.create group movements selecting and applying choreography into a routine.</p> <p>2.develop group movements selecting and applying appropriate choreography into a routine.</p> <p>3.experience and explore dances from different cultural traditions.</p> <p>4.using a stimulus(stylistic</p>	<p><u>Gym</u></p> <p>1. explore the concept of matching.</p> <p>2.transfer my matching sequences onto apparatus.</p> <p>3.exploring the concept of mirroring.</p> <p>4.transfer my mirroring sequences onto apparatus.</p>	<p><u>Dance</u></p> <p>1. create balances and movements that represent The Titanic.</p> <p>2.create movements that represent the different social classes in 1912.</p> <p>3.develop group movements selecting and applying choreography into a</p>	<p><u>Throwing</u></p> <p>1&2 explore the differences between throwing for accuracy and throwing for distance.</p> <p>3&4 develop my understanding of throwing for distance.(javelin)</p> <p>5&6 develop my understanding of throwing for distance. (shot putt/discus)</p>	<p><u>Athletics</u></p> <p>1. run for speed and compete.</p> <p>2.running for distance and complete.</p> <p>3. bring together my learning in throwing and compete.</p> <p>4.bring together my learning in jumping and compete.</p>	<p><u>Competitions</u></p> <p>1. consolidate my learning for running into a competition.</p> <p>2.consolidate my learning for throwing into a competition.</p> <p>3.consolidate my learning for jumping into a competition.</p> <p>4.consolidate jumping, throwing and running into</p>



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	<p>movement), create dances extending my carnival choreography.</p> <p>5. rehearse and perform my carnival sequence with technical control and a good sense of rhythm.</p> <p>6. perform, describe and evaluate mine and others choreography and performances.</p> <p><u>Netball</u></p> <p>1. consolidate my passing and moving skills to keep possession and score.</p> <p>2. consolidate rules of the game and apply this knowledge to play in mini games.</p> <p>3. understand how to defend as soon as we lose possession of the ball.</p> <p>4. understanding attacking and defending tactics applying them to Stinger netball games.</p> <p>5. demonstrate other passing styles effectively.</p> <p>6. bring together learning</p>	<p>5. choreograph my matching and mirroring movements, to create a sequence.</p> <p>6. perform my completed sequences and evaluate others effectively.</p> <p><u>Tag rugby</u></p> <p>1. recap and consolidate my passing and moving to create attacking opportunities to score a try</p> <p>2. refine my tagging and defensive formations.</p> <p>3. understand attacking tactics and apply them into game situations.</p> <p>4. understand defensive tactics and apply them into game situations.</p> <p>5. consolidate my attacking and defending in games of tag rugby.</p>	<p>routine.</p> <p>4. recreate through controlled movement, The Titanic hitting an iceberg.</p> <p>5. demonstrate emotion, expression and characterisation between the passengers when the ship is sinking.</p> <p>6. perform, describe and evaluate our dance performances.</p> <p><u>Football</u></p> <p>1. consolidate my ability to use passing, dribbling and moving skills to keep possession and score.</p> <p>2. understanding the rules of the game and apply this knowledge to play in mini games.</p>	<p><u>Jumping</u></p> <p>1&2. explore how we can use our bodies to jump as far as possible in one jump.</p> <p>3&4 explore how I can use my body to jump as far as possible, using a combination (triple jump) hop, skip and jump.</p> <p>5&6 apply my knowledge into competitions.</p> <p><u>Badminton</u></p> <p>1. explore different forehand and backhand shots that can be played during a game.</p> <p>2. understand when, where and why we can play different forehand and backhand shots during a game.</p> <p>3. consolidate different ways of outwitting an opponent to score a point.</p> <p>4. understand how the game changes when we play in pairs (doubles).</p> <p>5. refine my ability to think tactically about which shot</p>	<p>5&6. bring together my learning for jumping, throwing and running into a competition.</p> <p><u>Cricket</u></p> <p>1. consolidate my understanding of batting.</p> <p>2. effectively apply a range of fielding skills and tactics into mini games.</p> <p>3. effectively apply a range of bowling skills and tactics into mini games.</p> <p>4. understand and apply attacking tactics to the mini games.</p> <p>5. understand and apply defensive tactics to the mini games.</p> <p>6. bring together learning into a mini tournament.</p> <p><u>Tennis</u></p> <p>1. develop my understanding of how</p>	<p>a mini athletics competition.</p> <p>5. organise jumping, throwing and running activities into a class athletics competition.</p> <p>6. organise jumping, throwing and running activities into a year group athletics competition.</p> <p><u>Outdoor Ed</u></p> <p>1. make an effective team with the focus on cooperation and responsibility.</p> <p>2. make an effective team with the focus on communication.</p> <p>3-6. make an effective team with the focus on collaboration and communication.</p> <p><u>Rounders</u></p> <p>1. roles when batting and fielding.</p>
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		<p>into a level 1 tournament.</p> <p><u>Hockey</u> 1.recap and consolidate my passing, dribbling and moving skills to keep possession and score.</p> <p>2.understand the rules of the game and can apply this knowledge in mini games.</p> <p>3.refine my knowledge and understanding of defending (marking, tackling and blocking).</p> <p>4. consolidate my understanding of attacking tactics and applying them into game situations. (passing, dribbling and moving tactics).</p> <p>5.consolidate my understanding of defensive tactics applying them into game situations.</p> <p>6.bring together learning into a level 1 tournament.</p>	<p>6.bring together learning into a level 1 tournament.</p> <p><u>Basketball</u> 1. recap and consolidate my ability to use passing, dribbling and moving skills to keep possession and score.</p> <p>2. understanding of the rules of the game and apply this to mini games.</p> <p>3.refine my knowledge and understanding of defending (marking) and how this is applied during a game.</p> <p>4. create effective attacking tactics that result in successful shots.</p> <p>5.consolidate and apply my defensive tactics creating effective tactics that will prevent attacking</p>	<p>3.understand how to defend by applying different tactics.</p> <p>4. understand positions and know what skills and attributes are required to be successful in these positions.</p> <p>5. apply formations when defending and attacking in game situations.</p> <p>6.bring learning together in a level 1 tournament.</p> <p><u>Running</u> 1.explore use my body to make me run as fast as possible.</p> <p>2. continue to explore running for speed (sprinting).</p> <p>3&4. understand and apply running for speed, into running as part of a team.</p>	<p>to play during a game, whilst playing with a partner.</p> <p>6. bring together my learning into a level 1 tournament.</p>	<p>we can win a game of doubles tennis.</p> <p>2.develop my understanding of when, where and what shot to play.</p> <p>3&4 refine my ability to think tactically in game, considering which shot to play. (umpiring and coaching their peers)</p> <p>5 consolidate my game play considering when, where and why pupils are playing a shot to win a point.</p> <p>6.learning into a level 1 tournament.</p>	<p>2. play a full version of rounders the rounders game.</p> <p>3. Apply fielding tactics.</p> <p>4.understand what happens if the batter misses the ball and or hits the ball backwards.</p> <p>5. consider and apply my batting tactics during the game.</p> <p>6.bring together my learning into a level 1 tournament.</p>
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		opportunities. 6. bring together learning into a level 1 tournament.	5&6. explore pacing and running for distance.			
Skills	<p>Games:</p> <ul style="list-style-type: none"> • create and use space to help their team. • dribble, pass, receive and shoot the ball with increasing control under pressure. • select the appropriate action for the situation and make this decision quickly. • use feedback provided to improve the quality of their work. • use the rules of the game consistently to play honestly and fairly. • work collaboratively with teammates to create tactics and evaluate their effectiveness • work in collaboration with others so that games run smoothly. • recognise their own and others' strengths and areas for development; suggest ways to improve. • understand that there are different areas of fitness 	<p>Athletics:</p> <ul style="list-style-type: none"> • compete within the rules showing fair play and honesty. • help others to improve their technique using key teaching points. • identify their own and others' strengths and areas for development and can suggest ways to improve. • perform jumps for height and distance using good technique. • select and apply the best pace for a running event. • show accuracy and good technique when throwing for distance. • understand that there are different areas of fitness and how this helps them 	<p>Striking & Fielding:</p> <ul style="list-style-type: none"> • strike a bowled ball with increasing consistency. • use a wider range of skills with increasing control under pressure. • use feedback provided to improve the quality of their work. • use the rules of the game consistently to play honestly and fairly. • work collaboratively with others to get batters out. • work in collaboration with others so that games run smoothly. • recognise their own and others' strengths and 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • choreograph a dance and work safely using a prop. • lead a small group through a short warm-up routine. • perform dances confidently and fluently with accuracy and good timing. • refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. • use appropriate language to evaluate and refine their own and others' work. • use feedback provided to improve the quality of their work. • work creatively and imaginatively on their own, with a partner and in a group to choreograph and structure dances. 	<p>Dance:</p> <ul style="list-style-type: none"> • choreograph a dance and work safely using a prop. • lead a small group through a short warm-up routine. • perform dances confidently and fluently with accuracy and good timing. • refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. • use appropriate language to evaluate and refine their own and others' work. • use feedback provided to improve the quality of their work. • work creatively and 	



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	<p>and how this helps them in different activities.</p> <ul style="list-style-type: none"> • understand when to use different styles of defence in games. 	<p>in different activities.</p> <ul style="list-style-type: none"> • use different strategies to persevere to achieve their personal best. 	<p>areas for development and can suggest ways to improve.</p> <ul style="list-style-type: none"> • understand and apply some tactics in the game as a batter, bowler and fielder. • understand that there are different areas of fitness and how this helps them in different activities. 		<p>imaginatively on their own, with a partner and in a group to choreograph and structure dances.</p>	
Key Vocab	<ul style="list-style-type: none"> • straddle • forward roll • backward roll • counter balance • counter tension sequence • inverted movements • progressions • headstand • cartwheel flight • formations • apparatus 		<ul style="list-style-type: none"> • repeat • set dance phrase • movements • speed • copy • choreograph • create • prop • performance • dynamics • dance stimulus • contrast • communicate • story 		<ul style="list-style-type: none"> • steady pace • sprint • technique • run • obstacles • control • co-ordination • take off position • jump • triple jump • throw • distance • accuracy • officiate • measure 	



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- time
- record
- height
- power
- control