

# SUBJECT CURRICULUM LONG TERM PLAN

Subject: PE

Subject Lead/Team: Laura Porter

2021-22

# PE

|      | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1                                     | SUMMER 2   |
|------|--|---|--|---|--|--|
| YR R | Body Management<br>Units 1 and 2                   | Dance<br>Units 1 and 2                            | Gymnastics<br>Units 1 and 2                      | Manipulation and<br>Coordination<br>Units 1 and 2 | Speed and Agility<br>Travel<br>Units 1 and 2 | Sports Day<br>Cooperate and Solve<br>problems 1 Unit |
| YR 1 | Gymnastics<br>Units 1<br>Send and Return<br>Unit 1 | Send and Return<br>Unit 2<br>Gymnastics<br>Unit 2 | Dance<br>Unit 1<br>Attack Defend Shoot<br>Unit 1 | Dance<br>Unit 2<br>Attack Defend Shoot<br>Unit 2  | Hit Catch Run<br>Units 1 and 2               | Sport Day<br>Run Jump Throw<br>Units 1 and 2         |
| YR 2 | Gymnastics<br>Units 1<br>Send and Return<br>Unit 1 | Send and Return<br>Unit 2<br>Gymnastics<br>Unit 2 | Dance<br>Unit 1<br>Attack Defend Shoot<br>Unit 1 | Dance<br>Unit 2<br>Attack Defend Shoot<br>Unit 2  | Hit Catch Run<br>Units 1 and 2               | Sport Day<br>Run Jump Throw<br>Units 1 and 2         |
| YR 3 | Dance Unit 1<br>Handball                           | Gymnastics Unit 1<br>Football                     | Gymnastics Unit 2<br>Badminton                   | Swimming<br>Dance Unit 2<br>Netball               | Swimming<br>Athletics<br>Cricket             | Sports Day<br>OAA<br>Rounders                        |
| YR 4 | Gymnastics Unit 1<br>Hockey                        | Swimming<br>Dance Unit 1<br>Gymnastics Unit 2     | Swimming<br>Dance Unit 2<br>Handball             | OAA<br>Tri Golf                                   | Athletics<br>Tennis                          | Sport Day<br>Tag Rugby<br>Cricket                    |
| YR 5 | Dance Unit 1<br>Cross Country                      | Gymnastics Unit 1<br>Hockey                       | Gymnastics Unit 2<br>Tennis                      | Netball<br>OAA                                    | Athletics<br>Ultimate Frisbee                | Sports Day<br>Cricket<br>Tag Rugby                   |
| YR 6 | Swimming<br>Cross Country<br>Basketball            | Dance Unit 1<br>Tag Rugby                         | Gymnastics Unit 1<br>Table Tennis                | Tennis<br>Hockey                                  | OAA<br>Cricket                               | Sports Day<br>Athletics<br>Rounders                  |

# PE SUBJECT AIMS

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

St. Mary's Primary

## SUBJECT CURRICULUM LONG TERM PLAN

**Subject rationale:** (Consider how your subject rationale connects with the Curriculum rationale)

PE develops a child's knowledge, skill and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. A varied curriculum is in place to support this, with activities including: dance, athletics, gymnastics, football, rugby, cricket, ultimate Frisbee, hockey, dodgeball, handball, swimming and water safety and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable children to make informed choices about physical activities throughout their lives.

In all class's children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and in doing so raise pupil's health (considering childhood obesity) and fitness levels, improve skills and develop pupil's resilience, teamwork and perseverance (school values).

The use of assessment, questionnaires and surveys (pupils and staff) and by talking to children the quality of lessons and confidence in the teaching of PE improves and as a result the enjoyment and positive outcomes increases.

**Threshold Concepts and Skills:** (What are the fundamental concepts and ideas that pupils must have grasped by the end of the academic year in your subject)

To develop and explore physical skills with increasing control and co-ordination.

To work and play with others in a range of group situations.

To perform skills and apply rules and conventions for different activities.

To improve the quality and control of their performance.

To recognise and describe how their bodies feel during exercise.

To enjoy physical activity through creativity and imagination.

To understand how to succeed in a range of physical activities and how to evaluate their own success.

44 Primary 2

# SUBJECT CURRICULUM LONG TERM PLAN

Year Group: YR

| Autumn Term 1  |  |   |  | Autumn Term 2  |  |   |  |
|--|--|---|--|--|--|---|--|
| Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)   | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC   | Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)   | Links to wider curriculum (e.g. different subjects or key stages)                         | SMSC   |
| Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll. Walk, run, hop, climb               | Can stand and balance for short periods on one foot.<br>Can climb stairs move over large and small steps.<br>Can use hands and feet to negotiate obstacles | Literacy: Can reiterate and repeat basic terminology, can describe in simple terms.<br>Numeracy: Able to count and repeat simple patterns, movement and sequences | To have a sense of enjoyment and fascination in learning about what their bodies can do. | Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.   | Respond to hearing music. Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands.<br>Able to follow simple instructions.<br>Able to replicate basic demonstrations and copy and repeat simple movements and shapes. | Literacy: Describe similar and contrasting movements.<br>Numeracy: Count in beat patterns | To use their imagination in creation of a piece of work. |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know |  | <b>Key skills</b> Which can be applied once the knowledge is understood   |  | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know |  | <b>Key skills</b> Which can be applied once the knowledge is understood                   |  |
| Body Management ( Units 1 and 2)   |  |   |  | Dance Units 1 and 2  |  |   |  |

## SUBJECT CURRICULUM LONG TERM PLAN

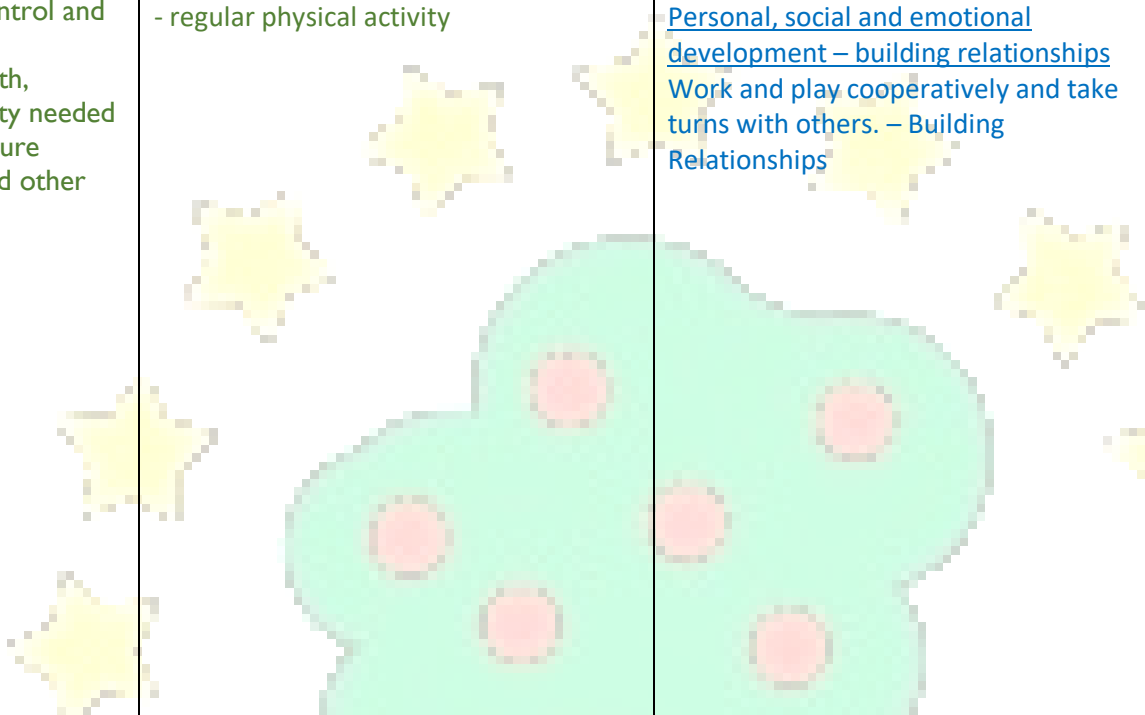
|  |  |  |  |
|--|--|--|--|
| <p>I know how to stretch and reach in a variety of different ways.<br/> <b>I know how to make a tall shape with my body.</b><br/>         I know how to make a small shape with my body.</p> <p><u>Physical Development – Gross Motor Skills</u></p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling - running</li> <li>- crawling - hopping</li> <li>- walking - skipping</li> <li>- jumping - climbing</li> </ul> <p>• Progress towards a more fluent style of moving, with developing control and grace.</p> <p>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines</p> | <p>I am able to explore stretching and reaching in different ways.<br/>         I am able to make a tall shape with my body both on the floor and a piece of apparatus.</p> <p>ELG Negotiate space and obstacles safely, with consideration for themselves and others – Physical Development – Gross Motor Skills</p> <p><u>Stepping Stone</u><br/>         Look around at the space<br/>         I can use my eyes to look around the space to make sure it is safe<br/>         When moving round the space make sure my head is up so I can see the other children and objects.</p> <p><u>Physical Development – Gross Motor Skills</u></p> <p>Demonstrate strength, balance and coordination when playing.</p> | <p>I know what actions can be reproduced in time to music.<br/>         I know how to copy, repeat and perform simple patterns.<br/> <b>I know how to count to 8 beats.</b></p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Expressive Arts and Design – Being Imaginative and Expressive.</u><br/>         Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. –</p> | <p>I am able to perform an African dance Motif.<br/> <b>I am able to count and move to 8 beats.</b></p> <p><u>Expressive Arts and Design – Being Imaginative and Expressive.</u><br/>         Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. –</p> <p><u>Physical Development – Gross Motor Skills</u></p> <p>Demonstrate strength, balance and coordination when playing.</p> |
|--|--|--|--|

| Spring Term 1  |  |   |   | Spring Term 2   |  |   |   |
|--|--|---|---|---|--|---|---|
| Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited) | Links to wider curriculum (e.g. different subjects or key stages)           | SMSC  | Key Vocabulary  | Interleaving Opportunities<br>(e.g. when past topics can be revisited)                         | Links to wider curriculum (e.g. different subjects or key stages) | SMSC  |
| Balance, control, fast, high, jump, link, low, movement, music, pattern, roll, sequence, | Basic movements including walking, running, rolling, crawling,         | Literacy: Can recall, identify and select individual movements or balances. | To use a range of social skills to work with children from different backgrounds. | Agility, alternate, anticipate, apparatus, balance, beat, carry, crawl, | Participate in a variety of agility-based activities involving moving and controlling objects. |   | To show respect for others in different situations. |

## SUBJECT CURRICULUM LONG TERM PLAN

|   |   |  |  |   |  |  |  |
|---|---|--|--|---|--|--|--|
| shape, slow, speed, timing, travel.   | jumping, and taking weight on hands<br>Able to follow simple instructions<br>Able to replicate basic demonstrations and copy and repeat simple movements and shapes | Numeracy: Can count when jumping and carrying out other repetitive movements.  | To use their imagination in creation of a piece of work. | feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, reach, roll, slide, slither, stand, step, stop, stretch, switch, touch, weight.   | Recognise the different between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats |  | To use their imagination in creation of a piece of work. |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know  |   | <b>Key skills</b> Which can be applied once the knowledge is understood  |  | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know  |  | <b>Key skills</b> Which can be applied once the knowledge is understood  |  |
| <u>Gymnastics Units 1 and 2</u><br>To know how to move over and under apparatus.<br>To know how to listen to instructions and move their bodies.<br>To know how to roll.<br><br><u>Physical Development – Gross Motor Skills</u><br>Demonstrate strength, balance and coordination when playing.<br><br><u>Physical Development –</u><br>Revise and refine the fundamental movement skills they have already acquired:<br>- rolling - running<br>- crawling - hopping<br>- walking - skipping<br>- jumping - climbing |   | To be able to explore moving over and under apparatus.<br>To be able to roll confidently.<br>To be able to follow a set of instructions in a circuit.<br><br><u>Physical Development</u><br>Combine different movements with ease and fluency.<br>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.<br>• Develop overall body strength, balance, coordination and agility.<br>• Know and talk about the different factors that support overall |  | <u>Manipulation and Coordination Units 1 and 2</u><br>To know how to hop, step and jump in a sequence.<br>To know how to send and stop objects using their hands and feet.<br>To know how to use a baton to move objects.<br>To know how to push, hit and dribble with a piece of equipment.<br><br><u>Personal, social and emotional development – managing self</u><br>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly . |  | To be able to demonstrate how to hop, step and jump in a sequence.<br>To be able to demonstrate how to stop and send objects using their hands and feet.<br>To be able to use a baton confidently.<br>To be able to demonstrate how to push, hit and dribble with different pieces of equipment.<br><br><u>Physical Development – Gross Motor Skills</u><br><br>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.<br><u>Stepping Stone</u><br>Look around at the space |  |

## SUBJECT CURRICULUM LONG TERM PLAN

|   |   |  |   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines</li> </ul> | <p>health and wellbeing:<br/>- regular physical activity</p>  | <p><u>Personal, social and emotional development – building relationships</u><br/>Work and play cooperatively and take turns with others. – Building Relationships</p> | <p>I can use my eyes to look around the space to make sure it is safe<br/>When moving round the space make sure my head is up to so I can see the other children and objects<br/>Make sure take it turns on the apparatus.</p> <p><u>Physical Development – Gross Motor Skills</u></p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling - running</li> <li>- crawling - hopping</li> <li>- walking - skipping</li> <li>- jumping - climbing</li> </ul> <p>• Progress towards a more fluent style of moving, with developing control and grace.</p> |
|---|---|--|---|

| Summer Term 1  |  |   |      | Summer Term 2   |  |   |      |
|--|--|---|------|---|--|---|------|
| Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)                                     | Links to wider curriculum (e.g. different subjects or key stages) | SMSC | Key Vocabulary  | Interleaving Opportunities<br>(e.g. when past topics can be revisited)                       | Links to wider curriculum (e.g. different subjects or key stages) | SMSC |
| Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, | Travel with some control and coordination. Change direction at speed through both choice and instructions. |   |      | Cooperate, team, individual, partner, pair, work, choose, try, travel, roll, jump, twist, turn, crawl, roll, run, line le, width, length, | Coordinate similar type objects in a variety of ways Differentiate ways to manoeuvre objects | To use their imagination in creation of a piece of work.          |      |



## SUBJECT CURRICULUM LONG TERM PLAN

|  |  |  |  |  |                                 |  |
|--|--|--|--|--|---------------------------------|--|
| weight, slide, slither, apparatus, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat.  | Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations |  |  | carry, challenge, shape, count, retrieve, collect, suits, deck, cards, trail, body shape, number   | Skip in isolation and with rope |  |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know   |  | <b>Key skills</b> Which can be applied once the knowledge is understood  |  | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know   |                                 | <b>Key skills</b> Which can be applied once the knowledge is understood  |
| <b>Speed and Agility (Units 1 and 2)</b><br>To know how to perform fast and slow movements.<br>To know how to stop, start and pause in a variety of different ways.<br>To know how to change speed.<br><b>To know how to move by inching, crawling and jumping.</b>          |  | <b>To be able to demonstrate fast and slow movements.</b><br>To demonstrate how to stop, start and pause.<br>To know how to move by inching, crawling and jumping.   |  | <b>Cooperate and Solve Units 1 and 2</b><br><b>To know how to organise various items.</b><br>To know how to work with a partner to share ideas.<br>To be able to travel in a range of ways.<br>To be able to move along a pathway.   |                                 | To be able to organise various items (images, colours and symbols)<br>To be able to travel confidently in a range of ways.<br><b>To be able to show a pathway of movement.</b>   |
| <u>Managing Self Personal, Social and emotional development.</u><br><br>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly |  | <u>Physical Development – Gross Motor Skills</u><br><br>Revise and refine the fundamental movement skills they have already acquired:<br>- rolling - running<br>- crawling - hopping<br>- walking - skipping<br>- jumping - climbing<br>• Progress towards a more fluent style of moving, with developing control and grace. |  | <u>Managing Self Personal, Social and emotional development.</u><br>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly .<br><br><u>Building Relationships</u><br>Work and play cooperatively and take turns with others. |                                 | <u>Physical Development – Gross Motor Skills</u><br><br>Revise and refine the fundamental movement skills they have already acquired:<br>- rolling - running<br>- crawling - hopping<br>- walking - skipping<br>- jumping - climbing<br>• Progress towards a more fluent style of moving, with developing control and grace. |



## SUBJECT CURRICULUM LONG TERM PLAN

|  |   |  |   |
|--|---|--|---|
|  | <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines</li> </ul> |  | <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines</li> </ul> |
|--|---|--|---|

Year Group: YR1

| Autumn Term 1   |   |   |   | Autumn Term 2   |  |   |  |
|---|---|---|---|---|--|---|--|
| Key Vocabulary  | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC  | Key Vocabulary  | Interleaving Opportunities<br>(e.g. when past topics can be revisited)   | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC   |
| <p>Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.</p> <p>Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick</p> | <p>Experienced taking off, jumping and landing</p> <p>Has a concept of a space and use of space</p> <p>Has developed confidence in fundamental movements</p> <p>Pupils will have used a variety of balls, beanbags, bats and markers.</p> <p>Mastered basic running</p> | <p><b>Literacy:</b><br/>Describe basic gymnastics actions and how they can be used. <b>Numeracy:</b><br/>Identifying a beginning, middle and an end in a sequence</p> <p><b>Literacy:</b><br/>Describing different ways to send and return balls. Identify different net games.</p> | <p>To have a sense of enjoyment and fascination in learning about what their bodies can do.</p> | <p>Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.</p> <p>Backhand, bowl, catch, collect,</p> | <p>Identified and used simple gymnastics actions and shapes</p> <p>Applied basic strength to a range of gymnastics actions</p> <p>Began to carry and move gymnastics apparatus</p> <p>Send objects with increased confidence using hand or bat</p> | <p><b>Literacy:</b><br/>Describe the differences in contrasting shapes (tall, thick shapes and small, wide shapes).</p> <p><b>Numeracy:</b> Using the required amount of actions in a sequence.</p> <p><b>Literacy:</b><br/>Explain which team has an</p> | <p>To use a range of social skills to work with children from different backgrounds.</p> |

## SUBJECT CURRICULUM LONG TERM PLAN

|  |                                   |  |   |   |  |  |  |   |  |  |  |   |  |                                    |  |
|--|-----------------------------------|--|---|---|--|--|--|---|--|--|--|---|--|------------------------------------|--|
| up, batter, hitter, forehand, backhand, court  | movements in different directions | Numeracy: Estimate how hard to hit, roll, slide a ball to keep it in the courts. Keep score of games when playing as individuals and as teams. |   | court, feed, forehand, hit, hitter, net, pick up, roll, serve, stop, strike, throw. | Can move towards a moving ball to return<br>Can attempt sending and returning a variety of balls   | advantage in games.<br><br>Numeracy: Work out why teams are in an advantageous position when there are more players in one team than another |  |   |  |  |  |   |  |                                    |  |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know |                                   |  | <b>Key skills</b> Which can be applied once the knowledge is understood   |   | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know |  |  | <b>Key skills</b> Which can be applied once the knowledge is understood |  |  |  |   |  |                                    |  |
| <u>Gymnastics Unit 1</u><br>To be able to make gymnastic shapes.<br>To know what a gymnastic shape is.   |                                   |  | Identify and use simple gymnastics actions and shapes.<br>Apply basic strength to a range of gymnastics actions.<br>Begin to carry basic apparatus such as mats and benches.<br>To recognise like actions and link. |   |  | <u>Gymnastics Unit 2</u><br>To know how to twist.<br>To know what a sequence is  |  |   | To perform a variety of basic gymnastics actions showing control<br>To introduce turn, twist, spin, rock and roll and link these into movement patterns<br>To perform longer movement phrases and link with confidence |  |  |   |  |                                    |  |
| <u>Send and Return Unit 1</u><br>To be able to move a ball with their hand.<br>To be able to hit a ball with a bat.                                      |                                   |  | Able to send an object with increased confidence using hand or bat.<br>Move towards a moving ball to return.<br>Sending and returning a variety of balls  |   |  | <u>Send and Return Unit 2</u><br>To know how to stop a ball.   |  |   | Develop sending skills with a variety of balls<br>Track, intercept and stop a variety of objects such as balls and beanbags<br>Select and apply skills to beat opposition  |  |  |   |  |                                    |  |
| Spring Term 1  |                                   |  |   |   |  | Spring Term 2  |  |   |  |  |  |   |  |                                    |  |
| Key Vocabulary   |                                   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)   |   | Links to wider curriculum (e.g. different subjects or key stages)                   |  | SMSC   |  | Key Vocabulary  |  | Interleaving Opportunities<br>(e.g. when past topics can be revisited) |  | Links to wider curriculum (e.g. different subjects or key stages) |  | SMSC                               |  |
| Beat, curl, dance, fast, feet,   |                                   | Followed simple instructions   |   | Literacy: Develop a wider   |  | To use a range of social skills to   |  | Dance, twist, turn, rhythm,   |  | Respond to a range of stimuli  |  | Literacy: Choose appropriate                                      |  | To use a range of social skills to |  |

## SUBJECT CURRICULUM LONG TERM PLAN

|   |   |  |   |   |  |   |   |
|---|---|--|---|---|--|---|---|
| <p>high, low, music, rhythm, step, stretch, swing, turn, twist</p> <p>Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm.</p> | <p>Moved using simple rhythms and actions<br/>Copied and repeated simple actions</p> <p>Learners will have experienced a variety of games playing with beanbags and hoops. They will have practised throwing and catching and can demonstrate the basics of these skills.</p> | <p>dance vocabulary and use appropriately.<br/>Numeracy: Use counting patterns and develop spatial awareness.</p> <p>Literacy: Use appropriate words to communicate with others in a team.<br/>Numeracy: Use counting and estimating skills in games to decide who has won. Know number orders once counted to see who has won the game.</p> | <p>work with children from different backgrounds.</p> | <p>step, music, beat, stretch, feet, curl, high, low, fast, slow, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.</p> <p>Attack, catch, compete, cooperate, defend, fluency, heart rate, outwit, over-arm, physical activity, pitch, play against, receive, rolling, send, throw, under-arm.</p> | <p>and types of music<br/>Explore space, direction, levels and speeds<br/>Experiment creating actions and performing movements with different body parts</p> <p>Practiced movements including running, jumping, throwing and catching.</p> <p>Have played in some competitive activities. Experienced opportunities to improve agility, balance, and coordination.</p> | <p>vocabulary to describe own and others' work.<br/>Numeracy: Counting to the beat of the music, responding to musicality in rhymes.</p> <p>Literacy: Work collaboratively with others to implement strategies to score points.<br/>Numeracy: Work with others to score points and keep count of points scored.</p> | <p>work with children from different backgrounds.</p> |
| <p><b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know</p>             |   | <p><b>Key skills</b> Which can be applied once the knowledge is understood</p>   |   | <p><b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know</p>   |  | <p><b>Key skills</b> Which can be applied once the knowledge is understood</p>  |   |
| <p><u>Dance Unit 1</u></p>  |   | <p>Respond to a range of stimuli and types of music</p>  |   | <p><u>Dance Unit 2</u><br/>To understand the term compose</p>   |  | <p>Able to build simple movement patterns from given actions</p>  |   |

## SUBJECT CURRICULUM LONG TERM PLAN

| To understand what direction and level mean.   |  | Explore space, direction, levels and speeds<br>Experiment creating actions and performing movements with different body parts   |                           | To be able to cannon a movement.   |   | Compose and link actions to make simple movement phrases<br>Respond appropriately to supporting concepts such as canon and levels  |  |
|--|--|---|---------------------------|--|---|--|--|
| Attack Defend Shoot Unit 1<br>To be able to run confidently<br>To know how to catch.   |  | To practice basic movements including running, jumping, throwing and catching<br>To begin to engage in competitive activities<br>To experience opportunities to improve agility, balance and coordination |                           | Attack Defend Shoot Unit 2<br>To understand the rules of a game.   |   | To recognise rules and apply them in competitive and cooperative games.<br>Use and apply simple strategies for invasion games.<br>Preparing for, and explaining reasons why we enjoy, exercise |  |
| Summer Term 1  |  |   |                           | Summer Term 2  |   |  |  |
| Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)   | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC                      | Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC   |
| Hit<br>Catch<br>Run<br>Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw. | Pupils will have used a variety of balls, beanbags, bats and markers<br>Can roll and follow a rolling ball<br>Mastered movements such as walking, running and jumping<br><br>Have experienced hitting an object with hand or bat | Literacy:<br>Describe the roles of a hitter and an elder.<br>Numeracy: Able to count successfully runs scored in a game   | To cooperate with others. | Run<br>Jump<br>Throw<br>Run, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power, track, relay, tag, partner, sprint | Children have begun to link running and jumping.<br>Have learned a range of running which includes varying pathways and speeds.<br><br>Developed throwing techniques to send objects over long distances. | Literacy:<br>Describe techniques in a variety of run, jump and throw activities.<br>Numeracy: To remember and recall distance achieved in running and/or jumping.                              | To show respect for others in different situations.<br><br>To use a range of social skills to work with children from different backgrounds. |

## SUBJECT CURRICULUM LONG TERM PLAN

|  |   |  |  |   |  |   |  |
|--|---|--|--|---|--|---|--|
|  | Have tracked and retrieved a rolling ball<br>Practised throwing and catching a variety of balls and objects |  |  |   |  |   |  |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know   |   | <b>Key skills</b> Which can be applied once the knowledge is understood  |  | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know  |  | <b>Key skills</b> Which can be applied once the knowledge is understood   |  |
| <u>Hit Run Catch Units 1 and 2</u><br>To be able to describe the roles of a hitter and a fielder<br>To understand safety<br>To distinguish between the roles of batters and elders.<br>To understand that developing sending and receiving skills will benefit fielding as a team. |   | <u>Catching from short throw</u><br>Choices on where to hit<br>Fielding body positions<br>Fielding balls to bases<br>Fielding balls to bases<br>Retrieving and throwing<br>Able to hit objects with hand or bat<br>Track and retrieve a rolling ball<br>Throw and catch a variety of balls and objects |  | <u>Run Jump Throw Units 1 and 2</u><br>To understand safety and why it is important.<br>To know how to increase stamina and core strength.<br>To be able to balance on 1 foot<br>To know how to show the start and end of a sequence. |  | Skill Development: Agile moves (push off from right and left leg to change direction).<br>Recognise when to start and stop the activity<br>Negotiating obstacles.<br>Working through a range of new core based exercises.<br>Jumping and bounding<br>Experience different starting positions. |  |

Year Group: YR2

| Autumn Term 1                                |  |   |                                  | Autumn Term 2   |  |   |                               |
|--|--|---|----------------------------------|---|--|---|-------------------------------|
| Key Vocabulary                               | Interleaving Opportunities<br>(e.g. when past topics can be revisited) | Links to wider curriculum (e.g. different subjects or key stages) | SMSC                             | Key Vocabulary  | Interleaving Opportunities<br>(e.g. when past topics can be revisited) | Links to wider curriculum (e.g. different subjects or key stages) | SMSC                          |
| Jump, roll, balance, travel, control, speed, | Have performed a variety of basic gymnastics                           | Literacy: Describe different                                      | To have a sense of enjoyment and | Balance, body tension, carry, control, extension, fast, hang, | Can describe and explain how   | Literacy: Helping others to improve                               | To show respect for others in |

## SUBJECT CURRICULUM LONG TERM PLAN

|  |  |   |   |  |   |  |   |
|--|--|---|---|--|---|--|---|
| <p>link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin.</p> <p>Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet</p> | <p>actions showing control<br/>Introduced to turn, twist, spin, rock and roll and learned to link these into movement patterns<br/>Can perform longer movement phrases and link with confidence</p> <p>Developed sending skills with a variety of balls<br/>Tracked, intercepted and stopped a variety of objects such as balls and beanbags<br/>Selected and applied skills to beat an opposition</p> | <p>gymnastics elements and the movements involved.<br/>Describe why strength and flexibility is important in gymnastic movements.<br/>Numeracy: Apply correct number of elements required to movement patterns.</p> <p>Literacy: Name some traditional net/wall games.<br/>Say out loud scores of self and others. Use some language related to net wall games.<br/>Numeracy: Keep track of scores.<br/>Work out who are the winners.</p> | <p>fascination in learning about what their bodies can do.<br/><br/>To cooperate with others.</p> | <p>high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn</p> <p>Front, back, court, send, serve, receive, feed, feeder, volleyball, tactics, compete, score, umpire, wide, deep, rotate</p> | <p>performers transition and link gymnastic elements<br/>Has performed basic actions with control and consistency at different speeds and on different levels<br/>Can challenge him or herself to develop strength and flexibility?<br/>Can create and perform simple sequences that are judged using simple gymnastic scoring</p> <p>Be able to track the path of a ball over a net and move towards it<br/>Begin to hit and return a ball with some consistency</p> | <p>aesthetics of individual movements and routines.<br/>Numeracy: Order movements into patterns.</p> <p>Numeracy: Discuss concepts such as narrow, long, wide and short in the context of court playing areas<br/>Literacy: Describe the differences and similarities between net/wall games</p> | <p>different situations.</p> <p>To use a range of social skills to work with children from different backgrounds.</p> |
|--|--|---|---|--|---|--|---|

# SUBJECT CURRICULUM LONG TERM PLAN

|  |   |   |      |  |   |   |      |
|--|---|---|------|--|---|---|------|
|  |   |   |      |  | Play modified net/wall games throwing, catching, serving and sending over a net |   |      |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know |   | <b>Key skills</b> Which can be applied once the knowledge is understood   |      | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know |   | <b>Key skills</b> Which can be applied once the knowledge is understood   |      |
| <u>Gymnastics Unit 1</u><br>To know how to transition between movements.<br>To understand a judging system.  |   | Describe and explain how performers can transition and link gymnastic elements<br>Perform with control and consistency basic actions at different speeds and on different level<br>Challenge themselves to develop strength and flexibility<br>Create and perform a simple sequence that is judged using simple gymnastic scoring<br><br>Be able to track the path of a ball over a net and move towards it<br>Begin to hit and return a ball using a variety of hand and racquet with some consistency<br>Play modified net/wall games throwing, catching and sending over a net |      | <u>Gymnastics Unit 2</u><br>To be able to do a back support.   |   | Develop body management through a range of core exercises<br>Use core strength to link recognised gymnastics elements, e.g., back support and half twist<br>Attempt to use rhythm while performing a sequence                                 |      |
| <u>Send and Return Unit 1</u><br>To know how to track a ball.<br>To be able to hit a ball with a racquet.  |   |   |      | <u>Send and Return Unit 2</u><br>To explain how to play a game of volleyball.<br><br>To be able to explain the term agility.                             |   | Be able to make it difficult for their opponent to score a point<br>Begin to choose specific tactics appropriate to the situation<br>Transfer net/wall skills to volleyball style games<br>Improve agility and coordination and use in a game |      |
| Spring Term 1  |   |   |      | Spring Term 2  |   |   |      |
| Key Vocabulary   | Interleaving Opportunities (e.g. when past topics can be revisited) | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC | Key Vocabulary   | Interleaving Opportunities (e.g. when past topics can be revisited)             | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC |



## SUBJECT CURRICULUM LONG TERM PLAN

|   |  |   |   |  |  |   |   |
|---|--|---|---|--|--|---|---|
| <p>Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, direction, huddle, group, mood, feeling, musicality, respond, galloping, jumping.</p> <p>Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed.</p> | <p>Respond to a range of stimuli and types of music<br/>Explore space, direction, levels and speeds<br/>Experiment creating actions and performing movements with different body parts</p> <p>Can recognise rules and apply them in competitive and cooperative games.<br/>Can use and apply simple strategies for invasion games.<br/>Describe why we take part in exercise and why we enjoy it</p> | <p>Literacy: Describe different dance actions and the movements involved.<br/>Describe why responding to the music and mood is important in dance.<br/>Numeracy: Work within beat patterns and counting patterns and apply counts independently.</p> <p>Literacy: Describe and relate actions, use appropriate terminology.<br/>Numeracy: Learning to count when scoring.<br/>Learning about shape and space.</p> | <p>To have a willingness to participate in a range of different activities.</p> | <p>Unison, phrase, links, dance, dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage, mirror, match, copy, repeat, mood, emotion</p> <p>Send, receive, defend, attack, compete, play against, cooperate, fluency, physical activity, heart rate, pitch, outwit, kick, rebound, aim, speed, direction, scoring, controlling, following, tactics.</p> | <p>Describe and explain how performers can transition and link shapes and balances<br/>Perform with control and consistency, basic actions at different speeds and on different levels<br/>Challenge themselves to move imaginatively responding to music<br/>Work as part of a group to create and perform short movement sequences to music</p> <p>Can send a ball using feet and can receive a ball using feet<br/>Rehearse ways to control bodies and a range of equipment</p> | <p>Literacy: Show emotion and discuss why expressing emotion through dance is possible<br/>Numeracy: Perform in formation, know when to enter and exit by keeping time</p> <p>Literacy: Use appropriate language to describe basic attacking and defending principles, communicate with teammates<br/>Numeracy: Operating within restricted areas, keeping track of the score</p> | <p>To use a range of social skills to work with children from different backgrounds.</p> <p>To cooperate with others.</p> |
|---|--|---|---|--|--|---|---|

# SUBJECT CURRICULUM LONG TERM PLAN

|  |   |  |                          |   |  |   |                                 |
|--|---|--|--------------------------|---|--|---|---------------------------------|
|  |   |  |                          |   | Recall and link combinations of skills, for example, dribbling and passing |   |                                 |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know |   | <b>Key skills</b> Which can be applied once the knowledge is understood  |                          | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know  |  | <b>Key skills</b> Which can be applied once the knowledge is understood   |                                 |
| <u>Dance Unit 1</u><br>To know how to balance on a piece of apparatus.<br>To know how to change speed.   |   | Describe and explain how performers can transition and link shapes and balances<br>Perform basic actions with control and consistency at different speeds and on different levels<br>Challenge themselves to move imaginatively responding to music<br>Work as part of a group to create and perform short movement sequences to music |                          | <u>Dance Unit 2</u><br>To know how to copy their partner.   |  | Perform using more sophisticated formations as well as an individual<br>Explore relationships through different dance formations<br>Explain the importance of emotion and feeling in dance<br>Use the stimuli to copy, repeat and create dance actions and motifs |                                 |
| <u>Attack Defend Shoot Unit 1</u><br>To know how to send a ball using their feet.<br>To know how to stop the ball.                                       |   | Can send a ball using feet and can receive a ball using feet.<br>Explore ways to control bodies and a range of equipment.<br>Recall and link combinations of skills, e.g. dribbling and passing  |                          | <u>Attack Defend Shoot Unit 2</u><br>To be able to explain the rules of a game.<br>To know how to bounce a ball<br>To know how to dribble a ball<br>To know how to kick using the inside of their foot. |  | To be able to demonstrate how to bounce a ball.<br>To be able to demonstrate how to dribble a ball.<br>To be able to kick a ball using the inside of their foot.  |                                 |
| Summer Term 1  |   |  |                          | Summer Term 2   |  |   |                                 |
| Key Vocabulary   | Interleaving Opportunities (e.g. when past topics can be revisited) | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC                     | Key Vocabulary  | Interleaving Opportunities (e.g. when past topics can be revisited)        | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC                            |
| Hit Catch  | Have developed hitting skills                                       | Literacy: Describe which   | To have a willingness to | Run Jump  | Developed power, agility,  | Literacy: Describe the  | To use a range of social skills |

## SUBJECT CURRICULUM LONG TERM PLAN

|  |   |   |   |  |  |   |   |
|--|---|---|---|--|--|---|---|
| <b>Run</b><br>Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, over arm, field, hitter, bowler, umpire, posts, stumps   | with a variety of bats<br>Practised feeding/bowling skills<br>Can hit and run to score points in game | bats were easier and harder to use.<br>Communicate as part of a team.<br>Numeracy: Keep track of runs scored in a game. Use different point systems to score        | participate in a game.<br>To show respect for others in different situations. | <b>Throw</b><br>Lunges, strength, power, repetition, power, accuracy, burn, stamina, persevere, tally, develop, lap, cooperate, compete.   | coordination and balance over a variety of activities<br>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops<br>Can negotiate obstacles showing increased control of body and limbs | differences between static and dynamic balances.<br>Numeracy: Counting items collected with different values.   | to work with children from different backgrounds. |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know                         |   | <b>Key skills</b> Which can be applied once the knowledge is understood   |   | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know   |  | <b>Key skills</b> Which can be applied once the knowledge is understood   |   |
| <u>Hit Catch Run Units 1 and 2</u><br>To know how to hit a ball with a bat.<br>To know how to use an underarm bowling.<br>To know how to play as part of a team to score points. |   | To be able to demonstrate how to hit a ball with a bat.<br>To be able to bowl a ball using an underarm throw.<br>To be able to play as part of a team successfully. |   | <u>Run Jump Throw Units 1 and 2</u><br>To know how to throw a variety of different objects.<br>To know how to negotiate different obstacles.<br>To know how to improve their jump<br>To know how to live a healthy active lifestyle. |  | To be able to throw a variety of objects ( quoits, beanbags, balls and hoops)<br>To be able complete different obstacle course successfully.<br>To be able to demonstrate a good jump.<br>To be able to explain why it is important to live a healthy active lifestyle. |   |

# SUBJECT CURRICULUM LONG TERM PLAN

| Autumn Term 1  |   |   |  | Autumn Term 2   |   |  |   |
|--|---|---|--|---|---|--|---|
| Key Vocabulary   | Interleaving Opportunities (e.g. when past topics can be revisited)   | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC   | Key Vocabulary  | Interleaving Opportunities (e.g. when past topics can be revisited)   | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC  |
| <p>Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director</p> <p>Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept, possession, movement, using space</p> | <p>Describe and explain how performers can transition and link shapes and balances</p> <p>Perform with control and consistency, basic actions at different speeds and on different levels</p> <p>Challenged themselves to move imaginatively responding to music</p> <p>Worked as part of a group to create and perform short movement sequences to music</p> | <p><b>Literacy:</b><br/>Describe the different features used in the final performance (i.e. facial expressions)</p> <p><b>Numeracy:</b><br/>Count to music to ensure dancing at appropriate times.</p> <p><b>Literacy:</b> Using appropriate language for handball and games; passing, catching; and use descriptive language to help improve the performance of skills and tactics</p> | <p>To have a sense of enjoyment and fascination in learning about what their bodies can do.</p> <p>To use a range of social skills to work with children from different backgrounds.</p> | <p>Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different.</p> <p>Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession.</p> | <p>Develop body management through a range of floor exercises</p> <p>Used core strength to link recognised gymnastics elements</p> <p>Attempted to use rhythm while performing a sequence</p> <p>Challenged themselves to develop strength and flexibility</p> <p>Experienced different types of small sided invasion games</p> <p>Able to send and receive balls</p> | <p><b>Literacy:</b> Using appropriate language for to help improve the performance of individual actions and group sequences.</p> <p><b>Numeracy:</b> Able to estimate how long it will take to complete a sequence; time movements to correspond with others.</p> <p><b>Literacy:</b> Using appropriate language for football and games; identify and describe simple football skills</p> <p><b>Numeracy:</b> Estimate angles for throw-ins and kicks for accurate sending of the ball.</p> | <p>To have a willingness to participate in a game.</p> <p>To show respect for others in different situations.</p> |

# SUBJECT CURRICULUM LONG TERM PLAN

|  |  |   |      |  |  |  |      |
|--|--|---|------|--|--|--|------|
|  | Experience different types of small sided games<br>Able to send and receive balls<br>Use a variety of skills and techniques to defend and attack | Numeracy: To estimate speed and distance of run and pass.<br>Able to explain the number 3 in relation to handball   |      |  | Use a variety of techniques and tactics to play competitively both attacking and defending |  |      |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know   |  | <b>Key skills</b> Which can be applied once the knowledge is understood   |      | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know   |  | <b>Key skills</b> Which can be applied once the knowledge is understood  |      |
| <u>Dance</u><br>To know how to perform a jazz square.<br><br>To know how to perform as 2 different characters.<br><br><u>Handball</u><br>To know there are different small sided games<br><br>To know how to send and receive balls.<br><br>To know how to use a variety of skills to defend and attack. |  | To perform a jazz square in a dance sequence.<br><br>To perform in role<br><br>To be able to pass the ball using their hands.<br><br>To be able to defend in a small sided game.<br><br>To play a game of handball. |      | <u>Gymnastics</u><br>To know how to develop a sequence<br><br>To know how to master leaping, jumping, balancing and stretching.<br><br>To know how to work in a group<br><br><u>Football</u><br>To know how to kick a football accurately (side of the foot and trapping the ball).<br><br>To know the basic rules of football<br><br>To know how to send the ball accurately. |  | To use their skills to develop a sequence using different pathways, directions and shapes.<br><br>To demonstrate and work in unison in their sequence.<br><br>To be able to pass the ball accurately in a game situation.<br><br>To show how to send and receive the ball using the skills ( side of the foot and trapping the ball) |      |
| Spring Term 1  |  |   |      | Spring Term 2  |  |  |      |
| Key Vocabulary   | Interleaving Opportunities (e.g.   | Links to wider curriculum (e.g.   | SMSC | Key Vocabulary   | Interleaving Opportunities (e.g. when past   | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC |

## SUBJECT CURRICULUM LONG TERM PLAN

|   | <i>when past topics can be revisited)</i>  | <i>different subjects or key stages)</i>   |   |   | <i>topics can be revisited)</i>  |   |   |
|---|--|--|---|---|--|---|---|
| <p><b>Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different, bounce, box splits.</b></p> <p><b>Hit, return, court, forehand, backhand, shuttlecock, points, score, net, tactics, underarm, overarm, racquet.</b></p> | <p><b>Modified actions independently using different pathways, directions and shapes</b></p> <p><b>Consolidated and improved quality of movements and gymnastics actions</b></p> <p><b>Related strength and flexibility to the actions and movements they are performing</b></p> <p><b>Used basic compositional ideas to improve sequence work—unison</b></p> <p><b>Experienced different types of hitting with their hand and racquets</b></p> <p><b>Able to recognise boundaries on courts/playing areas</b></p> | <p><b>Literacy:</b></p> <p><b>Learned new words such as Japana and a range of different contexts for words such as ‘broad’ jump.</b></p> <p><b>Able to describe in more details body actions and similarities and differences between actions and compositional ideas</b></p> <p><b>Numeracy: To apply range and distance with relation to the body, for example, increased range of motion at a joint means increased flexibility. Able to use number and rhythm to sequences</b></p> | <p><b>To have a willingness to participate in a game.</b></p> <p><b>To show respect for others in different situations.</b></p> | <p><b>Do Se Do, hop step ball change, dynamics, partner work, floor patterns and shape, angular, energetic, strong, mirroring, and linear.</b></p> <p><b>Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept</b></p> | <p><b>Practise different sections of a dance aiming to put together a performance</b></p> <p><b>Perform using facial expressions</b></p> <p><b>Perform with a prop</b></p> <p><b>Experienced different types of small sided invasion games</b></p> <p><b>Able to throw and catch in a variety of ways</b></p> <p><b>Able to work with others in small team</b></p> | <p><b>Literacy: Describing dance movement. Communicating verbally to describe and visualise an observation. Give feedback to another person/partner/group.</b></p> <p><b>Numeracy: Working closely with rhythm in terms of line and shape.</b></p> <p><b>Literacy: Using appropriate language for netball and games; passing, catching; and use descriptive language to help improve the performance of skills and tactics</b></p> <p><b>Numeracy: To estimate speed and distance of run and pass. Able to explain and apply the 3-second rule.</b></p> | <p><b>To use a range of social skills to work with children from different backgrounds.</b></p> |



# SUBJECT CURRICULUM LONG TERM PLAN

|   |   |   |   |   |   |  |   |
|---|---|---|---|---|---|--|---|
|   | Recognise how to score points in a game                             | Literacy:<br>Identify rules and describe how to use them in a game<br>Numeracy:<br>Begin to keep score in a game  |   |   |   |  |   |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know  |   | <b>Key skills</b> Which can be applied once the knowledge is understood   |   | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know  |   | <b>Key skills</b> Which can be applied once the knowledge is understood  |   |
| <u>Gymnastics Unit 2</u><br>To be know how to improve a sequence.<br>To know what an explosive move is (leaps and jumps)<br><br><u>Badminton</u><br><br>To know the rules of badminton.<br>To know how to serve in a game.<br>To know how to use forehand hitting |   | To show similarities and differences in sequences.<br><br>To demonstrate a leap and a jump in their sequence<br><br><br>Be able to identify and describe the rules of badminton.<br>To start a game with a serve.<br>Be able to use forehand hitting. |   | <u>Netball</u><br>To know how to pass the ball using recognised throws ( chest pass/ shoulder pass and bounce pass)<br>To know the simple rules of netball<br>To know how to use space in a game.<br><br><u>Dance</u><br>To understand the form of Barn Dance (repetition)<br>To understand how to choreography a dance using travelling. |   | To use a range of different passes ( chest pass/ bounce pass/ shoulder pass)<br>To play a simple game of netball<br>To be able to find space in a game.<br><br><br>To choreograph a dance in the form of a Barn Dance. |   |
| Summer Term 1   |   |   |   | Summer Term 2   |   |  |   |
| Key Vocabulary  | Interleaving Opportunities (e.g. when past topics can be revisited) | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC  | Key Vocabulary  | Interleaving Opportunities (e.g. when past topics can be revisited) | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC  |
| Athletics<br>Run, jump, throw, agility, power, speed,   | Link running and jumping movements                                  | Literacy:<br>Describe how different athletics skills  | To have a willingness to participate in a game. | OAA<br>Maps, diagrams, scale, symbols,  | Taken part in a range of PE games and activities                    | Literacy: Working in groups to review, evaluate and solve problems. Use  | To have a willingness to participate in a game. |



## SUBJECT CURRICULUM LONG TERM PLAN

|   |  |  |  |   |   |   |  |
|---|--|--|--|---|---|---|--|
| <p>track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce Cricket</p> <p>Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, innings</p> | <p>Can move safely and appropriately around, between and over apparatus</p> <p>Have worked with a variety of equipment including balls, hoops, bean bags, quoits</p> <p>Experienced different games and activities where throwing and catching skills were used</p> <p>Had the opportunity to hit and strike a ball with racquets and bats</p> <p>Played in simple, striking and fielding game</p> | <p>are used in different events</p> <p>Numeracy: Sequence running and jumping for effective distance</p> | <p>To show respect for others in different situations.</p> | <p>orienteering, controls, challenges, problem-solving, lead, follow, plan, trust</p> <p>Rounders, Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, elder, innings, no ball, batting box, backstop, rounders, half rounders</p> | <p>Followed simple instructions and apply rules</p> <p>Worked collaboratively as a pair and in a small group</p> <p>Used and applied simple diagrams with pictures and symbol</p> <p>Experienced different games and activities where throwing and catching skills were used</p> <p>Had the opportunity to hit and strike a ball with racquets and bats</p> <p>Played in simple, striking and fielding game</p> | <p>effective language to encourage and lead others</p> <p>Numeracy: Recognising diagrams and symbols to scale, judge distances to guide others, use direction to design a map</p> | <p>To show respect for others in different situations.</p> |
| <p><b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know</p>   |  | <p><b>Key skills</b> Which can be applied once the knowledge is understood</p>                           |  | <p><b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know</p>   |   | <p><b>Key skills</b> Which can be applied once the knowledge is understood</p>  |  |

## SUBJECT CURRICULUM LONG TERM PLAN

|   |  |   |  |
|---|--|---|--|
| <u>Athletics</u><br>To know how to control movements in response to specific instructions<br>To know how to jump for height<br>To know how to jump for distance<br>To know how to throw with speed and power.<br><br><u>Cricket</u><br>To know the basic rules of cricket.<br>To know how to use skills in a game situation.<br>To know how to hit a bowled ball. | To show how to jump for height<br>To show how to jump for distance.<br><br>To throw a ball overarm<br>To show how to use a forward drive into space when hitting a ball. | <u>OAA</u><br>To understand how to work with others to solve problems.<br>To be able to describe how to solve different problems.<br>To know the difference between when a task is competitive and when it is collaborative.<br><br><u>Rounders</u><br>To know the basic rules of rounders.<br>To know how to hit a ball using one hand.<br>To know how to use an underarm throw. | Be able to solve problems using a map.<br><br>Be able to describe how they solved a problem.<br><br>Be able to take part in both types of competition.<br><br>To take part in a simple game of rounders.<br>To show how to hit a ball with a bat using 1 hand.<br>To hit a target using an underarm throw. |
|---|--|---|--|

Year Group: YR4

| Autumn Term 1   |   |  |  | Autumn Term 2   |   |   |  |
|---|---|--|--|---|---|---|--|
| Key Vocabulary  | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC   | Key Vocabulary  | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC   |
| Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different, | Identify similarities and differences in sequences<br>Develop body management over a range of floor exercises<br>Attempt to bring explosive | Literacy: Communicate with partner effectively using appropriate language to develop, design and evaluate work | To have a sense of enjoyment and fascination in learning about what their bodies can do. | Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisation, rehearse, | Practise different sections of a dance aiming to put together a performance<br>Perform using facial expressions | Literacy: Describe the role of—director and choreographer.<br>Numeracy: Work on counting together as a group to ensure timing especially when | To have a willingness to participate in a game.<br><br>To show respect for others in different situations. |

## SUBJECT CURRICULUM LONG TERM PLAN

|  |   |  |  |  |  |   |  |
|--|---|--|--|--|--|---|--|
| <p>direction, speed, partner, actions</p> <p>Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot.</p> | <p>movements into floor work through jumps and leaps</p> <p>Showed increasing flexibility in shapes and balances</p> <p>Experienced different types of small sided invasion games</p> <p>Able to send and receive balls</p> <p>Use a variety of techniques and tactics to play competitively both attacking and defending</p> | <p><b>Numeracy:</b> Include set numbers of moves in combination and individually</p> <p><b>Literacy:</b> Using appropriate language for hockey and games; able to describe skills and tactics, able to help others improve by describing simple elements of the skills and games.</p> <p><b>Numeracy:</b> Able to estimate distances and speeds needed in runs and sprints. To know and interpret the proper use of distance when marking and able to implement in a game.</p> | <p>To use a range of social skills to work with children from different backgrounds.</p> | <p>director, choreographer, slide, formation, freeze frames</p> <p>Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different, bounce, box splits, tension, travelling steps</p> | <p>Perform with a prop</p> <p>Can identify similarities and differences in sequences</p> <p>Developed body management over a range of floor exercises</p> <p>Attempted to bring explosive moves into floor work through jumps and leaps</p> <p>Can show increasing flexibility in shapes and balance</p> | <p>performing in cannon and set formations</p> <p><b>Literacy:</b> Work with others to learn transitional movements, describe actions and technical ways to improve them</p> <p><b>Numeracy:</b> Remembering and recalling the sequence, recognising appropriate space to perform dynamic actions</p> |  |
|--|---|--|--|--|--|---|--|

## SUBJECT CURRICULUM LONG TERM PLAN

| Threshold Concepts Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b><br>The minimum all pupils should know   |   | Key skills<br>Which can be applied once the knowledge is understood   |   | Threshold Concepts Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b><br>The minimum all pupils should know   |   | Key skills<br>Which can be applied once the knowledge is understood   |   |
|--|---|---|---|--|---|---|---|
| <u>Gymnastics Unit 1</u><br>To be know the progression of a cartwheel.<br>To know how to perform in time with a partner.<br>To know how to use a change of height, speed or direction in a sequence. |   | To show the progression of a cartwheel.<br><br>Be able to demonstrate a change in height, speed or direction in their sequence. |   | <u>Dance</u><br>To explain and understand what a slide and roll is.<br>To know how to develop a freeze frame into a dance sequence.<br>To know why it is important to practice a routine.                    |   | To practice and perform a slide and roll.<br>To develop a 5-action routine.<br>To use a freeze frame in their dance routine.                                    |   |
| <u>Hockey</u><br>To know how to perform a push pass.<br>To know the basic rules of hockey<br>To understand the term tactic<br>To know how to increase their speed in a game situation.               |   | To demonstrate a push pass in a game situation.<br><br>To play a game of hockey and show their increase in speed.               |   | <u>Gymnastics Unit 2</u><br>To know how to take their weight on their hands in different ways.<br>To know the muscles needed to help build core strength<br>To know the elements of a more complex sequence. |   | To demonstrate taking their weight on their hands ( donkey kicks, frog jumps, front support and bank support)<br><br>To develop and perform a complex sequence. |   |
| Spring Term 1  |   |   |   | Spring Term 2  |   |   |   |
| Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC  | Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC  |
| Contact, dynamics, communicate, character, focus, facial expression, floor pattern, formation, level, speed, size, direction, background,  | Work to include freeze frames in routines<br>Practise and perform a variety of different formations in dance<br>Develop a dance to perform as a | Literacy: Verbal description and applying a written story to dance<br>Numeracy: Exploring and using shape and pattern           | To have a willingness to participate in a game. | Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points.   | To work with others to solve problems<br>To describe their work and use different strategies to solve problems<br>To lead others and be led | Literacy: Using appropriate language for OAA; able to describe how problems are solved and other solutions<br>Numeracy: Able to estimate distances and          | To use a range of social skills to work with children from different backgrounds. |

# SUBJECT CURRICULUM LONG TERM PLAN

|   |   |   |      |   |  |  |      |
|---|---|---|------|---|--|--|------|
| ornamentation, facing   | group with a set starting position  | Literacy: Using appropriate language in a game to communicate<br>Numeracy: Estimate distance to use appropriate pass e.g. bounce = shot distances |      |   | To differentiate between when a task is competitive and when it is collaborative | speeds needed in runs and sprints. Read and interpret compass points   |      |
| Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free throw, link, teamwork                     | Able to show basic passing and catching skills<br>Have learnt some basic defensive techniques<br>Can implement some rules of handball |   |      |   |  |  |      |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know              |   | <b>Key skills</b> Which can be applied once the knowledge is understood   |      | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know  |  | <b>Key skills</b> Which can be applied once the knowledge is understood  |      |
| <u>Dance</u><br>To know how to develop choreography linked to a theme.<br>To understand the term ornamentation<br>To know how to use devices to manipulate movements. |   | To choreograph a dance routine linked to a theme.<br>To use ornamentation in their dance<br>To use a range of devices in their dance.             |      | <u>OAA</u><br>To know how to work well in a team and understand the different roles.<br>To know how to use a compass<br>To know how to a map and symbols.<br>To know how to identify what went well and suggests ways to improve. |  | Be able to demonstrate how to use a compass and a map in a situation.<br><br>Be able to work well in a team and take on the different roles. |      |
| <u>Handball</u><br>To understand the 3-step rule.<br>To know how to stop attacks by blocking and intercepting.<br>To know how to implement the rules of handball.     |   | To demonstrate and use the 3 step rule in a game.<br>To demonstrate how to stop attacks by blocking.<br>Be able to explain the rules of handball. |      | <u>Tri Golf</u><br>To know how to hold a golf club correctly.<br>To know how to hold a putter.<br>To understand how to control the speed and distance of a ball.  |  | Be able to demonstrate how to hold a putter.<br><br>Be able to show control of a golf ball in different game situations.                     |      |
| Summer Term 1   |   |   |      | Summer Term 2   |  |  |      |
| Key Vocabulary  | Interleaving Opportunities  | Links to wider curriculum (e.g.   | SMSC | Key Vocabulary  | Interleaving Opportunities   | Links to wider curriculum (e.g.  | SMSC |

## SUBJECT CURRICULUM LONG TERM PLAN

|   | <i>(e.g. when past topics can be revisited)</i>   | <i>different subjects or key stages)</i>  |                                  |  | <i>(e.g. when past topics can be revisited)</i>   | <i>different subjects or key stages)</i>  |   |
|---|---|---|----------------------------------|--|---|---|---|
| <b>Athletics</b><br><b>Tennis</b><br>Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce<br><br>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready | <b>Show controlled movements and body actions in response to specific instructions</b><br>Can demonstrate agility and speed<br>Jump for height and distance with control and balance<br>Throw with speed and power and apply appropriate force<br><br>Have experienced playing some tennis rules<br>Have explored serving in tennis<br>Can play with a racquet to hit using some shot | <b>Literacy: Decide ways to improve running, jumping and throwing and implement these</b><br><b>Numeracy: Measure distances of throws. Time runs either with a stop clock or through counting patterns</b><br><br><b>Literacy: Describe differences between the different shots in tennis</b><br><b>Numeracy: Keep score in a variety of different games where different points are available for a different shot.</b> | <b>To cooperate with others.</b> | <b>Tag rugby</b><br>Passing, Running, Backwards, Tag, Straight, Space, Teamwork, defend, attack, compete, evade, pace, pickup, step<br><br><b>Cricket</b><br>Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings, strike, cross, four, six, single, over, balls, pull, shot, forward | <b>To perform basic tag rugby skills, throwing and catching</b><br><br><b>To be able to run and create space while attacking</b><br><br><b>To implement basic rules of tag rugby</b><br><br><b>Experienced different types of striking and fielding games including pairs cricket</b><br><br><b>Able to throw and catch balls</b><br><b>Experienced striking a bowled ball and applying the rules of a game</b> | <b>Literacy: Use appropriate language to describe skills and tactics, help improve others by explaining basic techniques</b><br><b>Numeracy: Estimate different distances needed in runs and sprints, using different required strength in passing over a variety of distances</b><br><br><b>Literacy: Using appropriate language for Cricket and games; able to describe skills and tactics, able to help others improve by describing simple elements</b> | <b>To show respect for others in different situations.</b><br><br><b>To use their imagination in creation of a piece of work.</b> |

# SUBJECT CURRICULUM LONG TERM PLAN

|  |  |   |  |   |  |   |  |
|--|--|---|--|---|--|---|--|
|  |  |   |  |   |  | of the skills and games.<br><b>Numeracy:</b> Able to record and recall scores as individual and team. Can estimate distances to send the ball and intercept.                    |  |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know                                       |  | <b>Key skills</b> Which can be applied once the knowledge is understood   |  | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know                                  |  | <b>Key skills</b> Which can be applied once the knowledge is understood   |  |
| <u>Athletics</u><br>To know how to use the sling throw<br>To know how to take off on 1 foot in long jump.<br>To be able to explain a baton exchange in a relay.                                |  | To demonstrate the sling throw using a range of different objects.<br>To show how to take off on 1 in long jump.<br>To take part in a relay baton exchange on a bend. |  | <u>Tag Rugby</u><br>To understand that the ball must be passed back in tag rugby.<br>To know how to keep possession in a game.<br>To know how to pick up and run with the ball.           |  | To demonstrate how to pick up and run with the ball in a game situation.<br>To keep possession in a game for a given amount of time.<br>Be able to demonstrate a sideways pass. |  |
| <u>Tennis</u><br>To be able to explain how to use the forehand and backhand shot.<br>To be understand the importance of returning a serve.<br>To understand the different positions in tennis. |  | To be able to explore the forehand and backhand shot.<br>To work on returning their serve in gameplay.<br>To play in the positions during a game.                     |  | <u>Cricket</u><br>To know how to bowl overarm from a stationary position.<br>To know how to intercept the ball with 1 hand.<br>To understand a range of tactics they could use in a game. |  | To demonstrate a bowling action in a stationary position.<br>To show their tactic understanding in a game situation.  |  |

Year Group: YR5



## SUBJECT CURRICULUM LONG TERM PLAN

| Autumn Term 1   |   |  |  | Autumn Term 2   |   |  |  |
|---|---|--|--|---|---|--|--|
| Key Vocabulary  | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC   | Key Vocabulary  | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC   |
| Dance, stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, locomotion, Bangra, wall patterns, steps, dance style | Worked to include freeze frames in routines<br>Practised and performed a variety of different formations in dance<br>Developed a dance to perform as a group with a set starting position | Literacy: Describe the differences between the styles of dances you have covered in this unit of work.<br>Numeracy: Work out degrees of turns. Perform to 8 beats in a variety of dance styles | To have a sense of enjoyment and fascination in learning about what their bodies can do.<br><br>To use their imagination in creation of a piece of work. | Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical<br><br>Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play | Have become more confident to perform skills consistently<br>Can work to improve sequences and individual actions<br>Can work in groups and aim to perform sequences in time with others<br>Can make changes to sequences using compositional ideas<br><br>Learned about attacking as a team and moving toward a goal<br>Able to follow the basic rules for | Literacy: Work safely with a partner to perform both partner and counter balances<br>Numeracy: Demonstrate symmetrical and asymmetrical shapes, balances and travel actions<br><br>Literacy: Using appropriate language for hockey and games; able to describe how a passage of play could be improved. Able to compare & contrast their performance against others.<br>Numeracy: Able to accurately | To have a willingness to participate in a game.<br><br>To show respect for others in different situations. |

# SUBJECT CURRICULUM LONG TERM PLAN

|   |  |   |  |   |   |   |  |   |  |  |  |                                 |  |      |  |
|---|--|---|--|---|---|---|--|---|--|--|--|---------------------------------|--|------|--|
|   |  |   |  |   | modified/mini hockey games<br>Learned how to pass, receive, control, dribble and shoo | position themselves at appropriate distances for free hits and side-line balls. Able to keep score consistently in competitive games.   |  |   |  |  |  |                                 |  |      |  |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know  |  |   |  | <b>Key skills</b> Which can be applied once the knowledge is understood   |   | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know                                |  | <b>Key skills</b> Which can be applied once the knowledge is understood |  |  |  |                                 |  |      |  |
| <u>Dance</u><br>To understand a different dance form (Bollywood)<br>To know how to work collaboratively to develop and perform a dance routine.<br>To understand the difference between a locomotor and non-locomotor action.<br>To understand the features of a line dance.  |  |   |  | To develop and perform a Bollywood dance sequence.<br>To demonstrate both locomotor and non-locomotor moves.                          |   | <u>Gymnastics</u><br>To understand the term counter balance.<br>To understand the importance of symmetry in a sequence.<br>To be able to know how to complete a round off in isolation. |  |   |  | To be able to demonstrate a counter balance in a sequence with a partner.<br>To be able to demonstrate symmetry in a sequence.<br>To attempt to complete a round off in isolation. |  |                                 |  |      |  |
| <u>Cross Country</u><br>To understand the difference between a cross country running event and a spirit event.<br>To know how to run for a sustained period of time or over a set distance.<br>To understand the importance of a warm up when taking part in a running event. |  |   |  | To be able to sustain a steady pace of running over a certain distance,<br>To be able to lead a warm up linked to a running activity. |   | <u>Hockey</u><br>To know how to complete a block tackle.<br>To know how to complete a sweep shot over a distance.<br>To know how to mark a player in a game of hockey.                  |  |   |  | To be able to demonstrate a block tackle in a game situation.<br><br>To be able to demonstrate a sweep shot in a game.   |  |                                 |  |      |  |
| Spring Term 1   |  |   |  |   |   | Spring Term 2   |  |   |  |  |  |                                 |  |      |  |
| Key Vocabulary  |  | Interleaving Opportunities<br>(e.g. when past |  | Links to wider curriculum (e.g.   |   | SMSC  |  | Key Vocabulary  |  | Interleaving Opportunities<br>(e.g. when past  |  | Links to wider curriculum (e.g. |  | SMSC |  |

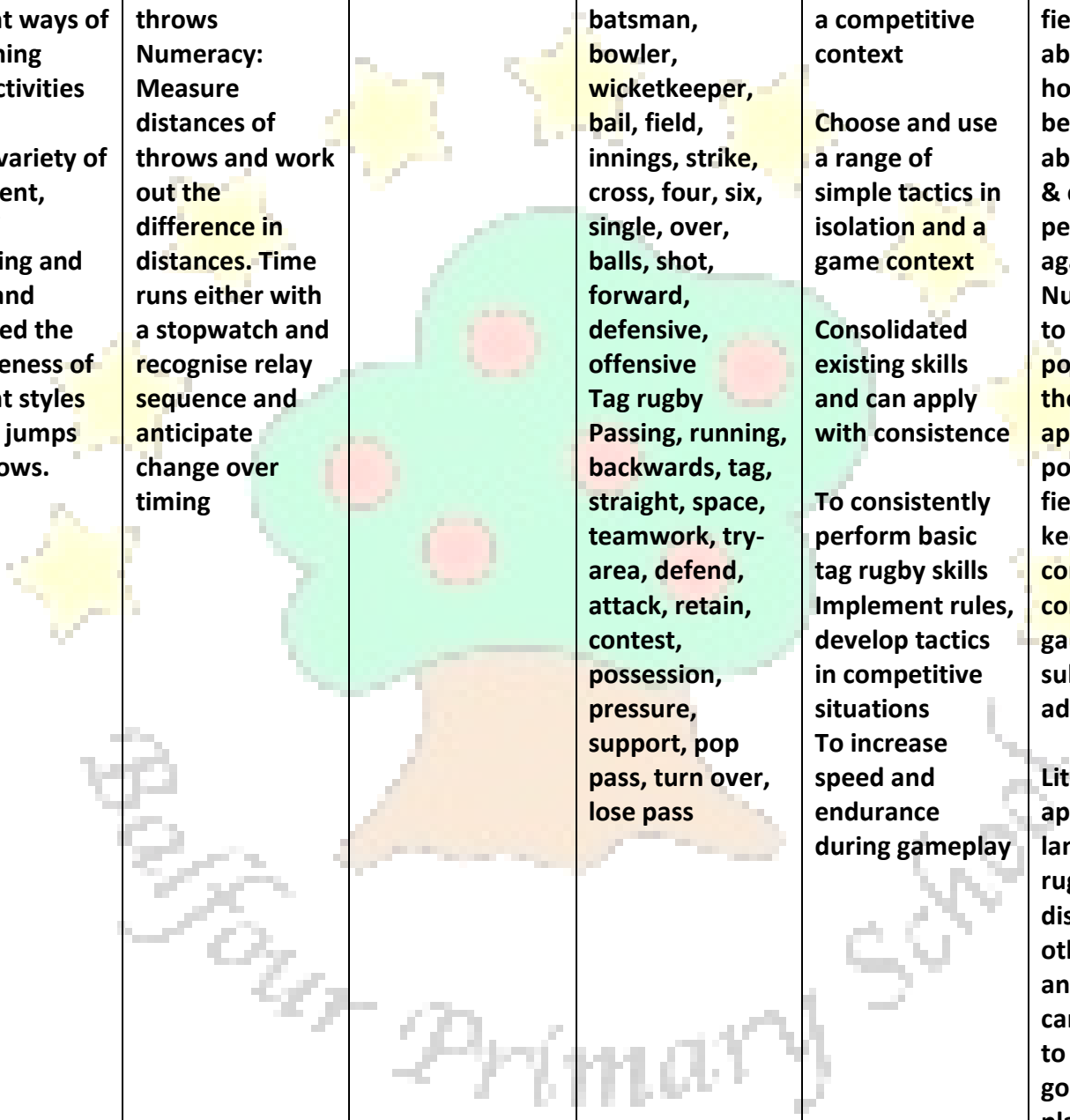
## SUBJECT CURRICULUM LONG TERM PLAN

|   | <i>topics can be revisited)</i>  | <i>different subjects or key stages)</i>  |  |   | <i>topics can be revisited)</i>  | <i>different subjects or key stages)</i>  |   |
|---|--|---|--|---|--|---|---|
| <p><b>Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical</b></p> <p><b>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles</b></p> | <p><b>Have created longer and more complex sequences and can adapt performances</b></p> <p><b>Can compare performances and judge strengths and areas for improvement</b></p> <p><b>Can select a component for improvement, for example, timing or ow</b></p> <p><b>Have developed an increased range of body actions and shapes to include in a sequence</b></p> <p><b>Explored forehand and backhand shots</b></p> <p><b>Worked to serve and return serve</b></p> <p><b>Can identify good positions</b></p> | <p><b>Literacy: Use appropriate language to give feedback to other groups.</b></p> <p><b>Work with a partner to create pathway sequence. Work with others to devise and participate in starter activity.</b></p> <p><b>Numeracy: Select and apply asymmetrical balances to sequence</b></p> <p><b>Literacy: Describe the additional rules learnt in tennis games for both singles and doubles</b></p> <p><b>Numeracy: Score games appropriately where different points are achieved for different shots</b></p> | <p><b>To have a sense of enjoyment and fascination in learning about what their bodies can do.</b></p> <p><b>To have an understanding of wide range of cultures.</b></p> | <p><b>Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot</b></p> <p><b>Maps, diagrams, remember, symbols, orienteering, challenges, problem-solving, lead, challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual</b></p> | <p><b>Introduced to high five netball positions</b></p> <p><b>Acquired and applied basic shooting techniques</b></p> <p><b>Demonstrated and implemented some basic rules of high five</b></p> <p><b>Developed netball skill such as marking and footwork</b></p> <p><b>Work well in a team or group and understood roles</b></p> <p><b>Plan strategies to solve problems</b></p> <p><b>Identify the relevance of and use maps, compass and symbols</b></p> <p><b>Identify what they do well and suggest what</b></p> | <p><b>Literacy: Using appropriate language for netball and games; able to describe how a passage of play could be improved. Able to compare &amp; contrast their performance against others.</b></p> <p><b>Numeracy: Able to accurately position themselves at appropriate distances for penalty and free passes and sideline balls. Able to keep score consistently in competitive games.</b></p> <p><b>Literacy: Use appropriate language to give feedback to other groups.</b></p> | <p><b>To have a willingness to participate in a game.</b></p> <p><b>To show respect for others in different situations.</b></p> |

# SUBJECT CURRICULUM LONG TERM PLAN

|   |   |  |   |  |   |   |                           |
|---|---|--|---|--|---|---|---------------------------|
|   | to stand on the course  |  |   |  | they could do to improve  | Work with a partner to communicate and solve a problem.<br>Numeracy:<br>Apply number sequences  |                           |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know  |   | <b>Key skills</b> Which can be applied once the knowledge is understood  |   | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know   |   | <b>Key skills</b> Which can be applied once the knowledge is understood   |                           |
| <u>Gymnastics</u><br>To know how to lead a warm up and why it is important to warm up.<br>To know how to link cartwheels together.<br>To know how to give feedback to a peer.<br><br><u>Tennis</u><br>To know how to volley the ball.<br>To know how to complete an overhead shot.<br>To know how to apply these skills in a game situation.<br>To understand the scoring system in tennis. |   | To be able to lead a warm up at the start of the session.<br>To show a set of linked cartwheels in a sequence.<br>To give feedback to their peer.<br><br>To be able to demonstrate a volley and an overhead shot in a game situation.<br><br>To be a scorer in a game of tennis. |   | <u>Netball</u><br>To be able to know how to pivot and dodge.<br>To know how to shoot with 2 hands.<br>To be able to explain the different positions on the court.<br><br><u>OAA</u><br>To understand Morse code.<br>To understand how to solve problems using their memory.<br>To understand how to develop and use trust to help solve a problem. |   | To be able to demonstrate a pivot and a dodge in a game situation.<br>To be able to shoot with 2 hands.<br>To be able to take part in a game of netball.<br><br>To be able to use and interpret Morse Code.<br>To use their memory to solve a problem.<br>To be able to solve a problem in a small group. |                           |
| Summer Term 1   |   |  |   | Summer Term 2  |   |   |                           |
| Key Vocabulary  | Interleaving Opportunities (e.g. when past topics can be revisited) | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC  | Key Vocabulary   | Interleaving Opportunities (e.g. when past topics can be revisited) | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC                      |
| Athletics<br>Run, jump, throw, agility, power, speed,   | Used running, jumping and throwing; investigated in                 | Literacy:<br>Distinguish and describe good performance in  | To show respect for others in different situations. | Cricket<br>Stance, bowling, bat, wicket, stumps, crease,   | Developed a range of striking, fielding & Cricket skills            | Literacy: Using appropriate language for cricket and  | To cooperate with others. |

## SUBJECT CURRICULUM LONG TERM PLAN

|   |  |   |   |  |  |   |  |
|---|--|---|---|--|--|---|--|
| <p>track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass</p> <p>Ultimate Frisbee</p> | <p>small groups different ways of performing these activities</p> <p>Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws.</p> | <p>runs, jumps and throws</p> <p>Numeracy: Measure distances of throws and work out the difference in distances. Time runs either with a stopwatch and recognise relay sequence and anticipate change over timing</p> |  | <p>boundary, batsman, bowler, wicketkeeper, bail, field, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive</p> <p>Tag rugby</p> <p>Passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support, pop pass, turn over, lose pass</p> | <p>they can apply in a competitive context</p> <p>Choose and use a range of simple tactics in isolation and a game context</p> <p>Consolidated existing skills and can apply with consistence</p> <p>To consistently perform basic tag rugby skills</p> <p>Implement rules, develop tactics in competitive situations</p> <p>To increase speed and endurance during gameplay</p> | <p>striking &amp; fielding games; able to describe how a play could be improved, able to compare &amp; contrast their performance against others</p> <p>Numeracy: Able to accurately position themselves at appropriate positions in the field. Able to keep score consistently in competitive games, subtracting and adding to scores.</p> <p>Literacy: Use appropriate language for tag rugby, able to discuss how other players and themselves can improve and to describe a good period of play and</p> |  |
|---|--|---|---|--|--|---|--|

# SUBJECT CURRICULUM LONG TERM PLAN

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
|  |  |   |  |  |  | attacking formations<br>Numeracy: Able to run at correct angles and speed to create space and make it difficult for defenders, able to keep score consistently in competitive games                  |  |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b><br>The minimum all pupils should know  |  | <b>Key skills</b><br>Which can be applied once the knowledge is understood  |  | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b><br>The minimum all pupils should know                            |  | <b>Key skills</b><br>Which can be applied once the knowledge is understood   |  |
| <u>Athletics</u><br>To be able to understand the role of each person in a relay team.<br>To be able to how to perform a range of jumps showing increased accuracy.<br>To understand how to improve their running distance over a certain period of time. |  | To be able to take part in a relay team working at their maximum speed.<br><br>To improve their running distance over a certain period of time.   |  | <u>Cricket</u><br>To understand and watch the flight of the ball.<br>To understand how to bowl the ball overarm.<br>To understand how to play a defensive shot.                        |  | To be able to take part in a game of cricket and play a defensive shot at the correct time.<br><br>To be able to demonstrate how to bowl the ball overarm in both isolation and in a game situation. |  |
| <u>Ultimate Frisbee</u><br>To know how to hold a Frisbee in the correct way, hand up<br>To know the simple rules of the game<br>Ultimate Frisbee<br>To understand the different roles in the game.   |  | To be able to throw a Frisbee accurately to a team mate.<br>To be able to play a simple game of ultimate Frisbee.<br>To be able to demonstrate and play in different roles during a game. |  | <u>Tag Rugby</u><br>To know how to combine a skills together such as running and passing,<br>To know how to use a range of different tactics. (magic diamond formation and a pop pass) |  | To be able to combine passing and running in a game situation.<br><br>To be able to use the magic diamond formation and a pop pass during a game situation.  |  |

# SUBJECT CURRICULUM LONG TERM PLAN

| Autumn Term 1   |  |   |  | Autumn Term 2  |   |  |   |
|---|--|---|--|--|---|--|---|
| Key Vocabulary  | Interleaving Opportunities<br>(e.g. when past topics can be revisited)   | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC   | Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC  |
| Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot, blocking | To be able to confidently use specific netball skills in games, for example: pivoting, dodging, bounce pass and previous skills learnt<br>To play efficiently in different positions on the pitch both attack and defence<br>To increase power and strength of passes, moving the ball over longer distances | Literacy: Discuss and plan outcomes for strategies as a team<br>Numeracy: Judge distances for rules on how close a player can be to mark the ball. Play in the correct position in designated thirds. | To have a willingness to participate in a game.<br><br>To show respect for others in different situations. | Motif, phrase, street dance, Hakka, Step, slide, repeat, beat, composition, collaborate, formations, stag leap, rebound, expression, gesture, dynamics<br><br>Flight, vault, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility | Have performed different styles of dance fluently and clearly adapting them to include the use of space rhythm & expression<br>Worked collaboratively in groups to compose simple dances<br>Recognized and commented on dances suggesting ideas for improvement<br><br>Can create longer and more complex sequences and adapt performances<br>Take the lead in a group when | Literacy: Work in pairs and small groups to create a range of dance styles, describe differences between unison and cannon<br>Numeracy: Judge distances to jump across distance in stag leap, use specified actions to create dance phrases<br><br>Literacy: Work in pairs and small groups to create safe sequences using flight, describe differences between unison and cannon<br>Numeracy: Judge distances | To have an understanding of wide range of cultures.<br><br>To use their imagination in creation of a piece of work. |



# SUBJECT CURRICULUM LONG TERM PLAN

|   |  |  |  |  |  |   |
|---|--|--|--|--|--|---|
|   |  |  |  | <p>preparing a sequence<br/>Can develop symmetry individually, as a pair and in a small group<br/>Can compare performances and judge strengths and areas for improvement</p>                                 | <p>to jump off apparatus, create specified element sequences</p> |   |
| <p><b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b><br/>The minimum all pupils should know</p>   |  | <p><b>Key skills</b><br/>Which can be applied once the knowledge is understood</p>   |  | <p><b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b><br/>The minimum all pupils should know</p>  |  | <p><b>Key skills</b><br/>Which can be applied once the knowledge is understood</p>  |
| <p><u>Basketball</u><br/>To know how to work as team to improve game play and tactics.<br/>To understand how to sort players out around the D.<br/>To understand how to get rebounds both as an attacker and a defender.<br/>To know how to knock the ball away.</p>                    |  | <p>To be able to make quicker decisions during a netball game.<br/>To be able to grab a rebound in the role of an attacker.<br/>To be able to grab a rebound in the role of a defender.<br/>To be able to knock the ball away in a game situation.</p> |  | <p><u>Dance</u><br/>To understand some basic street dance skills.<br/>To know how to use tension and extension to control the body.<br/>To know how to identify appropriate group dynamics in the Hakka.</p> |  | <p>To be able to perform a range of street dance skills.<br/>To be able to compose a street dance routine.<br/>To be able to use tension and extension to control their body.</p> |
| <p><u>Cross Country</u><br/>To understand the difference between a cross country running event and a spirit event.<br/>To know how to run for a sustained period of time or over a set distance.<br/>To understand the importance of a warm up when taking part in a running event.</p> |  | <p>To be able to sustain a steady pace of running over a certain distance,<br/>To be able to lead a warm up linked to a running activity.</p>  |  | <p><u>Tag Rugby</u><br/>To understand a range of different tactics to attack and defend (support player with the ball, spaces not faces principle)<br/>To understand the STEP principle.</p>                 |  | <p>To be able to choose and implement a range of tactics.<br/>To be able to the STEP principle to lead a small group warm up.</p>   |

# SUBJECT CURRICULUM LONG TERM PLAN

| Spring Term 1  |   |  |  | Spring Term 2  |   |   |   |
|--|---|--|--|--|---|---|---|
| Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)  | SMSC   | Key Vocabulary   | Interleaving Opportunities<br>(e.g. when past topics can be revisited)  | Links to wider curriculum (e.g. different subjects or key stages)   | SMSC  |
| <p>Tactics, shots, bowling, wicket, stumps, crease, boundary, stance, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive, wide, no ball</p> <p>Flight, sequences, combinations, direction, speed, partner, asymmetrical, actions, control, balance, strength, flexibility, half lever, box splits, bridge, broad jump, splits, dish, arch, bounce</p> | <p>Link together a range of basic cricket skills and used in combination Collaborated as a team to choose, use and adapt rules in games Relate some aspects of fitness which apply to cricket, e.g. power, flexibility and cardiovascular endurance</p> <p>Have lead group warm-up showing understanding of the need for strength and flexibility Have worked independently and in small groups to make</p> | <p><b>Literacy:</b> Discuss and plan outcomes for strategies as a team both when fielding and batting<br/><b>Numeracy:</b> Judge required run rates and calculated scores. Estimate time and distance in the field.</p> <p><b>Literacy:</b> Work in groups of four collaboratively to create sequences<br/><b>Numeracy:</b> Choose appropriate elements for the sequence to last 1 minute. Use a stopwatch to time sequences</p> | <p>To show respect for others in different situations.</p> <p>To use their imagination in creation of a piece of work.</p> <p>To use their imagination in creation of a piece of work.</p> | <p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles</p> <p>Control, use space, defend, attack, dribble, pass, push, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting</p> | <p>Have experienced a variety of shots including forehand, backhand, volley, and overhead Can begin games using serves and appropriate service rules Can play in singles and doubles games</p> <p>Developed passing, dribbling and shooting skills Can confidently select and apply basic skills in a game situation Learnt ways of marking and defending</p> | <p><b>Literacy:</b> Describe why rules were not adhered to in games as a referee<br/><b>Numeracy:</b> use full Tennis scoring system to score points and keep track of points in a game</p> <p><b>Literacy:</b> Discuss and plan outcomes for strategies as a team<br/><b>Numeracy:</b> Judge distances for rules on how close a player can be in</p> | <p>To have a willingness to participate in a game.</p> <p>To show respect for others in different situations.</p> |

# SUBJECT CURRICULUM LONG TERM PLAN

|  |  |  |      |  |  |   |      |
|--|--|--|------|--|--|---|------|
|  | up own sequences<br>Began to use music in sequences☐<br>Have experienced taking part in and remembering more complex sequences |  |      |  |  | different game situations   |      |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know   |  | <b>Key skills</b> Which can be applied once the knowledge is understood  |      | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know   |  | <b>Key skills</b> Which can be applied once the knowledge is understood   |      |
| <u>Gymnastics</u><br>To know how to perform a sequence to a piece of music.<br>To know how to develop more complex sequences.<br>To know how to use stimuli in their sequence.<br>To understand the term stimuli in gymnastics.<br><br><u>Hockey</u><br>To know how to shoot the ball from close range.<br>To know how and when to use a range of tactics in different game situations.<br>To start to understand how to combine skills learnt previously and perform them at speed. |  | To be able to develop and perform a sequence to a piece of music.<br>To develop a more complex sequence using a range of stimuli.<br><br>To be able to shoot from close range accurately.<br>To use a range of different tactics in game situations.<br>To be able to apply their skills at perform them at speed. |      | <u>Cricket</u><br>To understand the different tactics for attacking and defending in different roles.<br>To be understand how to track and catch a high ball.<br>To be able to know how to field in pairs.<br><br><u>Volleyball</u><br>To know how to volley the ball<br>To know how to dig the ball<br>To know how to use rotation in a game situation. |  | To use different tactics in a game and take on different roles.<br><br>To be able to catch a high ball successfully.<br>To field in pairs successfully during a game.<br><br>To be able to volley the ball<br>To be able to dig the ball in a game situation<br>To use the rotation system in a game situation. |      |
| Summer Term 1  |  |  |      | Summer Term 2  |  |   |      |
| Key Vocabulary   | Interleaving Opportunities (e.g. when past   | Links to wider curriculum (e.g.  | SMSC | Key Vocabulary   | Interleaving Opportunities (e.g. when past | Links to wider curriculum (e.g.   | SMSC |

## SUBJECT CURRICULUM LONG TERM PLAN

|   | <i>topics can be revisited)</i>  | <i>different subjects or key stages)</i>   |  |  | <i>topics can be revisited)</i>   | <i>different subjects or key stages)</i>  |  |
|---|--|--|--|--|---|---|--|
| <b>OAA</b><br><b>Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, team, design, instructions, extend, knot, orient</b><br><br><b>Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot, blocking, screen, goalkeeper, dribble,</b> | <b>Explore ways of communicating in a range of challenging activities</b><br><b>Navigate and solve problems from memory</b><br><b>Develop and use trust to complete a task and perform under pressure</b><br><br><b>To combine basic tag rugby skills such as catching and quickly passing in one movement</b><br><br><b>To be able to select and implement appropriate skills in a game situation</b><br><br><b>To begin to play effectively when attacking and defending</b> | <b>Literacy: Use appropriate language to give feedback to other groups.</b><br><b>Work with others to devise and participate in a new game.</b><br><b>Numeracy: Select and apply symmetry and asymmetry to balances</b><br><br><b>Literacy: Discuss and explain tactics within a team, and suggest improvements to players for their game</b><br><b>Numeracy: Judge distances and strength needed for speed.</b><br><b>Measuring their pace against others moving up towards the opposition as a</b> | <b>To show respect for others in different situations.</b> | <b>Athletics</b><br><b>Rounders</b><br><b>Run, jump, throw, agility, power, speed, track, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass, strength, judge, trajectory</b><br><br><b>Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive, predict, place, select, tactics, stance</b> | <b>Can sustain pace over short and longer distances</b><br><b>Able to run as part of a relay team working at their maximum speed</b><br><br><b>Can perform a range of jumps and throws demonstrating increasing power and accuracy</b><br><br><b>Can identify key strengths of a performer when running, jumping and throwing</b><br><br><b>Linked together a range of skills and use in combination</b><br><b>Collaborated as part of a team to choose, use and adapt rules in games</b> | <b>Literacy: Communicating ideas, describing techniques, use appropriate verbal queues and prompts as a judge</b><br><b>Numeracy: Record data, measure distance for jumps, time runs.</b><br><br><b>Literacy: Discuss and plan outcomes for strategies as a team both when fielding and batting</b><br><b>Numeracy: Judge required rounders rates and calculated scores. Estimate time and distance in the field.</b> | <b>To show respect for others in different situations.</b> |

## SUBJECT CURRICULUM LONG TERM PLAN

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  | To increase the power of passes so the ball can be moved quickly over greater distance | team, and judging positions on the pitch.  |  |  | Understand how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance |  |  |
| <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know                               |  | <b>Key skills</b> Which can be applied once the knowledge is understood  |  | <b>Threshold Concepts</b> Knowledge without which later concepts will not be fully understood / <b>Core Knowledge</b> The minimum all pupils should know                                 |  | <b>Key skills</b> Which can be applied once the knowledge is understood  |  |
| <u>OAA</u><br>To be understand how to follow and orient a map.<br>To be understand how to tie a reef knot.<br>To be understand and use information given by others to complete a task. |  | To be able to follow a map to complete a task.<br>To be able to tie a reef knot.<br>To be able to use information to complete and task.    |  | <u>Athletics</u><br>To be understand how to use a run up in the long jump.<br>To understand how to use their power in a spirit start.<br>To know how to measure throws in a competition. |  | To be to use a run up for their long jump.<br>To use their power in a spirit, start and explain the effect it has.<br>To measure a range of throws.  |  |
| <u>Handball</u><br><br>To understand the double dribble rule<br>To understand the concept of screening<br>To understand how to dribble the ball  |  | To be able to use the double dribble in game situation<br>To use the screening in a game situation<br>To use a dribble in a game situation |  | <u>Rounders</u><br>To understand the rules of rounders and apply them in a game.<br>To understand how to use a ball in different ways while bowling (faster ball, higher ball)           |  | To be able to play a small sided game using standard rounders making.<br>To be able to bowl the ball on different ways and comment on their success. |  |