



Meole Brace
C of E Primary School and Nursery

Physical Education Subject Handbook



Our vision and rationale for Physical Education

Physical Education at Meole Brace Primary School provides our pupils with numerous opportunities for them to develop our core values of perseverance, respect and community.

Whether it be Foundation Stage, or Year 6, enjoyment and teamwork play an integral part in our physical education lessons. Within all lessons, children will be individually challenged, promoting a self-awareness that aims to improve their competence and confidence. This perseverance will remain with them long after they leave this school and ensure they continue to make healthy choices for a healthy lifestyle. Our curriculum will be inclusive and active, ensuring pupils of all abilities can access the lessons. From an early age, fairness will be integral within our curriculum; that respect should be earned and given, whether that is a teacher, friend, referee or sport leader.

Fairness will be developed through a deeper understanding of the rules, strategies and tactics.

Teamwork skills will be developed throughout the school community and beyond because we believe it is vital that children enjoy physical education and develop a love that will link into the wider community and clubs once they leave us. A trail that begins in Foundation stage will wind its way through Key Stage One, into lunchtime clubs, after school clubs and eventually competitive team games within school. Links to local clubs will also be signposted for children to broaden their love and level of sport.

Through the use of sports leaders, inter house competitions will provide every child with the opportunity to compete against their peers. We will also use specialist coaching to prepare for inter school competitions and provide the children with a wide range of after school clubs.

We aim to use the School Games calendar in order to plan our physical education lessons and this also gives our children a greater chance of success in the wider community. During these competitions our pupils will demonstrate how our core values have been embedded – respecting their opponent, linking together for county teams (wider community) and persevering with key physical skills in order to give their best.



Community



Respect



Perseverance

Curriculum Subject Leaders



Mr. Andrew Nodder



Miss Chrissie Purslow

National Curriculum Progression for Physical Education

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ jump off an object and land appropriately ○ experiment with different ways of moving. ○ show increasing control over an object in pushing, patting, throwing, catching, kicking. ○ experiment with different ways of moving. ○ negotiate space when playing racing and chasing games and to adjust speed and direction ○ play alongside other children who are engaged in the same theme 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ 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 ○ perform dances using simple movement patterns. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ use running, jumping, throwing and catching in isolation and in combination ○ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ○ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ○ perform dances using a range of movement patterns ○ take part in outdoor and adventurous activity challenges both individually and within a team ○ compare their performances with previous ones and demonstrate improvement to achieve their personal best. ○ 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. 			

Three Pillars of Progression

Motor Competence

KS2 (YR 5 & 6)

In Year 5 & 6 children should have near mastered the key **FMS**. Children will take part in more context specific practices e.g. dodging around a player in netball, basketball, handball, tag rugby or football and then using these in a game situation.

These skills will involve different types of equipment, however they will hold the same principles- which allows them to be easily transferred into different activities and games.

Following this pathway and developing **FMS**, by the end of KS2 children should be motor competent and confident in P.E. This helps ensure that they are ready KS3 in secondary P.E.

KS2 (YR 3 & 4)

In Year 3 & 4 children will continue to master the **FMS** and practice them in isolation e.g. passing a ball (throwing, kicking or rolling). These skills can then be used in combination (more than one movement added together) e.g. passing a ball could then become running and passing the ball. Gymnastics could be a further example - Straight jump progressing to 1/2 or full turn. More complex situations are now added to these skills e.g. When to pass? What type of pass to use? Who to pass to? Where to move next? This is why it is key to master the **FMS** as there will be less time with the brain focusing on how to execute the skill and more time on effectively and efficiently performing the skill - (autonomy of the skill).

KS1

Children will continue to refine and practice their **FMS**. In the units they will practice these in isolation e.g. skipping, hopping, jumping and running. They can then transfer these skills into more complex movements with efficiency e.g. a tag game where children are running at different speeds, changing direction and stopping. The repetition of the **FMS** will lay the next building block in order to link more context specific practice in KS2.

By revisiting and recapping these **FMS** children are developing their motor competence.

Early Years

We develop **Fundamental Movements Skills (FMS)** through gross and fine motor skills within all the PPP units for Early Years

Fundamental movement skills (FMS) such as running, jumping, throwing, catching, hopping, skipping and climbing are vitally important to form the building blocks for more complex movement skills as children move through the key stages. An example would be how to jump and land safely, this is vital in Early Years - this will then help children progress onto jumping in various sports and off apparatus competently, confidently and most of all safely!

Rules, Strategies and tactics (RST)

KS2 (YR 5 & 6)

Children will now have a key understanding of rules and know that there are differences and variations between each type of game. They will also build on sport specific vocabulary. Understand that Scoring across various sports is named differently e.g. points, tries, goals, baskets e.t.c and they will learn which games they apply to. In year 5 & 6 we encourage communicating and collaborating as a team and developing strategies across a variety of games based activities.

RST also apply to other activities e.g. Orienteering- they will need to work as a team to have the best strategies to complete a course/challenge. Dance- How timing and space (of body and area of performance) and how they can be used to create their dance.

Ensuring they have a key understanding of RST within various sports helps support children in the curriculum school games- competitions, and community sports.

KS2 (YR 3 & 4)

Children will further develop their tactics and begin to use them in a variety of game situations e.g. how to move, when to move and where to move to on the pitch/court. This is why becoming motor competent in KS2 is so important as children will need to be able to perform the movement to achieve the tactic e.g. dodge to receive a pass, timing of movement into a space and where to move positionally on the pitch/court.

They will also begin to become familiar with key terms and vocabulary related to **RST**.

KS1

In Key Stage 1 children will participate in adapted team games and begin to learn key skills for attacking and defending. They will develop their knowledge of attacking and defending and this will then help them to transfer this knowledge into the different units as they move up into KS2.

This knowledge will help the children when they begin to introduce some basic tactics into games.

Children will begin to learn rules of games (which may be adapted). They will begin to learn the fundamentals that rules are there to keep you safe and encourage fair play.

Early Years

In Early Years we introduce fun games through our units.

Introducing basic rules e.g. areas of play, how you become out, how you can score points.

They will start their journey on how to develop strategies (without even realising they are doing this) e.g. as pirates how can we work as a team to steal more treasure. This all becomes the initial step of introducing **RST**.

Healthy Participation

KS2 (YR 5 & 6)

Across various units children will be encouraged to lead their own warm ups (pulse raisers). They will be able to take their own pulse, knowing that warming up prepares you both mentally and physically for exercise.

Children will know some components of fitness using key vocabulary e.g. speed, agility, power, strength, co-ordination and balance. They will also gain an understanding of how they are used in various sports. (See knowledge Organisers)

Healthy Me (through fitness) largely focuses on how exercise is good for your mental health- reduces anxiety, improves self-esteem. That Serotonin is released in our brain when we exercise. That exercise helps with memory and concentration. It also tackles taboo subjects early on e.g. how exercise helps with your periods/hormones. Again ensuring children are prepared for KS3.

KS2 (YR 3 & 4)

Through our fitness unit children will begin to understand what happens to their organs when exercising e.g. what is happening to their heart and lungs? Using key words including, muscles, oxygen and carbon dioxide. When warming up they will know what a pulse raiser is and where they can feel their pulse

Healthy Me (through fitness)- also looks at how exercise makes you 'feel good' and that chemicals are released in our brain which makes you feel happy and how movement helps you to concentrate and learn better. We encourage and discuss healthy lifestyles and promote lifelong participation.

KS1

The children will begin to understand what is happening to their body when exercising. They will be encouraged to feel the effects of exercise on their body e.g. placing their hand on their chest after warming up- feeling their heart beat, and breathing is faster and their body is warmer. That our heart is important - pumping blood around the body, preparing their muscles for exercise.

Healthy Me also focuses on how being active makes us feel better, how keeping hydrated is important along with how a balance of food, exercise and sleep is important.

Early Years

Early Years it is key to develop safety e.g. negotiating space and obstacles. Climbing and jumping on/off objects- safely and controlled. These key safety skills are so important and underpin crucial sporting safety aspects of various units as they move up the key stages!

Healthy Me - We begin to introduce some basic concepts of how exercise can keep us healthy. These are incorporated through lessons e.g. Fitness, warm ups and Fun facts.

Physical Education Progression of Knowledge and skills

Types of Knowledge		EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To know how to...			To know that...			
<p>Motor Competence Knowledge of a range of movements that become increasingly specific to sport and physical activity</p>	<p>Dance Athletics & Gymnastics Games FMS (running, jumping, catching, throwing) OAA Swimming & Water safety Challenge</p>	<ul style="list-style-type: none"> -move in time to music - experiment with different ways of moving - move a ball in a game using hands and feet - shapes need to be strong in gymnastics -a tuck roll involves keeping knees and chin tucked in. - experiment with actions at different levels 	<ul style="list-style-type: none"> -Perform dance movements showing some levels with some control Listen to music and begin to move in time to it Changing direction with some control (agility) 	<ul style="list-style-type: none"> -perform dance movements with control. -move in time to the music showing some expression. - move over, through or around an obstacle. -dribble the ball with the inside of feet, keeping the ball close to their body- dribble into a space. Stopping a ball with the sole and inside of feet 	<ul style="list-style-type: none"> Use a stimulus to create a dance. Use some different levels and pathways. Dance in unison with a partner Perform in canon with a group. Co-ordinate body to perform a combination of movements. 	<ul style="list-style-type: none"> Respond imaginatively to stimulus. Perform a variety of levels and pathways in a dance. Dance in unison with a group Perform a canon showing a range of movement patterns. 	<ul style="list-style-type: none"> Translate ideas form a stimulus showing control and fluency. Perform using a variety of levels and using the space. Dance in unison with a group keeping time with each other. Use the beat of the music to move in dance. Control the ball using either foot when moving. Pass the ball with inside, front or laces on the foot. 	<ul style="list-style-type: none"> Dance in groups showing good timing, energy and strength. -use levels, travelling and space with timing and musicality -pass and move into a space with accuracy, control and speed (in isolation/game situation)
	<p>Fundamental Movement Skills</p>	<p>Locomotor skills (running and jumping)</p>	<ul style="list-style-type: none"> - jump with two feet together - run for coordination - experiment with different ways of jumping. - leap over cones, spots and throw down strips from standing 	<ul style="list-style-type: none"> Perform basic dance travelling movements, e.g. stepping, skipping, jumping -Change direction with some control. -Jumping, bending knees and pushing off. -Leaping, developing co-ordination. -Skipping – stepping through the hoop – 	<ul style="list-style-type: none"> Perform dance movements showing travelling in different directions, sliding, turning, gesturing. -swing arms and bend knees to get further. -bend knees when landing from a jump. Leaping over hurdles beginning. 	<ul style="list-style-type: none"> Perform a short sequence on mats using levels, directions and control. Begin to use. F - Face forward – head still A - Arms pump fast – ‘hip to lip’. S - Speedy feet 	<ul style="list-style-type: none"> To know how to chase the ball when fielding. To know how to sprint between wickets to score runs. To know how to perform ‘FAST’ technique confidently when sprinting. 	<ul style="list-style-type: none"> Skipping – with rhythm aiming to get 25 skips or more. React quickly and accelerate over short distances. Perform a variety of jumps (Long jump and triple jump) and measure for distance.

			<p>one or two feet at a time.</p> <ul style="list-style-type: none"> -Can perform basic jump (straight jump, star jump.) -jumping, bending knees and pushing off – being competitive to improve distance as a pair. -Identify ways of travelling to include hopping, jumping and leaping -Vertical jump – co-ordination of banana splat tap – jumping at various heights. – being competitive to improve distance. -Speed bounce/jump over a throw down strip, cone, spot. -Running/pumping arms at various speeds. -Dribble the ball using the inside of feet – finding a space. 		<p>T - Trunk to be upright.</p> <p>Skipping – with control, head up</p> <p>Jumping bending knees, use arms for distance.</p> <p>Speed bounce develop control over a mat.</p> <p>5 strides- co-ordinating steps with arms</p> <p>Vertical jump – standing side on, jumping up to target, bending your knees.</p> <p>Jump landing two feet at the same time you can pivot on either foot.</p> <p>Stride stop landing one foot after another the landing foot is the one you pivot on.</p>	<p>To know how to run and jump over hurdles with some speed and control.</p> <p>Perform a straight jump with a half turn.</p> <p>Perform a teddy bear roll.</p> <p>Hopscotch on throwdown feet</p> <p>Introduction to hurdle step</p> <p>To know how to perform a hop, step and jump (standing triple jump)</p>	<p>Run and jump over hurdles with fluency</p> <p>Perform more complex jumps, tuck, pike and a scissor kick</p> <p>Choose different pathways to move with a ball in hands against an opponent.</p> <p>Perform a variety of standing jumps (Long jump and triple jump) and measure for distance.</p> <p>Speed bounce developing good rhythm and control over the speed bounce mat.</p> <p>Vertical jump –use arm swing movement to increase height</p>	
	<p>Stability skills (twisting and balancing)</p>	<ul style="list-style-type: none"> -having arms stretched out will help to balance - experiment with different shapes - show a start shape, middle and finishing shape (sequence) - experiment with different ways of rolling in a small shape - experiment with balancing on different body parts - moving along the floor in different ways – sliding, rolling, stretching 	<ul style="list-style-type: none"> -Balance on lines with control and use equipment to balance on various parts of the body. -Perform a simple balance holding for three seconds. -Perform a bunny hop -Perform a tuck rock and a tuck roll and a rocket roll with pointed toes. -Move off and on apparatus with control. Balance on lines with control and use 	<p>Begin to hold the bat in correct position and hit a ball off a tee.</p>	<p>Balancing on various body parts while moving</p> <p>Can perform a variety of shapes with good control.</p> <p>Perform a point and patch balances.</p> <p>Shot put pushing rather than throwing the shot.</p> <p>Javelin - use correct stance, rotating hips forward.</p> <p>Run and take off over obstacles at some speed.</p>	<p>To know how to step into the hit when striking the ball with a rounders bat.</p> <p>To know how to balance when batting, bowling and fielding.</p> <p>To know how to perform two different dodges creating space to receive the ball.</p>	<p>Throw a javelin/vortex/ tennis ball using correct stance, rotating hips forward with good height and distance.</p> <p>Know how the body can make various shapes.</p> <p>Perform a T-roll</p> <p>Perform symmetrical and asymmetrical balances.</p>	

			<p>equipment to balance on various parts of the body Co-ordinating body whilst beginning to move with equipment</p>		<p>Balance when batting, bowling, fielding. Staying on the balls of your feet. Landing foot pivot.</p>		<p>Cartwheel on the floor using various apparatus. Show good body position to defend and press in a 2v2 game.</p> <p>Balancing on various parts of body when moving -using core strength and keeping control when moving</p> <p>Co-ordinate using both sides of the body when performing exercises - increasing speed and power.</p>	
	<p>Manipulative skills (throwing and catching)</p>	<p>-make a basket with hands to catch a ball/object -spread fingers as wide as possible - experiment kicking a ball with feet to a partner - move a bean bag/ball on the floor using the inside of the foot - shoot into a target on the floor - look at a partner/target when throwing or aiming - experiment with different ways of throwing under/over arm</p>	<p>-Rolling and stopping a ball with one/two hands. -Throw and catch a ball with some control. -Bowl underarm towards a target. -Catch/receive a ball safely. Pass a ball with some control (using either hands, feet or objects.)</p>	<p>- roll and stop a ball with control/accuracy. Introduce a various passes (hands/feet/object) continuing to develop control of pass. Throw underarm with some accuracy and catch a ball. Develop overarm throw. Introduce various passes (hands/feet/object) continuing to develop control of pass.</p>	<p>Play a modified game using fielding and batting skills. Introduce long barrier method. Throw and catch under arm with both hands in isolation. Bowl underarm at a wicket and attempt overarm. Control with a bat (holding it correctly) hitting a ball off a tee and moving. Catching at varying distances.</p>	<p>To know how to use a long barrier moving into position to scoop up the ball. To know how to throw under/over arm over varying distances. To know how to catch a ball with control and accuracy. To know how to bowl at a wicket (target) underarm/overarm with accuracy and control.</p>	<p>Field the ball using long barrier and attempting the run and scoop. Bowl, attempting to hit the wicket using under/overarm. Throwing over/underarm and catching over various distances Throw and catch the ball. Introduce a donkey drop bowl. Chest push bending knees with good height and distance</p>	<p>-hit a moving ball into a goal from different angles and sometimes with different levels of power</p>

					<p>Javelin use correct stance, rotating hips forward.</p> <p>Pass and receive a ball with some control.</p> <p>Chest push using correct stance.</p> <p>Pass the ball backwards and sideways in isolation.</p> <p>Pass a ball using the sides and sole of feet.</p> <p>Dribble a ball using the sides and sole of feet.</p> <p>Shooting- kick a stationary ball past a goalkeeper.</p>	<p>To know how to throw a javelin/vortex with height and distance.</p> <p>To know how to pass and receive, stepping into the pass with control (chest, bounce and shoulder pass)</p> <p>To know how to shoot - focussing on bending the knees and placing hand under the ball.</p>	<p>Receive the ball on the move and perform the correct footwork (jump stop, stride stop and pivot)</p> <p>Shooting into netball posts - Stance, bend knees to gain height, flick wrist for accuracy.</p>	
Types of Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	To know how to...			To know that...				
<p>Rules, Strategies and Tactics</p> <p>Knowledge of the conventions of participation in different sports and physical activities</p>	<p>-take turns</p> <p>-listen to others</p> <p>- watch others perform</p> <p>- it doesn't matter if you don't win</p> <p>- always say well done to your friends</p>	<p>-Co-operate, compete, and challenge themselves as a team in various games.</p> <p>-Begin to understand tactics for attacking and defending.</p> <p>-Small-sided games 4v4.</p> <p>-Play a modified game hitting off a tee.</p>	<p>Follow/mark an opponent and trying to win (intercept) the ball.</p> <p>Scoring in a variety of ways and begin to use in a game situation.</p> <p>Moving towards your opponents & goal to score keeping the ball between your team.</p> <p>Begin to navigate through a map using</p>	<p>Fielders -Aim to limit the number of runs that stop the batter scoring.</p> <p>- Aim to get the batter out!</p> <p>Batter- Aim to score runs when a player hits the ball.</p> <p>- Sprints between two wickets to score runs</p>	<p>To begin to know how to bowl from the correct bowling distance (7.5 metres)</p> <p>To know how to play adapted games, with children encouraged to think of tactics when striking and fielding.</p> <p>To know that when</p>	<p>Developing tactics for striking and fielding e.g working as a team, supporting each other</p> <p>Throw and catch making the correct decisions in a game situation.</p> <p>Communicate and collaborate as a</p>	<p>-effectively lead a team to complete a task and evaluate their own leadership skills</p> <p>-create an exercise to improve a specific fitness e.g. strength, co-ordination, power</p>	

		<p>-Small – sided, adapted games begin to develop tactics for striking and fielding.</p> <p>-Co-operate and compete in a team in various running games.</p> <p>-Follow an opponent in a game/adapted game.</p> <p>-Begin to work with a partner to meet a challenge.</p> <p>-Use communication to guide your partner through a course when blindfolded.</p> <p>-Begin to travel in different directions under instructions, to locate treasure with a partner.</p> <p>-Continue to develop team skills whilst attempting to complete a task.</p>	<p>North, South, East and West.</p> <p>Further develop team skills including communication.</p> <p>Develop tactics for striking and fielding. Small-sided games using various types of equipment.</p> <p>Improve tackling by using adapted games- introduce intercepting play.</p> <p>Begin to include some basic tactics for attacking and defending in conditioned games.</p> <p>-intercept (Stopping an opposing players pass).</p> <p>Move into a space to catch/receive a ball. Pass the ball to someone in a space.</p>	<p>Bowler- Aims to get the players out by hitting the wicket.</p> <p>Wicket- Stumps that the batsman is trying to defend.</p> <p>Adapted games with variations of rules. Begin to apply some basic principles for striking and fielding.</p> <p>Adapting games, begin to apply basic principles for attacking and defending.</p> <p>Perform a pass and look for a space in an adapted game to receive the ball.</p> <p>Begin to tackle a player safely- when stationary and moving</p> <p>Score whilst the ball is stationary.</p> <p>Adapted games to focus on accuracy. Adapted games, with variations of rules, begin to apply some basic principles for attacking & defending.</p> <p>Develop relay changes over techniques.</p> <p>Collaborate to make a dance warm up.</p>	<p>To know how to aim to limit the number of rounders or runs to stop the batter scoring.</p> <p>To know how to aim to get the batter out.</p> <p>To know how to aim to score rounders when a player hits the ball.</p> <p>To know how to sprint around the posts.</p> <p>To know how to hit ball with the flat side of the bat.</p> <p>To know that the batter must defend their stumps.</p> <p>To know how to mark a player, standing side on, sticking to player.</p> <p>To know how to talk about tactics when attacking and defending.</p> <p>To know that the attacking team in netball are the team in possession of the ball and the attackers are attempting to score a goal.</p>	<p>team to beat an opponent.</p> <p>Use a key to identify orienteering landmarks on a map. Use compass directions to navigate around a grid</p> <p>Use 4-figure grid references to read an OS map.</p> <p>Work efficiently as part of a team to complete a challenge.</p> <p>Effectively lead a team to complete a task.</p> <p>Selecting the correct pass in a game and move into a space.</p> <p>To defend a player and attempt to intercept a pass.</p> <p>In teams, begin to discuss tactics and how to work as a team (communicate and collaborate)</p> <p>Begin to use techniques learned in a game situation and to have an understanding of key rules.</p> <p>Begin to defend against an opponent in a game situation - tackling and marking.</p> <p>Can compare their performances with</p>	
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				<p>Complete a variety of fitness tests successfully and achieve a personal best.</p> <p>Running individually using FAST technique, and developing relay change over techniques.</p> <p>Tag another player face on and keeping body position low to the ground.</p> <p>Move with the ball in hands with the correct position.</p> <p>Pass the ball backwards and sideways in isolation.</p> <p>Move into a space to avoid defender using dodging techniques.</p> <p>Beat a defender to score a try in various scoring zones.</p> <p>Adapted games with variations of rules begin to apply some basic principles for attacking and defending.</p> <p>Dodge – move away from the opposition to get free for a pass.</p>	<p>To know how to make decisions in games.</p> <p>To know how to play a game while communicating as a team.</p> <p>To know how to develop running for distance, in warmups, increasing with each lesson.</p> <p>To know how to evaluate performance and improve.</p>	<p>previous ones and strive to achieve a personal best on each station.</p> <p>Working as a team to score a try-supporting runs in practice.</p> <p>Pass a relay baton with control and timing in pairs change over.</p>	
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				<p>Use a key to follow a plan.</p> <p>Communicate with peers to complete challenges.</p> <p>Know the 8 points of the compass.</p> <p>Collaborate with members of a team to solve problems.</p> <p>Continue to develop leadership qualities while completing tasks as part of a team.</p>			
Types of Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To know how to...			To know that...			
<p>Healthy Participation Knowledge of safe and effective participation</p>	<ul style="list-style-type: none"> - to be safe when moving - look out for others in a space -apparatus needs to be used safely, including on and off -climb down safely off apparatus - negotiate space and objects safely considering self and others - Know and talk about the different factors that support their overall health and wellbeing 	<p>-Children begin to learn rules of adaptive games, they learn that rules are there to keep you safe and encourage fair play.</p>	<ul style="list-style-type: none"> - play fair and respect other players -work within a team to find solutions -work with and provide instructions for a variety of partners -begin to develop individual leadership qualities while completing tasks as part of a team. -encourage teamwork 	<p>Landing on two feet – bending knees.</p> <p>Throwing safely with spatial awareness.</p> <p>Using equipment safely.</p> <p>Collaborate to make a dance warm up.</p> <p>Complete a variety of fitness tests successfully and achieve a personal best</p>		<p>Co-operate and collaborate to create a warmup displaying a variety of movement patterns</p> <p>Know that a non-contact sport is one where players do not come into contact with each other- for safety.</p> <p>Maintain a safe distance from batters and runners in a striking / fielding game</p> <p>Pay attention to the game at all times so</p>	

						<p>that safety can be maintained.</p> <p>Warm up effectively paying particular attention to muscle groups needed in the activity to follow.</p> <p>Be aware of how to re-hydrate to stay healthy after and during a PE session</p> <p>Create a warmup and cool down. Take pulse before and after exercise accurately.</p>	
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PE Unit Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	First PE	Enjoy a Ball	Gymnastics	Dance	Dance	Athletics
	Word Moves	Dance	Fitness Fundamentals	Multi-skills	Football Fundamentals	Tennis
Year 1	Multi skills	Ball skills	Gymnastics	Dance	Kwik cricket	Athletics
	Forest School					
Year 2	Football Fundamentals	Indoor Athletics	Multi-skills	Multi-skills	Ball Games	Kwik cricket
	Ball Skills	Dance	Gymnastics	Fitness	Outdoor Adventurous Activities	Athletics
Year 3	Football	Tag Rugby	Indoor Athletics	Quicksticks Hockey	Netball	Kwik cricket
	Outdoor Adventurous Activities	Gymnastics	Multi-skills	Dance	Rounders	Swimming Athletics
Year 4	Football	Tag Rugby	Indoor Athletics	Quicksticks Hockey	Netball	Kwik cricket
	Outdoor Adventurous Activities	Dance	Gymnastics	Dance	Rounders	Swimming Athletics
Year 5	Football	Netball	Indoor Athletics	Quicksticks Hockey	Kwik cricket	Athletics
	Tag Rugby	Fitness	Gymnastics	Rounders	Outdoor Adventurous Activities	Swimming Dance
Year 6	Tag Rugby	Fitness	Indoor Athletics	Netball	Rounders	Kwik cricket
	Football	Outdoor Adventurous Activities	Gymnastics	Quicksticks Hockey	Dance	Swimming Athletics