

Year 3/4/5/6	Term: Spring 1	Subject: PE	
Key Vocabulary:	Key Questions: What else would work in this sequence? How could we work more effectively as a team? Who saw something impressive? What could improve our running/jumping/throwing and catching? How do we defend/attack in this game? What body parts do we need to warm up and stretch? What muscles are we using here? How does this music/dance make you feel? Why? What one word would describe your dance?	Resources Footballs Cones Bibs	Cross-curricular links:
<p>National Curriculum Objectives:</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ♣ 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.</p>			

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: ♣ 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.

KS3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to: ♣ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] ♣ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] ♣ perform dances using advanced dance techniques within a range of dance styles and forms ♣ take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group ♣ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ♣ take part in competitive sports and activities outside school through community links or sports clubs.

Most children will be able to: vary tactics and techniques	Some children will be able to: pass and shoot with some control	Some children will have developed further and will be able to: plan and choose tactics for defending and attacking	
<p>Progression of Skills (Y3/4)</p> <p>I can kick a ball with some accuracy</p> <p>I can kick a ball accurately and with control</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>I keep possession of the ball</p> <p>I am beginning to vary my tactic</p> <p>I vary tactics and adapt skills depending on what is happening in the game</p>		<p>Progression of Skills (Y5/6)</p> <p>I use a number of techniques to pass, dribble and shoot</p> <p>I can plan where I am going to pass</p> <p>I gain possession by working as a team</p> <p>I can communicate a plan</p> <p>I choose a tactic for defending and attacking</p> <p>I play to agreed rules</p>	
Planned Learning Experiences:		Assessment Opportunities and Learning Outcomes:	
Session 1: kicking			
Learning Objective: I can kick a ball accurately and with control; I can plan where I am going to pass.			
Activity:			
Session 2: Space and possession			

<p>Learning Objective: I am aware of space and can sometimes keep possession of the ball; I can communicate a plan.</p> <p>Activity:</p>	
<p>Session 3: skills and tactics</p>	
<p>Learning Objective: I am beginning to vary my tactic; I choose a tactic for defending and attacking</p> <p>Activity:</p>	
<p>Session 4: Skills and tactics</p>	
<p>Learning Objective: I vary tactics and adapt skills; I play to agreed rules.</p> <p>Activity:</p>	
<p>Session 5: Football Competition</p>	
<p>Learning Objective: I can apply my skills.</p> <p>Activity:</p>	