

Physical Education				
Year 1	<a href="#">Dance</a>	<a href="#">Games</a>	<a href="#">Gym</a>	<a href="#">Swimming</a>
Year 2	<a href="#">Dance</a>	<a href="#">Games</a>	<a href="#">Gym</a>	<a href="#">Swimming</a>
Year 3	<a href="#">Dance</a>	<a href="#">Games</a>	<a href="#">Gym</a>	<a href="#">Swimming</a>
Year 4	<a href="#">Dance</a>	<a href="#">Games</a>	<a href="#">Gym</a>	<a href="#">Swimming</a>
Year 5 & 6	<a href="#">Dance</a>	<a href="#">Games</a>	<a href="#">Gym</a>	<a href="#">Swimming</a>

## Year 1

Year 1	Year Plan	Unit Title: Dance
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>Master basic movements [...] developing balance agility and co-ordination</li> <li>Perform dance using simple movement patterns</li> <li><b>Target Tracker Year 1</b></li> <li>Link skills and actions in different ways to suit different activities</li> <li>Establish a sequence of actions and skills that have a clear beginning middle and ending.</li> </ul>	<b>Questions/ vocabulary:</b> <ul style="list-style-type: none"> <li>Action words – turn, float, pounce, leap, crawl, slide, fall, etc</li> <li>Listen, think, imagine, create, copy, repeat.</li> <li>What action do you think you can do?</li> <li>How does the music make you feel?</li> <li>How can we represent that?</li> <li>What could we change / improve / repeat?</li> <li>How will you begin / end the dance?</li> </ul>	
		<b>Knowledge:</b>
		<ul style="list-style-type: none"> <li><b>Acquiring and developing Skills</b> <ul style="list-style-type: none"> <li>To copy actions and movement with some control and coordination using both sides of my body (e.g. begin able to hop on one leg then the other).</li> <li>Know what the terms speed, level, travel and direction mean when applied to dance.</li> </ul> </li> <li><b>Applying skills and tactics</b> <ul style="list-style-type: none"> <li>To remember simple dance steps and perform in a controlled manner.</li> <li>To choose actions and link them to music.</li> <li>Perform a short dance based on action words, whole or part body actions, travel or gesture.</li> </ul> </li> <li><b>Evaluating and improving performance</b> <ul style="list-style-type: none"> <li>To describe and discuss others work.</li> </ul> </li> <li><b>Knowledge and Understanding of fitness and health</b> <ul style="list-style-type: none"> <li>Know that exercise is an important and integral part of a healthy lifestyle</li> <li>Know that their heart is a muscle that beats faster when exercising and that this is positive (makes your heart and body stronger and more efficient)</li> <li>Know that your body gets warmer and can sweat during exercise</li> </ul> </li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>Cambridgeshire Scheme of work for PE Dance Year1</li> <li>PESSCL cards</li> <li>Appropriate music linked to topic if possible.</li> </ul>

## Year 1

Year 1	Year Plan	Unit Title: Games
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ <b>Key Stage 1</b></li> <li>▪ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities</li> <li>▪ Participate in team games, developing simple tactics for attacking and defending.</li> <li>▪ Travel with, send and receive a ball and other equipment</li> <li>▪ Develop skills for net, striking / fielding and invasion type games.</li> <li>▪ <b>Target Tracker Year 1</b></li> <li>▪ Zigzag through a series of markers spaced 2m apart</li> <li>▪ Catch (and throw) a bean bag</li> <li>▪ Throw a ball using an underarm technique.</li> </ul>		<b>Questions / Vocabulary</b> <ul style="list-style-type: none"> <li>▪ Aim throw, roll, send, receive, target, catch kick, strike dribble, forwards backwards, sideways control accurate.</li> </ul> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Know how to throw a bean bag or ball in a variety of ways.</li> <li>▪ Know how to throw and catch to a partner with increasing control.</li> <li>▪ Know how to negotiate space and avoid others and obstacles</li> <li>▪ Aim throw and catch a ball</li> <li>▪ Develop rolling aiming and throwing skills.</li> <li>▪ Develop kicking and trapping skills.</li> <li>▪ Know rules of a simple game</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Send, stop and receive balls / bean bags etc. in the direction of a goal / person.</li> <li>▪ Run with control, speed, space.</li> <li>▪ Take part in sending and receiving activities with a partner.</li> <li>▪ Move with a ball safely.</li> <li>▪ play simple competitive game.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ Know ways to stay healthy.</li> <li>▪ Know that exercise is an important and integral part of a healthy lifestyle</li> <li>▪ Know that their heart is a muscle that beats faster when exercising and that this is positive (makes your heart and body stronger and more efficient)</li> <li>▪ Know that your body gets warmer and can sweat during exercise</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Games Year1</li> <li>▪ PESSCL cards</li> <li>▪ Appropriate media video and performance cards</li> <li>▪ Balls, bean bags, hoops, bats.</li> </ul>

## Year 1

Year 1	Year Plan	Unit Title: Gymnastics
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ Master basic movements [...] developing balance agility and co-ordination</li> <li>▪ <b>Target Tracker Year 1</b></li> <li>▪ Link skills and actions in different ways to suit different activities</li> <li>▪ Establish a sequence of actions and skills that have a clear beginning middle and ending.</li> <li>▪ Jump for distance or height.</li> <li>▪ Hold a balance whilst walking along a straight line.</li> </ul>		<b>Questions / Vocabulary</b> <ul style="list-style-type: none"> <li>▪ Gymnastic vocabulary – spongy knees, Space, jump, balance, stretch, land, point, flex, turn etc.</li> <li>▪ How do we find space?</li> <li>▪ What action are you going to do?</li> <li>▪ How are you going to start / finish / link your movements?</li> <li>▪ Could we make your movement better? How?</li> </ul>
		<b>Knowledge:</b> <ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ To copy actions and movement with some control and co- ordination using both sides of my body (e.g. balance on one leg then the other).</li> <li>▪ Link individual and whole body movements together.</li> <li>▪ Use low apparatus with adult support.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Recognise space and negotiate it.</li> <li>▪ Use low apparatus safely.</li> <li>▪ Have an awareness of others when using space.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ Watch others work.</li> <li>▪ Discuss my own and others work.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ Talk about ways to stay healthy.</li> <li>▪ Know that exercise is an important and integral part of a healthy lifestyle</li> <li>▪ Know that their heart is a muscle that beats faster when exercising and that this is positive (makes your heart and body stronger and more efficient)</li> <li>▪ Know that your body gets warmer and can sweat during exercise</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Gym Year1</li> <li>▪ PESSCL cards</li> <li>▪ Benches, low horse, mats, gym apparatus such a ropes, bars, ladders.</li> <li>▪ Videos or cards modelling movement.</li> </ul>

Year 2

Year 2	Year Plan	Unit Title: Dance
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ Master basic movements [...] developing balance agility and co-ordination</li> <li>▪ <b>Target Tracker Year 2</b></li> <li>▪ Structure sequences of actions and skills in different orders to improve performance. (speed direction level etc.)</li> <li>▪ Evaluate and improve performance</li> <li>▪ Compare performance with others.</li> <li>▪ To know the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy round the body</li> <li>▪ Identify and name some large bones and muscles and explain why they are important.</li> </ul>	<p data-bbox="546 304 2206 339"><b>Questions / Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ Level, speed, dynamics, motif, phrase</li> <li>▪ Action words – turn, float, pounce, leap, crawl, slide, fall, etc.</li> <li>▪ Energy words – strong, jagged, smooth, soft, heavy light etc.</li> <li>▪ Listen, think, imagine, create, copy, repeat, vary.</li> <li>▪ What actions do you think you can do?</li> <li>▪ How can you link your movement together?</li> <li>▪ How does the music make you feel?</li> <li>▪ How can we represent that?</li> <li>▪ What could we change / improve / repeat?</li> <li>▪ How will you begin / end the dance?</li> <li>▪ Why do we warm up / cool down?</li> <li>▪ What has happened to your pulse/ Heart beat / temperature?</li> </ul> <p data-bbox="546 772 2206 807"><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ To know what the terms phrase, motif, dynamics mean</li> <li>▪ To be able perform basic steps and actions with control and coordination.</li> <li>▪ To vary a motif by changing speed, level and direction</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ To choose simple whole and part body actions and link them to music.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ To discuss theirs and others dance and think of ways to change or improve or incorporate.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ To know why we warm up and cool down (warm up - to minimise injury and prepare the body and to minimise muscle soreness and bring heart rate down.)</li> <li>▪ To know that all muscles needs exercise including the heart.</li> <li>▪ That the heart the heart is a muscle that needs exercise like all muscles.</li> <li>▪ To know and name large bones and muscles.</li> </ul>	
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Dance Year 2</li> <li>▪ PESSCL cards</li> <li>▪ Appropriate music linked to topic if possible.</li> </ul>

Year 2

Year 2	Year Plan	Unit Title: Games
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ <b>Key Stage 1</b></li> <li>▪ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities</li> <li>▪ Participate in team games, developing simple tactics for attacking and defending.</li> <li>▪ (1999 NC)</li> <li>▪ Travel with, send and receive a ball and other equipment</li> <li>▪ Develop skills for net, striking / fielding and invasion type games.</li> <li>▪ Play simple competitive games using simple tactics for defending and attacking</li> <li>▪ <b>Target Tracker Year 2</b></li> <li>▪ Zigzag through a series of tightly spaced markers.</li> <li>▪ Catch (and throw) a small ball.</li> <li>▪ Throw a ball using correct underarm technique.</li> <li>▪ Compare performance with self and others.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Aim throw, roll, send, receive, target, catch kick, strike dribble, forwards backwards, sideways control accurate, defend, attack, position.</li> </ul>
		<b>Questions / Vocabulary</b>
		<b>Knowledge:</b>
		<ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Know how to stop / catch and strike a ball with control and accuracy.</li> <li>▪ Pass and receive a ball while moving.</li> <li>▪ Know how to negotiate space and avoid others and obstacles</li> <li>▪ Know rules of a simple game</li> <li>▪ Understand what the terms defence and attack mean.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Send, stop and receive balls / bean bags etc. in the direction of a goal / person.</li> <li>▪ Run with increasing control, speed, space.</li> <li>▪ Understand how to keep self and others safe whilst playing.</li> <li>▪ Play simple competitive net, striking /fielding and invasion type games.</li> <li>▪ Use simple tactics for attacking and defending.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ Know some of the short term effects of exercise (heartbeat, pulse, temperature)</li> <li>▪ Explain the need for a dynamic warm up and cool down</li> <li>▪ I know some of the things that happen to my body during exercise.</li> <li>▪ To know that all muscles needs exercise including the heart.</li> <li>▪ That the heart is a muscle that needs exercise like all muscles.</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Games Year 2</li> <li>▪ PESSCL cards</li> <li>▪ Appropriate media video and performance cards</li> <li>▪ Balls, bean bags, hoops, bats.</li> </ul>

Year 2

Year 2	Year Plan	Unit Title: Gymnastics
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ Master basic movements [...] developing balance agility and co-ordination</li> <li>▪ <b>Target Tracker Year 2</b></li> <li>▪ Structure sequences of actions and skills in different orders to improve performance. (speed direction level etc.)</li> <li>▪ Evaluate and improve performance</li> <li>▪ Compare performance with others.</li> <li>▪ To know the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy round the body</li> <li>▪ Identify and name some large bones and muscles and explain why they are important.</li> <li>▪ Jump for distance with a controlled landing</li> <li>▪ Jump for height with a controlled landing.</li> </ul>		<p><b>Questions / Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ Gymnastic vocabulary – spongy knees, Space, jump, balance, stretch, land, point, flex, turn etc.</li> <li>▪ Listen, think, imagine, create, copy, repeat, vary.</li> <li>▪ What actions do you think you can do?</li> <li>▪ How can you link your movement together?</li> <li>▪ Show me your... (jump / roll/ balance /</li> <li>▪ Can you link your movement smoothly?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Copy and remember basic gymnastic actions.</li> <li>▪ Know how to jump and roll safely.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Copy explore repeat and explore basic gymnastics movements with control and coordination.</li> <li>▪ Know how to handle large apparatus safely.</li> <li>▪ Select and link basic gymnastic actions into a simple fluent movement phase.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ Identify and describe difference in my own and other work (e.g using a different way of travelling a different jump)</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ Explain the need for a dynamic warm up and cool down</li> <li>▪ I know some of the things that happen to my body during exercise.</li> <li>▪ To know that all muscles needs exercise including the heart.</li> <li>▪ That the heart the heart is a muscle that needs exercise like all muscles.</li> <li>▪ To know and name large bones and muscles.</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Gym Year 2</li> <li>▪ PESSCL cards</li> <li>▪ Appropriate videos to mode la gymnastic movement</li> <li>▪ Cards showing gymnastic movement.</li> <li>▪ Bars, ropes, ladders etc. mats, benches, tables and low horse.</li> </ul>

Year 3

Year 3	Year Plan	Unit Title: Dance
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ <b>Key Stage 2</b></li> <li>▪ Develop flexibility, strength, technique, control and balance through dance.</li> <li>▪ Perform dances using a range of movement patterns.</li> <li>▪ Compare performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>▪ <b>Target Tracker Year 3</b></li> <li>▪ Vary skills, actions and ideas and link these in different ways to suit different activities. (in this case dance)</li> <li>▪ Compare and contrast their performance with others.</li> <li>▪ Identify that exercise helps our lungs and heart and improves coordination.</li> </ul>		<p><b>Questions / Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ What does your heart do?</li> <li>▪ What do your lungs do?</li> <li>▪ What happens when we exercise?</li> <li>▪ Why is exercise good for our bodies and minds?</li> <li>▪ Level, speed, dynamics, motif, phrase</li> <li>▪ Action words – turn, float, pounce, leap, crawl, slide, fall, etc.</li> <li>▪ Energy words – strong, jagged, smooth, soft, heavy light etc.</li> <li>▪ Listen, think, imagine, create, copy, repeat, vary.</li> <li>▪ What is / are / your motif/s?</li> <li>▪ How can you improve that motif / action / sequence?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ To use dance vocabulary to describe my work.</li> <li>▪ To use a stimulus and be able to improvise by themselves and with a partner.</li> <li>▪ To use ideas generated from stimuli to create movement.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ To use what they know to create longer dances.</li> <li>▪ To develop and adapt movement motifs.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ To use dance vocabulary to compare, contrast and improve work.</li> <li>▪ To make changes to speed, direction, level or dynamics to improve work.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ Know what lungs and heart do when exercising.</li> <li>▪ Know that exercise is beneficial for the heart and lungs.</li> <li>▪ Know that exercise is beneficial for the whole body and improves strength stamina and coordination.</li> <li>▪ Give reasons as to why PE is beneficial to health. (stronger bodies, good for internal organs, helps you sleep, beneficial for mental well-being, can help maintain healthy weight)</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Dance Year 3</li> <li>▪ PESSCL cards</li> <li>▪ Appropriate music linked to topic if possible.</li> </ul>



Year 3

Year 3	Year Plan	Unit Title: Games
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ <b>Key Stage 2</b></li> <li>▪ Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles for attacking and defending.</li> <li>▪ Take part in outdoor and adventurous challenges both individually and within a team.</li> <li>▪ Compare performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>▪ NC (1999)</li> <li>▪ Work with others to organise and keep the games going.</li> <li>▪ <b>Target Tracker</b></li> <li>▪ Vary skills actions and ideas and link them in different ways to suit different activities.</li> <li>▪ Vary response to tactics strategies and sequences used.</li> <li>▪ Compare / contrast their performance with others.</li> </ul>		<p><b>Questions / Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ Aim throw, roll, send, receive, target, catch kick, strike dribble, forwards backwards, sideways control accurate, defend, attack, position, strategy, tactic.</li> <li>▪ What does your heart do?</li> <li>▪ What do your lungs do?</li> <li>▪ What happens when we exercise?</li> <li>▪ Why is exercise good for our bodies and minds?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Strike, catch and control a ball while moving.</li> <li>▪ Run at speed over distance</li> <li>▪ Know what the terms opposition, defence, attack, tactic and strategy mean.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Know how to influence a game with opponents.</li> <li>▪ Pass accurately to another person being aware of space and how to use it.</li> <li>▪ Choose simple tactics for defending and sending.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ Know what other players are doing well. (moving into space, passing safely / correctly, working for the team etc.)</li> <li>▪ Understand the importance of collaborative and co operative play.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ Know the importance of warm up and cool down</li> <li>▪ Recognise changes in my body during exercise.</li> <li>▪ Know what lungs and heart do when exercising.</li> <li>▪ Know that exercise is beneficial for the heart and lungs.</li> <li>▪ Know that exercise is beneficial for the whole body and improves strength stamina and coordination.</li> <li>▪ Give reasons as to why PE is beneficial to health. (stronger bodies, good for internal organs, helps you sleep, beneficial for mental well-being, can help maintain healthy weight)</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Games Year 3</li> <li>▪ PESSCL cards</li> <li>▪ Videos clips, performance cards.</li> <li>▪ Variety of balls, racquets, bats, stumps, hoops.</li> </ul>

## Year 3

Year 3	Year Plan	Unit Title: Gymnastics
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ <b>Key Stage 2</b></li> <li>▪ Develop flexibility, strength, technique, control and balance through gymnastics.</li> <li>▪ Develop agility and coordination.</li> <li>▪ Compare performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>▪ <b>Target Tracker Year 3</b></li> <li>▪ Vary skills, actions and ideas and link these in different ways to suit different activities. (in this case gymnastics).</li> <li>▪ Compare and contrast their performance with others.</li> <li>▪ Identify that exercise helps our lungs and heart and improves coordination.</li> <li>▪ Balance on one foot</li> <li>▪ Climb a set of wall bars.</li> </ul>		<b>Questions / Vocabulary</b> <ul style="list-style-type: none"> <li>▪ What does your heart do?</li> <li>▪ What do your lungs do?</li> <li>▪ What happens when we exercise?</li> <li>▪ Why is exercise good for our bodies and minds?</li> <li>▪ Can you remember / repeat your gymnastic sequence?</li> <li>▪ What actions are in your gymnastic sequence?</li> <li>▪ How can you improve your sequence / action?</li> <li>▪ Develop gymnastic vocabulary – compose, composition, spongy knees, balance, stretch, land, fold, spring. point, flex, turn etc.</li> </ul>
		<b>Knowledge:</b>
		<ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Copy, remember and repeat gymnastic actions with increasing control and coordination.</li> <li>▪ Select and link gymnastic actions.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Link gymnastic actions into longer movement phrases and apply simple compositional ideas.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ Describe my own and others work and recognise similarities and differences.</li> <li>▪ Know how to improve an action or sequence of actions.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ To know how to work safely using a range of small and large apparatus.</li> <li>▪ Recognise changes in my body during exercise.</li> <li>▪ Know what lungs and heart do when exercising.</li> <li>▪ Know that exercise is beneficial for the heart and lungs.</li> <li>▪ Know that exercise is beneficial for the whole body and improves strength stamina and coordination.</li> <li>▪ Give reasons as to why PE is beneficial to health. (stronger bodies, good for internal organs, helps you sleep, beneficial for mental well-being, can help maintain healthy weight)</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Gymnastics Year 3</li> <li>▪ PESSCL cards</li> <li>▪ Gym mats, horse, crash mat, benches, ladders, bars ropes etc.</li> <li>▪ Videos, performance cards.</li> </ul>

Year 4

Year 4	Year Plan	Unit Title: Dance
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ <b>Key Stage 2</b></li> <li>▪ Develop flexibility, strength, technique, control and balance through dance.</li> <li>▪ Perform dances using a range of movement patterns.</li> <li>▪ Compare performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>▪ <b>Target Tracker Year 4</b></li> <li>▪ Explain the benefits to the body of regular exercise.</li> <li>▪ Comment on skills and techniques applied in their own and other's work and use this understanding to improve performance.</li> <li>▪ Understand that muscles work in pairs to protect support and move the body.</li> <li>▪ Know the three functions of the skeleton.</li> </ul>		<p><b>Questions / Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ Which muscles are you mainly using?</li> <li>▪ How can you improve your motif?</li> <li>▪ How are you connecting motifs / movements?</li> <li>▪ Are you changing level/ speed/ direction?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Perform dance steps with more consistent control.</li> <li>▪ Perform dance steps as part of a whole group dance.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Be able to create and perform dances using a range of movement patterns, that can include those from different times cultures or places.</li> <li>▪ Be able to translate ideas from a variety of stimuli into movement.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ To use dance vocabulary to compare, contrast and improve work.</li> <li>▪ To make changes to speed, direction, level or dynamics to improve work.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ Know the three functions of the skeleton (mechanical, protective and metabolic)</li> <li>▪ Know how pairs of muscles work in the body (one shortens the other lengthens – contraction and elongation)</li> <li>▪ Give examples of pairs of muscles (biceps, triceps, hamstring, quadriceps)</li> <li>▪ Know that blood carries oxygen and other materials round the body.</li> <li>▪ Know some of the reasons for warming up and cooling down.</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Dance Year 4</li> <li>▪ PESSCL cards</li> <li>▪ Appropriate music linked to topic if possible.</li> <li>▪ Video clips of professional dancers</li> <li>▪ Tutorial videos showing particular dance steps.</li> <li>▪ Dance days with specialist providers of other cultural dance.</li> </ul>

## Year 4

Year 4	Year Plan	Unit Title: Games
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ <b>Key Stage 2</b></li> <li>▪ Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles for attacking and defending.</li> <li>▪ Take part in outdoor and adventurous challenges both individually and within a team.</li> <li>▪ Compare performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>▪ NC (1999)</li> <li>▪ Work with others to organise and keep the games going.</li> <li>▪ <b>Target Tracker Year 4</b></li> <li>▪ Kick a ball accurately.</li> <li>▪ Pass a ball from chest height to a partner.</li> <li>▪ Apply skills and tactics in combination with a partner or as part of a group/team.</li> <li>▪ Comment on skills and techniques applied in their own and others work and use this understanding to improve performance.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Aim throw, roll, send, receive, target, catch kick, strike dribble, forwards backwards, sideways control accurate, defend, attack, position, strategy, tactic.</li> <li>▪ What are you doing if you are defending / attacking / fielding.</li> </ul>
		<b>Questions / Vocabulary</b>
		<b>Knowledge:</b>
		<ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Kick a variety of balls with increasing accuracy.</li> <li>▪ Control, catch and strike a ball whilst moving and keep possession with some accuracy.</li> <li>▪ Pass a ball using a variety of passes including chest passes.</li> <li>▪ Strike, catch and control a ball while moving.</li> <li>▪ Run at speed over distance</li> <li>▪ Know what the terms opposition, defence, attack, tactic and strategy mean.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Know how to influence a game with opponents.</li> <li>▪ Pass accurately to another person being aware of space and how to use it.</li> <li>▪ Choose simple tactics for defending and sending.</li> <li>▪ Be able to lead a partner through a simple short warm up routine.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ Know what other players are doing well. (moving into space, passing safely / correctly, working for the team etc.)</li> <li>▪ Understand the importance of collaborative and co-operative play.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ Recognise warm up and cool down actions</li> <li>▪ Know how pairs of muscles work in the body (one shortens the other lengthens – contraction and elongation)</li> <li>▪ Give examples of pairs of muscles (biceps, triceps, hamstring, quadriceps)</li> <li>▪ Know that blood carries oxygen and other materials round the body.</li> <li>▪ Recognise changes in the body and give reasons why PE is good for you.</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Games Year 4</li> <li>▪ PESSCL cards</li> <li>▪ Video clips, performance cards.</li> <li>▪ Variety of balls, bats, racquets,</li> </ul>

Year 4

Year 4	Year Plan	Unit Title: Gymnastics
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ Develop flexibility, strength, technique, control and balance through gymnastics.</li> <li>▪ Compare performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>▪ <b>Target Tracker Year 4</b></li> <li>▪ Explain the benefits to the body of regular exercise.</li> <li>▪ Comment on skills and techniques applied in their own and other’s work and use this understanding to improve performance.</li> <li>▪ Understand that muscles work in pairs to protect support and move the body.</li> <li>▪ Know the three functions of the skeleton.</li> </ul>	<p data-bbox="546 304 2206 339"><b>Questions / Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ What happens when we exercise?</li> <li>▪ Why is exercise good for our bodies and minds?</li> <li>▪ Can you remember / repeat your gymnastic sequence?</li> <li>▪ What actions are in your gymnastic sequence?</li> <li>▪ How can you improve your sequence / action?</li> <li>▪ Develop gymnastic vocabulary – compose, composition, spongy knees, balance, stretch, land, fold, spring. point, flex, turn etc.</li> </ul> <p data-bbox="546 560 2206 595"><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Copy, remember, repeat and explore gymnastic actions with increasing control, clarity and coordination.</li> <li>▪ Select and link gymnastic actions.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Link gymnastic actions into longer movement phrases and apply simple compositional ideas.</li> <li>▪ Select gymnastic actions fluently and apply basic compositional ideas.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ Describe my own and others work and recognise similarities and differences.</li> <li>▪ Know how to improve an action or sequence of actions.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ To know how to work safely using a range of small and large apparatus.</li> <li>▪ Recognise warm up and cool down actions.</li> <li>▪ Know how pairs of muscles work in the body (one shortens the other lengthens – contraction and elongation)</li> <li>▪ Give examples of pairs of muscles (biceps, triceps, hamstring, quadriceps)</li> <li>▪ Know that blood carries oxygen and other materials round the body.</li> <li>▪ Recognise changes in the body and give reasons why PE is good for you.</li> </ul>	
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Gymnastics Year 4</li> <li>▪ PESSCL cards</li> <li>▪ Appropriate videos / performance cards.</li> </ul>

Year 5 & 6

Year 5/6	Year Plan	Unit Title: Dance
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ <b>Key Stage 2</b></li> <li>▪ Develop flexibility, strength, technique, control and balance through gymnastics.</li> <li>▪ Develop agility and co-ordination.</li> <li>▪ Compare performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>▪ <b>Target Tracker Year 5</b></li> <li>▪ When performing draw on previous experience and knowledge of composition.</li> <li>▪ Identify different levels of performance and use subject specific vocabulary.</li> <li>▪ Explain how body systems change during exercise</li> <li>▪ Understands that muscles work in pairs to protect, move and support the body and how exercise affects them.</li> <li>▪ <b>Target Tracker Year 6</b></li> <li>▪ Take into account strengths and weaknesses when planning motifs and actions.</li> <li>▪ Using scientific vocabulary explain what happens to our bodies during and after exercise.</li> </ul>		<p><b>Questions / Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ See previous Years.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Perform dance steps with precision, control and fluency.</li> <li>▪ Improvise freely both independently and in partner work.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Be able to create and perform dances using a range of movement patterns, that can include those from different times cultures or places.</li> <li>▪ Know the range of movements available (dynamics, level, speed direction) and how to integrate them into motifs.</li> <li>▪ To demonstrate rhythm and spatial awareness.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ Compare, develop and adapt movement motifs.</li> <li>▪ Use dance vocabulary to compare and improve my work</li> <li>▪ (Year 6) – Offer positive ideas to improve others and overall performances.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ To know some warm up exercises and carry them out effectively</li> <li>▪ To know why specific warm up and cool downs are important (e.g., quad / calf stretches)</li> <li>▪ Explain some of the changes that happen to the body during exercise.</li> <li>▪ Know how pairs of muscles work in the body and how we build and repair them through exercise.</li> <li>▪ Explain how some of our body systems change during exercise. (skeletal system becomes stronger for e.g.)</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Dance Year 5/6</li> <li>▪ PESSCL cards</li> <li>▪ Appropriate music linked to topic if possible.</li> <li>▪ Video clips of professional dancers</li> <li>▪ Tutorial videos showing particular dance steps.</li> <li>▪ Specialist providers of cultural dance.</li> </ul>

## Year 5 & 6

Year 5/6	Year Plan	Unit Title: Games
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ <b>Key Stage 2</b></li> <li>▪ Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles for attacking and defending.</li> <li>▪ Take part in outdoor and adventurous challenges both individually and within a team.</li> <li>▪ Compare performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>▪ NC (1999)</li> <li>▪ Work with others to organise and keep the games going.</li> <li>▪ <b>Target Tracker Year 5</b></li> <li>▪ When performing draw on previous experience and knowledge of composition.</li> <li>▪ Identify different levels of performance and use subject specific vocabulary.</li> <li>▪ Explain how body systems change during exercise</li> <li>▪ Understands that muscles work in pairs to protect, move and support the body and how exercise affects them.</li> <li>▪ Dribble a football between cones.</li> <li>▪ <b>Target Tracker Year 6</b></li> <li>▪ Perform a drop kick</li> <li>▪ Perform a basketball dribble</li> <li>▪ Strike a ball with a range of bats for accuracy and distance.</li> <li>▪ Take into account strengths and weaknesses when planning motifs and actions.</li> <li>▪ Using scientific vocabulary explain what happens to our bodies during and after exercise.</li> </ul>		<b>Questions / Vocabulary</b>
		<ul style="list-style-type: none"> <li>▪ See earlier years</li> </ul>
		<b>Knowledge:</b>
		<ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Control, catch, send and receive a ball accurately whilst moving and keeping to the rules.</li> <li>▪ Accurately pass to someone else and be aware of space and how to use it.</li> <li>▪ Choose simple tactics for sending and defending.</li> <li>▪ Understand simple rules and tactics that go with the game.</li> <li>▪ Know why working as a co-operative team is necessary and beneficial.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ To be able to move with a ball in opposed situations (football, hockey for e.g.)</li> <li>▪ To be able to attack and defend in a small sided game.</li> <li>▪ To take part in a conditioned game (A <b>conditioned game</b> is simply where you take the rules of the <b>game</b> and alter them to encourage players to act in a certain way. – e.g. in hi five tennis or kwik cricket) with an understanding of tactics and rules</li> <li>▪ Know how to help and encourage others.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ To know and understand rules and tactics.</li> <li>▪ To use knowledge of tactics to help improve performance.</li> <li>▪ To use knowledge of relevant movement to improve performance.</li> <li>▪ To know what actions may improve performance and make suggestions for improvements to others and in group work.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ To know and demonstrate specific aspects of warm up and cool down.</li> <li>▪ Know and describe the effects of exercise on the body.</li> <li>▪ Know how pairs of muscles work in the body and how we build and repair them through exercise.</li> <li>▪ Recognise how exercise is good for health and well-being.</li> <li>▪ Explain how some of our body systems change during exercise (skeletal system becomes stronger for e.g.)</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Games Year 5/6</li> <li>▪ PESSCL cards</li> </ul>



Year 5 & 6

Year 5/6	Year Plan	Unit Title: Gymnastics
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ <b>Key Stage 2</b></li> <li>▪ Develop flexibility, strength, technique, control and balance through gymnastics.</li> <li>▪ Develop agility and co-ordination.</li> <li>▪ Compare performance with previous ones and demonstrate improvement to achieve their personal best.</li> <li>▪ <b>Target Tracker Year 5</b></li> <li>▪ When performing draw on previous experience and knowledge of composition.</li> <li>▪ Identify different levels of performance and use subject specific vocabulary.</li> <li>▪ Explain how body systems change during exercise</li> <li>▪ Understands that muscles work in pairs to protect, move and support the body and how exercise affects them.</li> <li>▪ <b>Target Tracker Year 6</b></li> <li>▪ Take into account strengths and weaknesses when planning motifs and actions.</li> <li>▪ Using scientific vocabulary explain what happens to our bodies during and after exercise.</li> </ul>		<p><b>Questions / Vocabulary</b></p> <ul style="list-style-type: none"> <li>▪ See previous years</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Acquiring and Developing Skills</b></li> <li>▪ Copy, remember and repeat gymnastic actions with control co –ordination quality and clarity.</li> <li>▪ <b>Applying skills and tactics</b></li> <li>▪ Remember and explore increasingly complex gymnastic actions with some control co-ordination quality and clarity.</li> <li>▪ To select and link appropriate and more complex gymnastic actions fluently into individual pair and group sequences.</li> <li>▪ To know how to link movements together fluently.</li> <li>▪ To apply a variety of compositional ideas.</li> <li>▪ <b>Evaluating and improving performance</b></li> <li>▪ To know, identify and act upon criteria that will modify and improve gymnastics actions and sequences.</li> <li>▪ To know what actions will improve actions and make suggestions for improvements to others and in group work.</li> <li>▪ <b>Knowledge and Understanding of fitness and health</b></li> <li>▪ To know and demonstrate specific aspects of warm up and cool down.</li> <li>▪ Know and describe the effects of exercise on the body.</li> <li>▪ Know how pairs of muscles work in the body and how we build and repair them through exercise.</li> <li>▪ Explain how some of our body systems change during exercise. (skeletal system becomes stronger for e.g.)</li> </ul>
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cambridgeshire Scheme of work for PE Gym Year 5/6</li> <li>▪ PESSCL cards</li> </ul>



**At Laburnum our Swimming Curriculum is based on the National Curriculum, SSG guidance (and some statements from Target Tracker) Note – the following is a guide to swimming instruction as per year group. Teachers should use their professional opinion to ascertain if a child is ready for a more challenging plan. Also note that there is no requirement to teach swimming at KS1**

Swimming	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>▪ Know at least two water safety statements (e.g. how to enter the pool, move around the pool, whistle meaning).</li> <li>▪ Enter the water safely and move around the pool with shoulders under the water.</li> <li>▪ Move in the water around and across the pool.</li> <li>▪ Develop water confidence using a range of water activities. Across the pool - children in the water, crocodile arms, scooping hands.</li> <li>▪ Use floatation aids safely (depending on ability).</li> <li>▪ Listen carefully to adult instruction.</li> <li>▪ Jump / kick from one side to the other using floatation aid as necessary.</li> <li>▪ Float in a star shape using a floatation aid and adult support as necessary.</li> <li>▪ Push and glide in a horizontal position from the side.</li> <li>▪ Dress and undress independently with some adult support as necessary.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>▪ As year 1 and:                             <ul style="list-style-type: none"> <li>▪ Blow bubbles with nose and mouth submerged.</li> <li>▪ Regain an upright position from back or front float.</li> <li>▪ Push and glide on the back from side of pool.</li> <li>▪ Perform a 360 degree rotation from front to back and back to front.</li> <li>▪ Swim / jump with floatation aids if necessary from short side to other.</li> </ul> </li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>▪ As previous years and:                             <ul style="list-style-type: none"> <li>▪ Know the safety rules of the pool and abide by them.</li> <li>▪ Glide from the side on back and front, pushing away from the wall for a short distance.</li> <li>▪ Submerge fully to pick up an item from the bottom of the pool.</li> <li>▪ Know some of the basic recognised arm and leg actions (front crawl and back stroke).</li> <li>▪ Practise these strokes using floatation aids if necessary.</li> </ul> </li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>▪ As Year 3 and:                             <ul style="list-style-type: none"> <li>▪ Swim approx. 10 m using a range of strokes (including breast stroke actions).</li> <li>▪ Perform a series of changing shapes whilst floating.</li> </ul> </li> </ul>
<b>Year 5</b> <b>Year 6</b>	<ul style="list-style-type: none"> <li>▪ As year 4 and:                             <ul style="list-style-type: none"> <li>▪ Swim unaided over a distance of at least 25 metres.</li> <li>▪ Use a range of recognised strokes (front crawl, back crawl, breast stroke).</li> <li>▪ Know and use a range of personal survival skills (floating, trading water, sculling, surface diving for e.g.)</li> </ul> </li> </ul>