

Physical Education				
Year 1	<u>Dance</u>	<u>Games</u>	<u>Gym</u>	<u>Swimming</u>
Year 2	<u>Dance</u>	<u>Games</u>	<u>Gym</u>	<u>Swimming</u>
Year 3	<u>Dance</u>	<u>Games</u>	<u>Gym</u>	<u>Swimming</u>
Year 4	<u>Dance</u>	<u>Games</u>	<u>Gym</u>	<u>Swimming</u>
Year 5 & 6	<u>Dance</u>	<u>Games</u>	<u>Gym</u>	<u>Swimming</u>

Year 1

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

Year 1

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

Year 1

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

Year 2

Year 2	Year Plan	Unit Title: Dance
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ Master basic movements [...] developing balance agility and co-ordination ▪ Target Tracker Year 2 ▪ Structure sequences of actions and skills in different orders to improve performance. (speed direction level etc.) ▪ Evaluate and improve performance ▪ Compare performance with others. ▪ To know the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy round the body ▪ Identify and name some large bones and muscles and explain why they are important. 	<p data-bbox="546 303 2204 343">Questions / Vocabulary</p> <ul style="list-style-type: none"> ▪ Level, speed, dynamics, motif, phrase ▪ Action words – turn, float, pounce, leap, crawl, slide, fall, etc. ▪ Energy words – strong, jagged, smooth, soft, heavy light etc. ▪ Listen, think, imagine, create, copy, repeat, vary. ▪ What actions do you think you can do? ▪ How can you link your movement together? ▪ How does the music make you feel? ▪ How can we represent that? ▪ What could we change / improve / repeat? ▪ How will you begin / end the dance? ▪ Why do we warm up / cool down? ▪ What has happened to your pulse/ Heart beat / temperature? <p data-bbox="546 774 2204 813">Knowledge:</p> <ul style="list-style-type: none"> ▪ Acquiring and Developing Skills ▪ To know what the terms phrase, motif, dynamics mean ▪ To be able perform basic steps and actions with control and coordination. ▪ To vary a motif by changing speed, level and direction ▪ Applying skills and tactics ▪ To choose simple whole and part body actions and link them to music. ▪ Evaluating and improving performance ▪ To discuss theirs and others dance and think of ways to change or improve or incorporate. ▪ Knowledge and Understanding of fitness and health ▪ 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.) ▪ To know that all muscles needs exercise including the heart. ▪ That the heart the heart is a muscle that needs exercise like all muscles. ▪ To know and name large bones and muscles. 	
Linked Texts:		Topic specific additional resources, including people and places:
<ul style="list-style-type: none"> ▪ 		<ul style="list-style-type: none"> ▪ Cambridgeshire Scheme of work for PE Dance Year 2 ▪ PESSCL cards ▪ Appropriate music linked to topic if possible.

Year 2

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

Year 2

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

Year 3

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

Year 3

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

Year 3

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

Year 4

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

Year 4

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

Year 4

Year 4	Year Plan	Unit Title: Gymnastics
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:
<ul style="list-style-type: none"> ▪ Develop flexibility, strength, technique, control and balance through gymnastics. ▪ Compare performance with previous ones and demonstrate improvement to achieve their personal best. ▪ Target Tracker Year 4 ▪ Explain the benefits to the body of regular exercise. ▪ Comment on skills and techniques applied in their own and other’s work and use this understanding to improve performance. ▪ Understand that muscles work in pairs to protect support and move the body. ▪ Know the three functions of the skeleton. 	<p data-bbox="546 304 2206 344">Questions / Vocabulary</p> <ul style="list-style-type: none"> ▪ What happens when we exercise? ▪ Why is exercise good for our bodies and minds? ▪ Can you remember / repeat your gymnastic sequence? ▪ What actions are in your gymnastic sequence? ▪ How can you improve your sequence / action? ▪ Develop gymnastic vocabulary – compose, composition, spongy knees, balance, stretch, land, fold, spring. point, flex, turn etc. <p data-bbox="546 560 2206 600">Knowledge:</p> <ul style="list-style-type: none"> ▪ Acquiring and Developing Skills ▪ Copy, remember, repeat and explore gymnastic actions with increasing control, clarity and coordination. ▪ Select and link gymnastic actions. ▪ Applying skills and tactics ▪ Link gymnastic actions into longer movement phrases and apply simple compositional ideas. ▪ Select gymnastic actions fluently and apply basic compositional ideas. ▪ Evaluating and improving performance ▪ Describe my own and others work and recognise similarities and differences. ▪ Know how to improve an action or sequence of actions. ▪ Knowledge and Understanding of fitness and health ▪ To know how to work safely using a range of small and large apparatus. ▪ Recognise warm up and cool down actions. ▪ Know how pairs of muscles work in the body (one shortens the other lengthens – contraction and elongation) ▪ Give examples of pairs of muscles (biceps, triceps, hamstring, quadriceps) ▪ Know that blood carries oxygen and other materials round the body. ▪ Recognise changes in the body and give reasons why PE is good for you. 	
Linked Texts:		Topic specific additional resources, including people and places:
<ul style="list-style-type: none"> ▪ 		<ul style="list-style-type: none"> ▪ Cambridgeshire Scheme of work for PE Gymnastics Year 4 ▪ PESSCL cards ▪ Appropriate videos / performance cards.

Year 5 & 6

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

Year 5 & 6

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

Year 5 & 6

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

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