

P.E. Medium Term Curriculum Map

<i>Differentiation by input see the weekly planning sheet</i> -Key vocab for each learning objective is in red font -Resources -see the weekly planning <i>Minimum Assessment for Learning strategies for all topics = Targeted tasks, peer assessment</i> - Long term memory development strategies= Recapping pervious learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week P.E. Cultural Capital = To promote resilience, physical fitness and improved hand-eye co-ordination						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ruby Class Nursey/ Reception	LO 1 Revise and refine the fundamental movement skills they have acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing . LO 2: Progress towards a more fluent style of moving, with developing control and grace . LO 3: Develop overall body strength, balance, co-ordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. LO 4: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. LO 5: Combine different movements with ease and fluency . LO 6: Confidently and safely use a range of large and small apparatus indoors and outdoors , alone and in a group. LO 7: Develop overall body strength, balance, coordination and agility . LO 8: Know and talk about the different factors that support overall health and wellbeing-regular physical exercise . LO 9: Negotiate space and obstacles safely , with consideration for themselves and others. LO 10: Demonstrate strength, balance and coordination when playing LO: 11 Move energetically , such as running, jumping, dancing, hopping, skipping and climbing .					
Sapphire Class Year 1/2	Games: Dribbling LO 1/2: Develop strategies to avoid opponents i.e. find space/change direction quickly . Practice travelling with the ball using hands and feet . Learn to change direction with the ball LO 3/4: Develop control over a ball using a stick/bat . Develop stick/eye/ball co-ordination LO 5/6: Children should have the opportunity to consolidate skills learnt in previous lessons. Be able to create a practice with partner	Dance: Communicating moods, feelings and ideas (Benefits of being active) LO 1: To create a short movement phase , involving travelling, linking and contrasting shapes LO 2: To be able to improve control and coordination of movement when dancing with a partner LO 3: To be able to improve the visual effect of the pair's sequence LO 4: To be able to develop a narrative to accompany their movements LO 5: To be able to improve their performance using agreed success criteria as an evaluation tool LO 6: To be able to be to develop a 16-count movement motif	Gymnastics: Parts high and low LO 1: To perform a range of actions with control and coordination LO 2: To move smoothly from a position of stillness to a travelling movement LO 3: To devise, repeat and perform a short sequence in which there is a clear beginning, middle and end LO 4: To use different combinations of floor, mats and apparatus , showing control, accuracy and fluency LO 5: To describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control LO 6: To choose one aspect of their sequence to improve, and say how to improve it	Games: Developing sending and receiving skills LO 1/2: To line themselves up with a target . To describe different ways of sending the ball to hit a target . To describe their successes and what they need to improve LO 3/4: To kick a ball with accuracy and decide which pass is easiest to control . Learn how to make it difficult for their opponents. Recognise what is successful and how to use this knowledge LO 5/6: Show they are ready to receive a pass when in a good position . Move into position behind the ball to receive it . To choose, use and vary simple tactics . Use their information to improve their work	Dance: Performing different styles of cultural dance LO 1: To be able to describe the expressive qualities of the dance style LO 2: To be able to count the beats of a step pattern rhythm and recognise which beats are accented LO 3: To be able to link basic steps to create a repeating dance phrase LO 4: To perform with clarity of style and expression LO 5: To suggest criteria for judging a technical performance of the Salsa LO 6: To understand the importance of a warming up and cooling down the body before strenuous activity	Gymnastics: Spinning and turning LO 1: To perform a range of actions with control and coordination LO 2: To move smoothly from a position of stillness to a travelling movement LO 3: To repeat accurately sequences of gymnastic actions LO 4: To devise, repeat and perform a short sequence in which there is a clear beginning, middle and end LO 5: To describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control LO 6: To choose one aspect of their sequence to improve , and say how to improve it
	Gymnastics: Balance (Learning about energy) LO 1: To know how to develop a balance from a body shape LO 2: To develop ways of using the apparatus to display a challenging yet well- controlled balance LO 3: To investigate ways of linking movements to achieve smooth and controlled transitions LO 4: To be able to perform a clear stretch jump and land safely and move into a controlled balanced position LO 5: To compare similar performances and to suggest ways to improve the quality of the sequence LO 6: To perform with control and fluency , a sequence of 4 unlike actions: A body shape held in stillness, a balance, a travelling movement and a stretch jump	Games: Throwing and catching LO 1/2: To throw with accuracy . To co-ordinate their bodies when throwing and catching . To recognise good quality in performance LO 3/4: To throw with accuracy . To choose, use and vary simple tactics . To understand the importance of preparing safely and carefully LO 5/6: To use information to improve their work . To remember, repeat and link combinations of skills. To improve how they co-ordinate and control their bodies and a range of equipment	Dance: Using dynamics to develop the dance LO 1: To be able to explore actions in response to stimuli LO 2/3: To experiment with dynamics (see key vocabulary) to get a growing range of possible movements LO 4: To choose and link actions to make short dance phrases that show (express) an idea LO 5: To describe dance phrases and how dynamics have been used to show how the body can represent a machine in movement LO 6: To describe how a dance makes me feel	Gymnastics: Jumping and landing LO 1: To recognise and avoid risks when handling and placing apparatus LO 2: To perform a range of actions with control and coordination LO 3: To move smoothly and in a controlled way from one position of stillness to another LO 4/5: To use different combinations of floor, mats and apparatus , showing control, accuracy and fluency LO 6: To describe their own or their partner's sequence accurately , commenting on what it contains and whether it is performed smoothly and with control	Games: Hitting and striking LO 1: To explore different types of equipment for striking . To develop accuracy in striking skills. To work safely with awareness of others LO 2: To practise bat and ball co-ordination . To strike the ball for distance in different ways. To keep a game going in a group LO 3: To travel energetically in different ways and in different directions . To feed the ball to a partner by rolling it . To strike the ball accurately and aim for a target LO 4: To work on hand-eye co-ordination with the ball. Watch, track and get in line with a ball. To play a game against an opponent and make decisions about where to stand. To strike the ball into a space LO 5: To practise feeding the ball accurately to a striker. To understand the role of a fielder in a striking game. To recognise what is successful in a game and understand how to use this knowledge LO 6: To practice fielding skills by stopping the ball and retrieving it quickly. To improve accuracy in feeding the ball. To strike for distance in a group game. To keep a game going in a group by taking turns	Games: Running jumping and hopping LO 1/2: To remember, repeat and link combinations of skills . To understand the importance of preparing safely and carefully. To describe what they see LO 3/4: To remember, repeat and link combinations of skills . To recognise good quality performance. To improve how they co-ordinate their bodies LO 5/6: To stop and change direction by placing the weight on the front foot and pushing off it. To choose, use and vary simple tactics . To remember, repeat and link combinations of skills

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<p>Diamond Class Year 3/4</p>	<p>Net/Wall Games: Applying tactics LO 1/2: To practice various ways of throwing. To make up a simple net game. To know why warming-up is important LO 3/4: To practice handling a ball with a racket. To understand simple tactics. To recognise how playing affects their bodies LO 5/6: To consolidate and develop the range and consistency of their skills in net games. To adapt tactics to suit court size and shape. To keep and make simple rules for net games</p>	<p>Invasion Games: Controlling and receiving (Psychological & social benefits) LO 1: To understand how to position body, feet, hands to receive a pass LO 2: To understand how to use space and why it is important in invasion games LO 3: To develop and improve the ability to control a range of passes in a game LO 4: To improve the accuracy and precision of passes to a teammate LO 5: To develop decision making when passing and understand when an effective pass can be played LO 6: To develop the range and consistency of their controlling and receiving skills</p>	<p>Gymnastics: Balance LO 1/2: To perform a range of actions and agilities with consistency and clarity of movement LO 3: To combine actions to make sequences with changes of speed, level and direction LO 4: To work with a partner to make contrasting balances on the floor and apparatus LO 5: To make simple assessments of performance based on a criterion given by the teacher and chosen by the class LO 6: To gradually increase the length of sequences showing a change in direction and /or level</p>	<p>Dance: Characterisation LO 1: To be able to perform and compose a solo with appropriate expression LO 2: To be able to perform and compose a question-and-answer duet with appropriate contrasting expression LO 3: To be able to extend the duet into a unison travel phrase retaining individual characterisation and expression LO 4: To be able to dance in unison, within a large group, and understand the interpretation and use of visual images as part of the process LO 5: To be able to sustain a dance performance in character LO 6: To be able to identify, describe, suggest and act upon ways of improving performance and composition</p>	<p>Striking/fielding Games: Fielding as a team LO 1: How to stand ready as a fielder and how to get in line with a ball to stop or catch it. To cushion and stop the ball with cupped hands LO 2: How to work as a team when fielding. To identify how performance can be improved LO 3/4: How to hold different bats or rackets, and how to stand to hit the ball. How to look for and find space when they are hitting. To compare what their bodies feel like after hitting and fielding LO 5: How to throw the ball accurately when bowling. To learn how to describe what happens to their breathing and heart rate LO 6: To work as a team when fielding. To use the rules set, and keep games going without disputes</p>	<p>Athletics: Developing running, throwing and jumping techniques (Planning to be active & energy balance) LO 1: How to pace effort over short distances and learn that the body is using energy in the process LO 2: To perform specific fundamental skills for long jump LO 3: To throw and retrieve different implements and describe how the weight and shape of an object affects its flight path LO 4: To work as a team to perform relay activities and know how and where to go to develop their running skills out of school hours LO 5: How to run at a steady pace for sustained, endurance running LO 6: How to pace effort over longer distances and describe how the body reacts when running for long periods</p>
	<p>Outdoor and Adventurous Activities: Following plans and solving problems (Assess & manage risk) LO 1: To work as a team safely, without stepping off the bench undertaking activities specified by the teacher LO 2: To work as a team, to ensure all of your group gets inside the circle and balances for 5 seconds LO 3: To add objects to a map as they are set out on the ground, and to orientate around the map LO 4: To navigate around the playground, collecting the correct stickers that correspond to points on the map LO 5: To identify objects within familiar surroundings based on photos. Pupils will also have to navigate themselves around the school safely LO 6: To follow a trail around the school grounds, collecting jigsaw puzzle pieces on the way. Complete the jigsaw</p>	<p>Dance: Re-telling a story LO 1: To be able to compose, remember and repeat a sequence of travelling body actions covering a known floor pathway LO 2: To be able to respond imaginatively in movement to the story of the willow plate LO 3: Will be able to show sensitivity to the dance idea and portray different emotions suggested by the story LO 4: To be able to dance in formation, within a group, and understand the importance of formation as part of the story telling process LO 5: To be able to contribute ideas as well as perform a group sequence using canon and unison LO 6: Children can now identify, describe, suggest and act upon ways of improving performance and composition</p>	<p>Invasion Games: Keeping possession of the ball LO 1: To use and adapt tactics in different situation LO 2: To choose and adapt techniques to keep possession LO 3: To choose and adapt techniques to keep possession of the ball. To recognise aspects of their work that need improving LO 4: To understand the safe side/how to shield the ball and why that's important to keep possession from opponents LO 5/6: Use a range of tactics to keep possession of the ball. Know and explain the tactics and skills they use well to keep possession</p>	<p>Invasion Games: Marking and tackling LO 1/2: To adapt tactics in different situations. To recognise when speed, strength and stamina are important in games. To recognise aspects of their work that needs improving LO 3/4: How to position their bodies and feet to receive pass and shoot a ball. To choose and adapt their techniques to keep possession. To have set moves and plans LO 5/6: To recognise aspects of their work that need improving. To become more consistent in their use of hockey equipment. Teach them techniques help them keep a ball</p>	<p>Gymnastics: Receiving Body Weight LO 1/2: To devise warm up routines that prepare them for their gymnastic work LO 3: To combine actions and maintain the quality of performance when performing at the same time as a partner LO 4: To offer constructive ideas when working with a partner LO 5: To offer constructive ideas when working with a partner and determine the impact on their performance LO 6: To combine actions to make sequences with changes of speed, level and direction, and clarity of shape</p>	<p>Athletics: Developing running, throwing and jumping Techniques (Planning to be active & energy balance) LO 1: How to pace effort over short distances and learn that the body is using energy in the process LO 2: To perform specific fundamental skills for long jump LO 3: To throw and retrieve different implements and describe how the weight and shape of an object affects its flight path LO 4: To work as a team to perform relay activities and know how and where to go to develop their running skills out of school hours LO 5: How to run at a steady pace for sustained, endurance running LO 6: How to pace effort over longer distances and describe how the body reacts when running for long periods</p>

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Emerald class Year 5/6	<p>Net/Wall Games: Developing game play (Safe warming up/cooling down)</p> <p>LO 1: To develop the forehand shot. To know why warming up and cooling down are important. To play a co-operative rally</p> <p>LO 2: To practise forehand and develop backhand shots. The types of fitness needed for net games. To play co-operative rallies</p> <p>LO 3: To develop the forehand shot and backhand shot and how to play a volley. The different parts of a warm-up and how the warm-up affects the body</p> <p>LO 4: To practice the skill of hitting the ball without a bounce in order to improve performance. To understand the attacking strategy of returning the ball early</p> <p>LO 5: To develop their rally technique. The importance of feeding the ball accurately to partner. To evaluate their own work and others' work</p> <p>LO 6: To understand playing a point and how to out-play the opponent. To direct a ball into the opponents' court at different speeds, heights and angles. To work co-operatively as a team in twos and small groups and devise a competitive scoring system</p>	<p>Dance: Visual media</p> <p>LO 1: To be able to perform a short dance sequence in unison within a large group</p> <p>LO 2: To be able to use a visual media dance extract to create a 16-count dance phase</p> <p>LO 3: To be able to use the choreographic device of canon in a group of 4</p> <p>LO 4: Pupils work imaginatively in a pair to create and perform a question-and-answer dance phase showing character/s and emotion</p> <p>LO 5: Will be able to use appropriate space and links to refine their own and others' work</p> <p>LO 6: Pupils can now understand how to create a dance using given some compositional ideas. To be able to perform and evaluate the whole dance using appropriate language</p>	<p>Gymnastics: Matching and mirroring</p> <p>LO 1: To develop a gymnastic sequence using matching and mirroring actions</p> <p>LO 2: To develop gymnastic sequences with a partner using more challenging matching and mirroring actions and be able to watch and describe performances, giving positive feedback</p> <p>LO 3: To evaluate own and other's work to meet the theme of matching and mirroring</p> <p>LO 4: To use apparatus effectively through matching and mirroring sequence work</p> <p>LO 5: To work with others to plan and lead a warmup and devise an inspiring work area using larger apparatus to create sequences that have planned variations, contrasts in actions and speed</p> <p>LO 6: To practice and refine using appropriate choice of support to improve their performance in order to perform in front of a larger audience</p>	<p>Invasion Games: Teamwork and formations</p> <p>LO 1/2: Teach the children to use skills in ways which will outwit the opposition. Develop their ability to evaluate their own and others work</p> <p>LO 3/4: Children to use skills that will help them outwit the opposition. Teach them how to combine skills. Teach the children how to mark a player and space</p> <p>LO 5/6: Help children to understand why games breakdown or why their team fails to score. Help children to understand that when their team has the ball they are attacking and when the opposition has the ball, they are defending</p>	<p>Striking/fielding Games: Tactical play and officiating</p> <p>(Getting involved in physical activity)</p> <p>LO 1/2: To retrieve, intercept and stop a ball when fielding. To get their body behind the ball. To pick out and describe what is successful in a game</p> <p>LO 3/4: How to place their feet and position their bodies to bowl a ball. To bowl with overarm and underarm actions. To evaluate performance in different parts of the game</p> <p>LO 5/6: How to work as a team when bowling/wicket keeping and fielding. To use different ways of hitting the ball. To hit the ball away from fielders</p>	<p>Athletics: Developing technical understanding</p> <p>(Planning to be active)</p> <p>LO 1: To explore different ways of jumping monitoring activity levels in the process</p> <p>LO 2: To develop hurdling technique, so that students are leading with the same leg over each hurdle and performing a 3-stride rhythmic pattern</p> <p>LO 3: Plan how to work as a team to run over distances to get the best results</p> <p>LO 4: Relay change-over and passing a baton at speed using a 'push pass' or down sweep</p> <p>LO 5: To be able to choose appropriate throwing techniques for specific events</p> <p>LO 6: Developing throwing techniques using the sling and heave throws and reflect on all the athletic activities learnt in this unit, understanding that peers may have different feelings about the types and amounts of physical activity they enjoy doing</p>
	<p>Gymnastics: Counter balance/counter tension</p> <p>LO 1: To investigate different ways of working with a partner through counter balance and counter tension</p> <p>LO 2: To develop and challenge work on different ways of working with a partner through different relationships and more challenging ways of travelling</p> <p>LO 3: To be able to move fluently in and out of balances using apparatus</p> <p>LO 4: To develop more challenging balances using partner as the base</p> <p>LO 5: To use larger apparatus to create sequences that have planned variations, contrasts in actions and speed</p> <p>LO 6: To evaluate their own and others work and judge the quality of performance against technical and compositional criteria</p>	<p>Invasion Games: Attacking and defending play</p> <p>LO 1/2: To choose and apply a range of tactics and strategies for attack and defence. To use these tactics more consistently in games. To develop their ability to evaluate</p> <p>LO 3/4: To understand a range of strategies for defence and attack. Understand there are different ways of attacking. Understand the best formations tactics for attacking and defending</p> <p>LO 5/6: To understand the needs to prepare properly for games. To develop their ability to evaluate their own work and others work and to suggest ways to improve it</p>	<p>Invasion Games: Tactics (The energy journey)</p> <p>LO 1: To choose and apply a range of tactics and strategies for invasion games</p> <p>LO 2: To develop their ability to evaluate and improve their tactics and strategies</p> <p>LO 3: To continue to choose and apply a range of tactics and strategies for invasion games which will help to improve both individual performance and team outcome</p> <p>LO 4: To develop their ability to evaluate and improve work. To understand the need for warm-up and cool down</p> <p>LO 5: To use effective tactics to help travel past an opponent</p> <p>LO 6: To demonstrate effective tactics in small-sided games</p>	<p>Dance: Putting on a dance performance</p> <p>LO 1: To be able to use stillness to add interest to a dance phrase</p> <p>LO 2: To be able to use text to create a 16-count dance motif</p> <p>LO 3: To be able to use the choreographic device of Canon and Unison in a group dance</p> <p>LO 4: To be able to work creatively in a group to create and perform a motif and a dance representing a character</p> <p>LO 5: Will be able to use appropriate criteria to evaluate and refine their own and others' work</p> <p>LO 6: To understand how to create a performance using a range of compositional ideas and to be able to perform with clear understanding and intention</p>	<p>Outdoor and Adventurous Activities: Effective group working</p> <p>LO 1: To successfully navigate your way around the course blindfolded, with the help of a teammate</p> <p>LO 2: To reassemble a shredded newspaper as a team. To build a free-standing structure using only the paper they are given</p> <p>LO 3: To put out a Control Marker, then navigate around a course in number order completing a Control Card, then retrieve their own Control Marker and return</p> <p>LO 4: To chase and collect items from the opposing team</p> <p>LO 5: To be able to navigate around the cone course correctly</p> <p>LO 6: To be able to follow a map correctly and visit control points</p>	<p>Athletics: Developing technical understanding (Planning to be active)</p> <p>LO 1: To explore different ways of jumping monitoring activity levels in the process</p> <p>LO 2: To develop hurdling technique, so that students are leading with the same leg over each hurdle and performing a 3-stride rhythmic pattern</p> <p>LO 3: Plan how to work as a team to run over distances to get the best results</p> <p>LO 4: Relay change-over and passing a baton at speed using a 'push pass' or down sweep</p> <p>LO 5: To be able to choose appropriate throwing techniques for specific events</p> <p>LO 6: Developing throwing techniques using the sling and heave throws and reflect on all the athletic activities learnt in this unit, understanding that peers may have different feelings about the types and amounts of physical activity they enjoy doing</p>