



Year group	TERM 1 Introduction to PE Unit 1 Fundamentals unit 1	TERM 2 Introduction to PE unit 2. Fundamentals unit 2.	TERM 3 Dance unit 1. Gymnastics unit 1.	TERM 4 Dance unit 2. Gymnastics unit 2.	TERM 5 Ball skills unit 1. Games unit 1.	TERM 6 Ball skills unit 2. Games unit 2.
THEME	TEAMWORK/RESPONSIBILITIES	SELF-BELEIF	DETERMINATION	HONESTY/INTEGRETY	RESPECT	EMPAHTY

Skills	<p>Acquiring and Developing Skills (A&D)</p> <p>Selecting and applying skills, tactics and compositional ideas (S&A)</p> <p>Evaluating and improving performance (E&I)</p> <p>Knowledge and understanding of fitness and health (H&F)</p>
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EYFS Educational Programme:

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

EARLY LEARNING GOAL Physical Development (ELG)

Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

EYFS	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:
	<p>Introduction to PE unit 1. In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing</p>	<p>Introduction to PE unit 2. In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and</p>	<p>Dance unit 1. In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response</p>	<p>Dance unit 2. In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also</p>	<p>Ball Skills unit 1. In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children</p>	<p>Ball skills unit 2. In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a</p>

THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



<p>equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Moving safely Physical: Running Physical: Jumping Physical: Throwing Physical: Catching Physical: Following a path Social: Sharing Social: Leadership Emotional: Perseverance Emotional: Confidence Thinking: Decision making Thinking: Selecting and applying actions</p> <p>-I can demonstrate balance. - I can make independent choices. - I can negotiate space safely with consideration for myself and others.</p>	<p>working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Moving safely Physical: Running Physical: Jumping Physical: Throwing Physical: Catching Physical: Rolling Social: Sharing and taking turns Social: Encouraging and supporting others Social: Responsibility Emotional: Honesty and fair play Emotional: Confidence Emotional: Perseverance Thinking: Decision making Thinking: Understanding and using rules</p>	<p>to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Travelling Physical: Copying and performing actions Physical: Co-ordination Social: Respect Social: Co-operating with others Emotional: Working independently Emotional: Confidence Thinking: Counting Thinking: Observing and providing feedback Thinking: Selecting and applying actions</p> <p>-I am confident to try new challenges and perform in front of others.</p>	<p>are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Travelling Physical: Copying and performing actions Physical: Balance Physical: Co-ordination Social: Respect Social: Co-operating with others Emotional: Working independently Emotional: Confidence Thinking: Counting Thinking: Observing and providing feedback Thinking: Selecting and applying actions</p> <p>-I am confident to try new challenges and</p>	<p>will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Rolling a ball Physical: Stopping a rolling ball Physical: Throwing at a target Physical: Bouncing a ball Physical: Dribbling a ball with feet Physical: Kicking a ball Social: Co-operation Social: Supporting others Emotional: Honesty Emotional: Perseverance Thinking: Using tactics Thinking: Decision making</p> <p>-I can make independent choices.</p>	<p>ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Rolling a ball Physical: Tracking a ball Physical: Throwing at a target Physical: Bouncing a ball Physical: Dribbling a ball with feet Physical: Kicking a ball Social: Co-operation Social: Sharing and taking turns Emotional: Determination Thinking: Using tactics Thinking: Decision making</p> <p>-I can negotiate space safely with consideration for myself and others.</p>
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<p>- I can follow instructions involving several ideas or actions. - I can play co-operatively and take turns with others. - I can use movement skills with developing balance and co-ordination.</p> <p><u>Fundamentals unit 1.</u> In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p> <p><u>Key Skills</u> Physical: Balancing Physical: Running Physical: Jumping</p>	<p>- I can make independent choices. - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I play co-operatively and take turns with others. - I understand the rules and can explain why it is important to follow them. - I use movement skills with developing balance and co-ordination.</p> <p><u>Fundamentals unit 2.</u> In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe</p>	<p>- I can combine movements fluently, selecting actions in response to the task. - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I show respect towards others when providing feedback. - I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p><u>Gymnastics unit 1.</u> In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an</p>	<p>perform in front of others. - I can combine movements, selecting actions in response to the task. - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I show respect towards others when providing feedback. - I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p><u>Gymnastics unit 2.</u> In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and</p>	<p>- I can negotiate space safely with consideration for myself and others. - I persevere when trying new challenges. - I play ball games with consideration of the rules. - I play co-operatively and take turns with others. - I use ball skills with developing competence and accuracy.</p> <p><u>Games unit 1.</u> In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	<p>- I follow instructions involving several ideas or actions. - I persevere when trying new challenges. - I play ball games with consideration of the rules. - I play co-operatively and take turns with others. - I use ball skills with developing competence and accuracy.</p> <p><u>Games unit 2.</u> In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p>
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<p>Physical: Changing direction Physical: Hopping Physical: Travelling Social: Working safely Social: Responsibility Social: Helping others Emotional: Honesty Emotional: Challenging myself Emotional: Determination Thinking: Decision making Thinking: Selecting and applying actions Thinking: Using tactics</p> <p>- I am confident to try new challenges. - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I play co-operatively, take turns and encourage others. - I play games honestly with consideration of the rules. - I use movement skills with developing balance</p>	<p>using space. They work independently and with a partner to complete tasks.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Hopping Physical: Galloping Physical: Skipping Physical: Sliding Physical: Jumping Physical: Changing direction Physical: Balancing Physical: Running Social: Working safely Social: Responsibility Social: Working with others Emotional: Managing emotions Emotional: Challenging myself Thinking: Selecting and applying actions</p> <p>- I am confident to try new challenges, deciding on the skills I use to complete the task. - I can negotiate space safely with consideration for myself and others.</p>	<p>awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Shapes Physical: Balances Physical: Jumps Physical: Rocking Physical: Rolling Physical: Travelling Social: Taking turns Social: Co-operation Social: Communication Emotional: Confidence Emotional: Determination Thinking: Selecting and applying skills Thinking: Creating sequences</p> <p>- I am confident to try new challenges.</p>	<p>balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Shapes Physical: Balances Physical: Jumps Physical: Rock and roll Physical: Barrel roll Physical: Straight roll Physical: Progressions of a forward roll Physical: Travelling Social: Leadership Social: Taking turns Social: Helping others Emotional: Determination Thinking: Selecting and applying skills Thinking: Creating sequences</p>	<p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Running Physical: Balancing Physical: Changing direction Physical: Striking a ball Physical: Throwing Social: Communication Social: Co-operation Social: Taking turns Social: Supporting and encouraging others Emotional: Honesty and fair play Emotional: Managing emotions Thinking: Using tactics Thinking: Decision making</p> <p>- I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I play co-operatively, take turns and encourage others. - I play games honestly with consideration of the rules.</p>	<p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Running Physical: Changing direction Physical: Striking a ball Social: Communication Social: Co-operation Social: Taking turns Social: Supporting and encouraging others Emotional: Honesty Emotional: Managing emotions Emotional: Perseverance Thinking: Using tactics</p> <p>- I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I play co-operatively, take turns and encourage others. - I play games honestly with consideration of the rules. - I show an understanding of my feelings and can regulate my behaviour.</p>
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THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



	<p>and co-ordination when playing games.</p>	<ul style="list-style-type: none"> - I follow instructions involving several ideas or actions. - I play co-operatively, take turns and congratulate others. - I play games honestly with consideration of the rules. - I show an understanding of my feelings and can regulate my behaviour. - I use movement skills with developing balance and co-ordination. 	<ul style="list-style-type: none"> - I can combine movements, selecting actions in response to the task and apparatus. - I can confidently and safely use a range of large and small apparatus. - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. - I work co-operatively with others and take turns. 	<ul style="list-style-type: none"> - I am confident to try new challenges. - I can combine movements, selecting actions in response to the task and apparatus. - I can confidently and safely use a range of large and small apparatus. - I can negotiate space safely with consideration for myself and others. - I follow instructions involving several ideas or actions. - I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. - I work co-operatively with others and take turns. 	<ul style="list-style-type: none"> - I show an understanding of my feelings and can regulate my behaviour. - I use ball skills with developing competence and accuracy. - I use movement skills with developing balance and co-ordination. 	<ul style="list-style-type: none"> - I use ball skills with developing competence and accuracy. - I use movement skills with developing balance and co-ordination.
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National Curriculum: Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: - 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.

YEAR GROUP 1	TERM 1 Fitness	TERM 2 Ball Skills	TERM 3 Dance	TERM 4 Gymnastics	TERM 5 Athletics	TERM 6 Net & Wall
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YR1

	Fundamentals	Sending & Receiving	Invasion Games	Yoga	Team Building	Striking and Fielding
	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Fitness</u></p> <p>Develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Running Physical: Co-ordination Physical: Stamina Physical: Strength Physical: Agility Physical: Balance Social: Co-operation Social: Support Social: Responsibility Emotional: Kindness Emotional: Perseverance Emotional: Honesty Emotional: Independence</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Ball Skills</u></p> <p>In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Rolling Physical: Kicking Physical: Throwing Physical: Catching Physical: Bouncing Physical: Dribbling Physical: Tracking Social: Co-operation Social: Communication Social: Leadership Social: Supporting others Emotional: Honesty</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Dance</u></p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Travel Physical: Copying and performing actions Physical: Using shape Physical: Balance</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Gymnastics</u></p> <p>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Travelling actions Physical: Shapes Physical: Balances</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Athletics</u></p> <p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Running at varying speeds Physical: Agility Physical: Balance Physical: Jumping, hopping and leaping in combination and for distance</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Net & Wall</u></p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Throwing Physical: Catching Physical: Hitting a ball Physical: Tracking a ball Social: Respect Social: Communication</p>



<p>Thinking: Comprehension Thinking: Creativity Thinking: Problem solving Thinking: Reflection</p> <p>- I can recognise changes in my body when I do exercise. - I can share my ideas with other people in the class. -I can talk about what exercise does to my body. -I recognise how exercise makes me feel. -I try my best in the challenges I am set. I understand why it is important to warm up.</p> <p><u>Fundamentals</u> Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for</p>	<p>Emotional: Perseverance Emotional: Challenging myself Thinking: Using tactics Thinking: Exploring actions Thinking: Comprehension</p> <p>-I am beginning to catch with two hands. -I am beginning to dribble a ball with my hands and feet. -I am beginning to understand simple tactics. -I can roll and throw with some accuracy towards a target. -I can say when someone was successful. -I can track a ball that is coming towards me. -I can work co-operatively with a partner.</p> <p><u>Sending & Receiving</u> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will</p>	<p>Physical: Coordination Social: Co-operation Social: Communication Social: Coming to decisions with a partner Social: Respect Emotional: Confidence Emotional: Acceptance Thinking: Counting Thinking: Observing and providing feedback Thinking: Selecting and applying actions</p> <p>-I am beginning to use counts. -I can copy, remember and repeat actions. -I can move confidently and safely. -I can use different parts of the body in isolation and together. -I can work with others to share ideas and select actions. -I choose appropriate movements for different dance ideas. -I say what I liked about someone else's performance.</p>	<p>Physical: Jumps Physical: Barrel roll Physical: Straight roll Physical: Forward roll progressions Social: Sharing Social: Working safely Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions</p> <p>-I am confident to perform in front of others. -I can link simple actions together to create a sequence. -I can make my body tense, relaxed, stretched and curled. -I can recognise changes in my body when I do exercise. -I can remember and repeat actions and shapes. -I can say what I liked about someone else's performance.</p>	<p>Physical: Throwing for distance Social: Working safely Social: Collaborating with others Emotional: Working independently Emotional: Honesty and playing to the rules Emotional: Determination Thinking: Exploring ideas</p> <p>-I am able to throw towards a target. -I am beginning to show balance and co-ordination when changing direction. -I am developing overarm throwing. -I can recognise changes in my body when I do exercise. -I can run at different speeds. -I can work with others and make safe choices. -I try my best. -I understand the difference between a jump, a leap and a hop and can choose which</p>	<p>Emotional: Honesty and fair play Emotional: Determination Thinking: Decision making Thinking: Using simple tactics Thinking: Recalling information Thinking: Comprehension</p> <p><u>Striking and Fielding</u> Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect</p>
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<p>improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p><u>Key Skills:</u> Physical: Balancing Physical: Sprinting Physical: Jogging Physical: Dodging Physical: Jumping Physical: Hopping Physical: Skipping Social: Taking turns Social: Supporting and encouraging others Social: Working safely Social: Communication Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying Thinking: Identifying strengths Thinking: Listening and following instructions</p> <p>-I can change direction when moving at speed.</p>	<p>be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p> <p><u>Key Skills</u> Physical: Rolling Physical: Kicking Physical: Throwing Physical: Catching Physical: Tracking Social: Taking turns Social: Supporting and encouraging others Social: Respect Social: Communication Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Emotional: Being happy to succeed</p>	<p>-I show some sense of dynamic and expressive qualities in my dance.</p> <p><u>Invasion Games</u> Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><u>Key Skills</u></p>	<p>-I can use apparatus safely and wait for my turn.</p> <p><u>Yoga</u> Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.</p> <p><u>Key Skills</u> Physical: Breathing Physical: Relaxation Physical: Balance Physical: Flexibility Physical: Strength Social: Working safely Social: Sharing ideas Social: Leadership Emotional: Calmness Emotional: Patience</p>	<p>allows me to jump the furthest.</p> <p><u>Team Building</u> In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.</p> <p><u>Key Skills</u> Physical: Balancing Physical: Travelling actions Social; Communication Social: Sharing ideas Social: Inclusion Social: Encouraging and supporting others Emotional: Confidence Emotional: Trust Emotional: Honesty Thinking: Decision making Thinking: Using tactics</p>	<p>towards others when playing competitively and develop communication skills.</p> <p><u>Key Skills</u> Physical: Throwing Physical: Catching Physical: Retrieving a ball Physical: Tracking a ball Physical: Striking a ball Social: Communication Social: Supporting and encouraging others Social: Consideration of others Emotional: Perseverance Emotional: Honesty and fair play Thinking: Using tactics Thinking: Selecting and applying skills Thinking: Decision making</p> <p>-I can catch a beanbag and a medium-sized ball. - I can roll a ball towards a target. - I can strike a ball using my hand. - I can track a ball that is coming towards me.</p>
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THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



	<p>-I can recognise changes in my body when I do exercise.</p> <p>-I can run at different speeds</p> <p>-I can select my own actions in response to a task.</p> <p>-I can show hopping and jumping movements.</p> <p>-I can work co-operatively with others to complete tasks.</p> <p>-I show balance and co-ordination when static and moving at a slow speed.</p>	<p>Thinking: Transferring skills</p> <p>-I am beginning to send and receive a ball with my feet.</p> <p>-I can catch a ball with some success.</p> <p>-I can recognise changes in my body when I do exercise.</p> <p>-I can roll a ball towards a target.</p> <p>-I can throw a ball to a partner.</p> <p>-I can track a ball that is coming towards me.</p> <p>-I can work co-operatively with a partner.</p>	<p>Physical: Throwing and catching</p> <p>Physical: Kicking</p> <p>Physical: Dribbling with hands and feet</p> <p>Physical: Dodging</p> <p>Physical: Finding space</p> <p>Social: Co-operation</p> <p>Social: Communication</p> <p>Social: Supporting and encouraging others</p> <p>Social: Respect and kindness towards others</p> <p>Emotional: Honesty and fair play</p> <p>Emotional: Managing emotions</p> <p>Thinking: Connecting information</p> <p>Thinking: Decision making</p> <p>Thinking: Recalling information</p> <p>-I am beginning to dribble a ball with my hands and feet.</p> <p>-I can change direction to move away from a defender.</p> <p>-I can recognise space when playing games.</p>	<p>Emotional: Understanding</p> <p>Emotional: Independence</p> <p>Thinking: Selecting actions</p> <p>Thinking: Comprehension</p> <p>Thinking: Focus</p> <p>Thinking: Providing feedback</p> <p>-I can recognise how yoga makes me both feel physically and mentally.</p> <p>-I can remember and repeat actions, linking poses together.</p> <p>-I can say what I liked about someone else's flow.</p> <p>-I can show an awareness of space when travelling.</p> <p>-I can work with others to create poses.</p>	<p>Thinking: Providing instructions</p> <p>Thinking: Planning</p> <p>Thinking: Problem solving</p> <p>-I can communicate simple instructions.</p> <p>-I can follow instructions.</p> <p>-I can follow path and lead others.</p> <p>-I can listen to others' ideas.</p> <p>-I can suggest ideas to solve tasks.</p> <p>-I can work with a partner and a small group.</p> <p>-I understand the rules of the game.</p>	<p>- I know how to score points.</p> <p>- I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>- I understand when I am successful.</p>
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			<ul style="list-style-type: none"> -I can send and receive a ball with hands and feet. -I can use simple rules to play fairly. -I move to stay with another player when defending. -I recognise changes in my body when I do exercise. -I understand when I am a defender and when I am an attacker. 			
YEAR 2	Term 1 Fitness Fundamentals	TERM 2 Ball Skills Sending and Receiving	TERM 3 Dance Invasion Games	TERM 4 Gymnastics Yoga	TERM 5 Athletics Team Building	TERM 6 Net and Wall Striking and Fielding
YR2	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Fitness</u></p> <p>In this unit, pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Ball Skills</u></p> <p>In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Dance</u></p> <p>In this unit, pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Gymnastics</u></p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Athletics</u></p> <p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p style="text-align: center;"><u>Net and Wall</u></p> <p>In this unit, pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances</p>

THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



<p>develop perseverance and show determination to work for longer periods of time.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Agility Physical: Balance Physical: Co-ordination Physical: Speed Physical: Stamina Physical: Skipping Social: Taking turns Social: Encouraging and supporting others Emotional: Determination Emotional: Perseverance Emotional: Challenging myself Thinking: Identifying strengths and areas for improvement Thinking: Observing and providing feedback</p> <p>-I can describe how my body feels during exercise. - I can show hopping and jumping movements with some balance and control.</p>	<p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Rolling Physical: Kicking Physical: Throwing Physical: Catching Physical: Bouncing Physical: Dribbling Social: Co-operation Social: Communication Social: Leadership Social: Supporting others Emotional: Honesty Emotional: Perseverance Emotional: Challenging myself Thinking: Using tactics Thinking: Exploring actions</p> <p>-I am beginning to provide feedback using key words. - I am beginning to understand and use simple tactics. - I can dribble a ball with my hands and feet with some control. - I can roll and throw a ball to hit a target. - I can send and receive a ball using both kicking</p>	<p>expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Travel Physical: Copying and performing actions Physical: Using dynamics, pathway, expression and speed Physical: Balance Physical: Coordination Social: Respect Social: Consideration Social: Sharing ideas Social: Decision making with others Emotional: Acceptance Emotional: Confidence Thinking: Selecting and applying actions</p>	<p>Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Shapes Physical: Balances Physical: Shape jumps Physical: Travelling movements Physical: Barrel roll Physical: Straight roll Physical: Forwards roll Social: Sharing Social: Working safely Emotional: Confidence Emotional: Independence Thinking: Observing and providing feedback</p>	<p>against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Running at different speeds Physical: Jumping for distance Physical: Throwing for distance Social: Working safely Social: Collaborating with others Emotional: Working independently Emotional: Determination Thinking: Observing and providing feedback Thinking: Exploring ideas</p> <p>-I can describe how my body feels during exercise. - I can identify good technique.</p>	<p>of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Throwing Physical: Catching Physical: Racket skills Physical: Ready position Physical: Hitting a ball Social: Support Social: Co-operation Social: Respect Social: Communication Emotional: Perseverance Emotional: Honesty Thinking: Decision making Thinking: Reflection Thinking: Comprehension Thinking: Selecting and applying</p> <p>-I can defend space on my court using the ready position.</p>
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<p>- I persevere with new challenges. - I show determination to continue working over a longer period of time. - I understand that running at a slower speed will allow me to run for a longer period of time. - I work with others to turn a rope and encourage others to jump at the right time.</p> <p style="text-align: center;"><u>Fundamentals</u></p> <p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to</p>	<p>and throwing and catching skills. - I can track a ball and collect it. - I can work co-operatively with a partner and a small group.</p> <p style="text-align: center;"><u>Sending and Receiving</u></p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>Thinking: Counting Thinking: Observing and providing feedback Thinking: Creating</p> <p>-I am beginning to provide feedback using key words. - I can copy, remember, repeat and create dance phrases. - I can describe how my body feels during exercise. - I can show a character and idea through the actions and dynamics I choose. - I can use counts to stay in time with the music. - I can work with a partner using mirroring and unison in our actions. - I show confidence to perform.</p> <p style="text-align: center;"><u>Invasion Games</u></p> <p>Pupils develop their understanding of invasion games and the principles of defending and attacking. They use</p>	<p>Thinking: Selecting and applying actions</p> <p>-I am beginning to provide feedback using key words. - I am proud of my work and confident to perform in front of others. - I can perform the basic gymnastic actions with some control and balance. - I can plan and repeat simple sequences of actions. - I can use directions and levels to make my work look interesting. - I can use shapes when performing other skills. - I can work safely with others and apparatus.</p> <p style="text-align: center;"><u>Yoga</u></p> <p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit</p>	<p>- I can jump and land with control. - I can use an overarm throw to help me to throw for distance. - I can work with others, taking turns and sharing ideas. - I show balance and co-ordination when running at different speeds. - I try my best.</p> <p style="text-align: center;"><u>Team Building</u></p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p style="text-align: center;"><u>Key Skills</u></p>	<p>- I can describe how my body feels during exercise. - I can hit a ball over the net and into the court area. - I can throw accurately to a partner. - I can use simple tactics to make it difficult for an opponent. - I know how to score points and can remember the score. - I show good sportsmanship when playing against an opponent.</p> <p style="text-align: center;"><u>Striking and Fielding</u></p> <p>In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play</p>
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THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



<p>work collaboratively with others, taking turns and sharing ideas.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Balancing Physical: Sprinting Physical: Jogging Physical: Dodging Physical: Jumping Physical: Hopping Physical: Skipping Social: Taking turns Social: Supporting and encouraging others Social: Respect Social: Communication Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying Thinking: Identifying strengths</p> <p>-I am beginning to provide feedback using key words. - I am beginning to turn and jump in an individual skipping rope.</p>	<p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Rolling Physical: Kicking Physical: Throwing Physical: Catching Physical: Tracking Social: Co-operation Social: Communication Social: Keeping others safe Emotional: Perseverance Emotional: Challenging myself Thinking: Identifying how to improve Thinking: Transferring skills</p> <p>-I am beginning to provide feedback using key words. - I am beginning to trap and cushion a ball that is coming towards me. - I can accurately throw and kick a ball to a partner. - I can catch a ball passed to me, with and without a bounce. - I can roll a ball to hit a target.</p>	<p>and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Throwing and catching Physical: Kicking Physical: Dribbling with hands and feet Physical: Dodging Physical: Finding space Social: Communication Social: Respect Social: Co-operation Social: Kindness Emotional: Empathy Emotional: Integrity Emotional: Independence Emotional: Determination Emotional: Perseverance Thinking: Creativity</p>	<p>builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Breathing Physical: Balance Physical: Flexibility Physical: Strength Social: Working safely Social: Sharing ideas Social: Leadership Emotional: Calmness Emotional: Patience Emotional: Understanding Thinking: Selecting actions Thinking: Creating poses Thinking: Focus Thinking: Providing feedback</p>	<p>Physical: Travelling actions Physical: Jumping Physical: Balancing Social: Communication Social: Listening Social: Leading Social: Inclusion Emotional: Trust Emotional: Honesty and fair play Emotional: Acceptance Thinking: Planning making Thinking: Decision making Thinking: Problem solving</p> <p>-I can follow instructions carefully. - I can say when I was successful at solving challenges. - I can share my ideas and help to solve tasks. - I can work co-operatively with a partner and a small group. - I show honesty and can play fairly.</p>	<p>to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p> <p style="text-align: center;"><u>Key Skills</u></p> <p>Physical: Throwing and catching Physical: Tracking a ball Physical: Bowling Physical: Batting Social: Communication Social: Collaboration Emotional: Honesty Emotional: Acceptance Emotional: Controlling emotions Thinking: Select and apply Thinking: Using tactics Thinking: Decision making</p> <p>-I am beginning to provide feedback using key words. - I am developing underarm and overarm throwing skills.</p>
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THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



	<ul style="list-style-type: none"> - I can describe how my body feels during exercise. - I can show balance when changing direction. - I can show hopping, skipping and jumping movements with some balance and control. - I can work co-operatively with a partner and a small group. - I show balance and co-ordination when running at different speeds. 	<ul style="list-style-type: none"> - I can track a ball and stop it using my hands and feet. - I can work co-operatively with a partner and a small group. - I can work safely to send a ball towards a partner using a piece of equipment. 	<p>Thinking: Reflection Thinking: Decision making Thinking:Comprehension</p> <ul style="list-style-type: none"> -I can describe how my body feels during exercise. - I can dodge and find space away from the other team. - I can move with a ball towards goal. - I can sometimes dribble a ball with my hands and feet. - I can stay with another player to try and win the ball. - I know how to score points and can remember the score. - I know who is on my team and I can attempt to send the ball to them. 	<ul style="list-style-type: none"> -I am beginning to provide feedback using key words. - I can copy, remember and repeat yoga flows. - I can describe how my body feels during exercise. - I can move from one pose to another thinking about my breath. - I can use clear shapes when performing poses. - I can work with others to create simple flows showing some control. 	<ul style="list-style-type: none"> - I understand how to use, follow and create a simple diagram/map. 	<ul style="list-style-type: none"> - I can hit a ball using equipment with some consistency. - I can track a ball and collect it. - I can use simple tactics. - I know how to score points and can remember the score. - I understand the rules of the game and can use these to play fairly in a small group.
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National Curriculum: 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, rounder's 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

	Term 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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YEAR 3	X-Country / Health & Fitness	Dance & Football	Gymnastics & Ball Skills	Yoga & Hockey	Athletics & Cricket	Rounders & Tennis
<p>YR 3</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p><u>Health and Fitness</u> Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn to understand different components of fitness, speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p> <p><u>Skills in this unit:</u> Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting others Social: Working safely Emotional: Perseverance Emotional: Determination</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p><u>Dance</u> In this unit, pupils create dances in relation to an idea including historical, cultural and scientific sources. Pupils work individually, with a partner and in small groups. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances.</p> <p><u>Skills in this unit:</u> Physical: Using canon, unison, formation, dynamics, pathways, direction Physical: Copying and performing actions Social: Sharing ideas Social: Respect Social: Inclusion of others Social: Leadership Social: Working safely</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p><u>Gymnastics</u> In this unit, pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p><u>Skills in this unit:</u></p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p><u>Yoga</u> In this unit, pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.</p> <p><u>Skills in this unit:</u> Physical: Breathing Physical: Balance Physical: Flexibility Physical: Strength Physical: Coordination Social: Working safely</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p><u>Athletics</u> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p><u>Skills in this unit:</u> Physical: Sprinting Physical: Running over obstacles</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p><u>Rounders</u> In this unit, pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Skills in this unit:</u></p>



<p>Thinking: Identifying areas of strength and areas for development</p> <ul style="list-style-type: none"> - I can collect and record personal fitness data and I can recognise my strengths. - I can complete exercises with control. - I can persevere when I find a challenge is hard. - I can provide feedback using key words. - I can use key points to help me to improve my sprinting technique. - I can work safely with others. - I show balance when changing direction. - I understand the benefits of exercise. <p><u>Cross country</u></p> <p>Pupils will develop confidence, confidence and become informed learners by working individually and with a partner to run for an extensive period of time.</p> <p><u>Skills in this unit:</u></p>	<p>Emotional: Confidence Emotional: Acceptance</p> <p>Thinking: Selecting and applying actions Thinking: Creating Thinking: Observing and providing feedback</p> <ul style="list-style-type: none"> - I am respectful of others when watching them perform. - I can provide feedback using key words. - I can repeat, remember and perform a dance phrase. - I can use counts to keep in time with a partner and group. - I can use dynamic and expressive qualities in relation to an idea. - I can work with a partner and in a small group, sharing ideas. - I create short dance phrases that communicate the idea. - I understand the benefits of exercise. <p><u>Football</u></p> <p>In this unit, pupils will be encouraged to persevere</p>	<p>Physical: Individual point and patch balances Physical: Straight roll Physical: Barrel roll Physical: Forward roll Physical: Straight jump Physical: Tuck jump Physical: Star jump Physical: Rhythmic gymnastics Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving</p> <ul style="list-style-type: none"> - I can adapt sequences to suit different types of apparatus. - I can choose actions that flow well into one another. - I can choose and plan sequences of contrasting actions. - I can complete actions with increasing balance and control. 	<p>Social: Sharing ideas Social: Leadership Emotional: Calmness Emotional: Focus Emotional: Confidence Thinking: Selecting actions Thinking: Creating poses and flows Thinking: Providing feedback</p> <ul style="list-style-type: none"> - I can copy and link yoga poses together to create a short flow. - I can describe how yoga makes me feel. - I can move from one pose to another in time with my breath. - I can provide feedback using key words. - I can work with others to create a flow including a number of poses. - I show some stability when holding my yoga poses. <p><u>Hockey</u></p> <p>In this unit, pupils will learn to contribute to</p>	<p>Physical: Jumping for distance and height Physical: Push and pull throwing for distance Social: Working collaboratively Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback</p> <ul style="list-style-type: none"> - I am developing jumping for distance and height. - I can identify when I was successful. - I can take part in a relay activity, remembering when to run and what to do. - I can throw a variety of objects, changing my action for accuracy and distance. - I can use different take off and landings when jumping. - I can use key points to help me to improve my sprinting technique. 	<p>Physical: Underarm and overarm throwing Physical: Catching Physical: Tracking a ball Physical: Fielding and retrieving a ball Physical: Batting Social: Collaboration and communication Social: Respect Social: Supporting and encouraging others Emotional: Honesty and fair play Emotional: Confident to take risks Emotional: Managing emotions Thinking: Observing and providing feedback Thinking: Using tactics Thinking: Decision making</p> <ul style="list-style-type: none"> - I am able to bowl a ball towards a target. - I am beginning to strike a bowled ball. - I am developing an understanding of tactics and I am beginning to use them in game situations.
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<p>Physical: Run for a sustained period of time. Physical: Growth and development. Physical: Physically active Physical: Competitive. Social: Running independently and as a team. Thinking: Making decisions Thinking: Analytical – deep understanding. Thinking: Tactical awareness Thinking: Strategies Thinking: Breathing pattern Emotional: Attitude Emotional: Character and values Emotional: Eustress and Distress.</p> <p>-I know how to pace myself so that I can run for longer periods of time. -I can warm up effectively so that I am ready to run a long distance. -I can run for Fifteen minutes without stopping. -I know the difference between continuous</p>	<p>when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><u>Skills in this unit:</u> Physical: Dribbling Physical: Passing Physical: Ball control Physical: Tracking/ jockeying Physical: Turning Social: Communication Social: Collaboration Social: Cooperation Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics</p>	<p>- I can move in unison with a partner. - I can provide feedback using key words. - I understand the benefits of exercise. - I use a greater number of my own ideas for movements in response to a task. - With help, I can recognise how performances could be improved.</p> <p><u>Ball Skills</u> In this unit, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with</p>	<p>the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p> <p><u>Skills in this unit:</u> Physical: Passing Physical: Dribbling Physical: Receiving Physical: Intercepting Physical: Tackling Social: Communication</p>	<p>- I can work with a partner and in a small group, sharing ideas. - I show determination to achieve my personal best. - I understand the benefits of exercise. - I understand why it is important to warm up.</p> <p><u>Cricket</u> In this unit, pupils develop physical, social, emotional and thinking whole child objectives. Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters’ scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball trying avoid fielders, so that they can run between wickets to score runs. Pupils are given</p>	<p>- I am learning the rules of the game and I am beginning to use them. - I can provide feedback using key words. - I can use overarm and underarm throwing and catching skills. - I understand the aim of the game. - I understand the benefits of exercise. - I work cooperatively with my group to self-manage games.</p> <p><u>Tennis</u> In this unit, pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being</p>
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<p>training and Fartlek training.</p>	<p>Thinking: Decision making</p> <ul style="list-style-type: none"> - I am beginning to use simple tactics. - I am learning the rules of the game and I am beginning to use them to play honestly and fairly. - I can dribble, pass, receive and shoot the ball with some control. - I can find space away from others and near to my goal. - I can move with a ball towards goal with increasing control. - I can provide feedback using key words. - I can track an opponent to slow them down. - I understand my role as an attacker and as a defender. - I understand the benefits of exercise. - I work cooperatively with my group to self-manage games. 	<p>feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <p><u>Skills in this unit:</u> Physical: Tracking a ball Physical: Throwing Physical: Catching Physical: Dribbling Social: Supporting others Social: Co-operation Social: Communication Social: Managing games Emotional: Perseverance Emotional: Honesty Emotional: Respect Emotional: Challenging self Thinking: Decision making Thinking: Developing tactics Thinking: Creativity</p> <p>-I can catch different sized objects with increasing consistency with two hands.</p>	<p>Social: Collaboration Social: Inclusive Emotional: Honesty and fair play Emotional: Perseverance Emotional: Empathy Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Decision-making.</p> <ul style="list-style-type: none"> - I am beginning to use simple tactics. - I am learning the rules of the game and I am beginning to use them to play fairly. - I can dribble, pass, receive and shoot the ball with some control. - I can find space away from others and near to my goal. - I can move with a ball towards goal with increasing control. - I can provide feedback using key words. - I can track an opponent to slow them down. 	<p>opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Skills in this unit:</u> Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Fielding and tracking a ball Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Perseverance Emotional: Honesty Thinking: Observing and providing feedback Thinking: Applying strategies</p> <p>-I am able to bowl a ball towards a target.</p>	<p>honest whilst playing to the rules.</p> <p><u>Skills in this unit:</u> Physical: Forehand Physical: Backhand Physical: Throwing Physical: Catching Physical: Ready position Social: Collaboration Social: Respect Social: Supporting others Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Understanding rules Thinking: Using tactics</p> <ul style="list-style-type: none"> -I am learning the rules of the game and I am beginning to use them to play fairly. - I can provide feedback using key words. - I can return a ball to a partner. - I can use basic racket skills.
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			<ul style="list-style-type: none"> - I can dribble a ball with control. - I can persevere when learning a new skill. - I can provide feedback using key words. - I can show a variety of throwing techniques. - I can throw with accuracy and increasing consistency to a target. - I can track the path of a ball that is not sent directly to me. 	<ul style="list-style-type: none"> - I understand my role as an attacker and as a defender. - I understand the benefits of exercise. - I work cooperatively with my group to self-manage games. 	<ul style="list-style-type: none"> - I am beginning to strike a bowled ball after a bounce. - I am developing an understanding of tactics and I am beginning to use them in game situations. - I am learning the rules of the game and I am beginning to use them honestly. - I can persevere when learning a new skill. - I can provide feedback using key words. - I can use overarm and underarm throwing, and catching skills. - I work co-operatively with my group to self-manage games 	<ul style="list-style-type: none"> - I understand the aim of the game. - I understand the benefits of exercise. - I work cooperatively with my group to self-manage games.
YEAR 4	Term 1 X-Country / Health & Fitness	TERM 2 Dance & Football	TERM 3 Gymnastics & Basketball	TERM 4 OAA & Dodgeball	TERM 5 Athletics & Cricket	TERM 6 Tennis & Rounders
	CHILDREN WILL BE TAUGHT TO: <u>Cross country</u> Pupils will develop confidence, confidence and become informed movers by working	CHILDREN WILL BE TAUGHT TO: <u>Dance</u> Pupils focus on creating characters and narrative through movement and gesture. They gain	CHILDREN WILL BE TAUGHT TO: <u>Gymnastics</u> In this unit, pupils create more complex sequences. They learn a wider range of travelling	CHILDREN WILL BE TAUGHT TO: <u>OAA</u> In this unit, pupils develop problem solving skills through a range of challenges. Pupils work	CHILDREN WILL BE TAUGHT TO: <u>Athletics</u> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set	CHILDREN WILL BE TAUGHT TO: <u>Tennis</u> In this unit pupils develop the key skills required for tennis such as the ready position,



<p>YR 4</p>	<p>individually and with a partner to run for an extensive period of time.</p> <p><u>Skills in this unit:</u> Physical: Run for a sustained period of time. Physical: Growth and development. Physical: Physically active Physical: Competitive. Social: Running independently and as a team. Thinking: Making decisions Thinking: Analytical – deep understanding. Thinking: Tactical awareness Thinking: Strategies Thinking: Breathing pattern Emotional: Attitude Emotional: Character and values Emotional: Eustress and Distress.</p> <p>-I can use my knowledge of how to pace myself so that I can run for longer periods of time, I can</p>	<p>inspiration from a range of stimulus, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p><u>Skills in this unit:</u> Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, structure, space Social: Collaboration Social: Consideration Social: Inclusion Social: Respect Emotional: Empathy Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying skills</p>	<p>actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Skills in this unit:</u> Physical: Individual and partner balances</p>	<p>as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p><u>Skills in this unit:</u> Physical: Balance Physical: Running Social: Communication Social: Teamwork Social: Trust Social: Inclusion Social: Listening Emotional: Confidence Thinking: Planning Thinking: Map reading Thinking: Decision making Thinking: Problem solving</p> <p>- I can accurately follow and give instructions. - I can confidently communicate ideas and listen to others.</p>	<p>challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p> <p><u>Skills in this unit:</u> Physical: Pacing Physical: Sprinting technique Physical: Jumping for distance and height Physical: Throw, heave, launch for distance Social: Working collaboratively Social: Working safely Emotional: Perseverance</p>	<p>racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><u>Skills in this unit:</u> Physical: Underarm throwing Physical: Catching Physical: Forehand Physical: Backhand Physical: Ready position Social: Collaboration Social: Respect Social: Supporting others Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Understanding rules</p>
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<p>incorporate a regular breathing pattern. - I can warm up effectively so that I am ready to run a long distance, knowing what muscles I need to stretch. - I can run for twenty minutes without stopping. - I know the difference between continuous training, Fartlek and circuit training.</p> <p style="text-align: center;"><u>Fitness</u></p> <p>Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p>	<p>- I can choose actions and dynamics to convey a character or idea. - I can copy and remember set choreography. - I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can provide feedback using appropriate language relating to the lesson. - I can respond imaginatively to a range of stimuli relating to character and narrative. - I can use changes in timing and spacing to develop a dance. - I can use counts to keep in time with others and the music. - I can use simple movement patterns to structure dance</p>	<p>Physical: Jumps using rotation Physical: Straight roll Physical: Barrel roll Physical: Forward roll Physical: Straddle roll Physical: Bridge Physical: Shoulder stand Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences</p> <p>- I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can identify some muscle groups used in gymnastic activities. - I can plan and perform sequences with a partner that include a change of level and shape.</p>	<p>- I can identify key symbols on a map and use a key to help navigate around a grid. - I can plan and apply strategies to solve problems. - I can reflect on when and why I was successful at solving challenges. - I can work collaboratively and effectively with a partner and a small group.</p> <p style="text-align: center;"><u>Dodgeball</u></p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently</p>	<p>Emotional: Determination Thinking: Observing and providing feedback Thinking: Exploring ideas</p> <p>- I can demonstrate the difference in sprinting and jogging techniques. - I can explain what happens in my body when I warm up. - I can identify when I was successful and what I need to do to improve. - I can jump for distance and height with balance and control. - I can throw with some accuracy and power to a target area. - I show determination to improve my personal best. - I support and encourage others to work to their best.</p> <p style="text-align: center;"><u>Cricket</u></p> <p>Pupils learn how to strike the ball into space so that they can score</p>	<p>Thinking: Selecting and applying skills and tactics</p> <p>- I am learning the rules of the game and I am beginning to use them to play honestly and fairly. - I can communicate with my teammates to apply simple tactics. - I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can provide feedback using key terminology and understand what I need to do to improve. - I can return to the ready position to defend my own court. - I can sometimes play a continuous game. - I can use a range of basic racket skills. - I share ideas and work with others to manage our game.</p> <p style="text-align: center;"><u>Rounders</u></p>
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<p><u>Skills in this unit:</u> Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting others Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Identifying areas of strength and areas for development</p> <p>-I can collect and record personal fitness data and identify areas I need to improve. - I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can use key points to help me to improve my sprinting technique. - I share ideas and work with others to manage activities.</p>	<p>phrases on my own, with a partner and in a group. - I show respect for others when working as a group and watching others perform.</p> <p style="text-align: center;"><u>Football</u></p> <p>In this unit, pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><u>Skills in this unit:</u> Physical: Dribbling Physical: Passing</p>	<p>- I can provide feedback using appropriate language relating to the lesson. - I can safely perform balances individually and with a partner. - I can watch, describe and suggest possible improvements to others' performances and my own. - I understand how body tension can improve the control and quality of my movements.</p> <p style="text-align: center;"><u>Basketball</u></p> <p>In this unit, pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand</p>	<p>and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.</p> <p><u>Skills in this unit:</u> Physical: Throwing Physical: Catching Physical: Dodging Physical: Blocking Social: Collaboration Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Decision making</p> <p>-I am learning the rules of the game and I am beginning to use them to play honestly and fairly. -I can catch with increasing consistency. -I can communicate with my teammates to apply simple tactics. -I can explain what happens to my body</p>	<p>runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Skills in this unit:</u> Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Fielding and tracking a ball Physical: Batting</p>	<p>In this unit, pupils develop physical, social, emotional and thinking whole child objectives. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Skills in this unit:</u></p>
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THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



<p>- I show balance when changing direction at speed. - I show control when completing activities to improve balance. - I show determination to continue working at over a period of time. - I understand there are different areas of fitness and that each area challenges my body differently.</p>	<p>Physical: Ball control Physical: Tracking/ jockeying Physical: Turning Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making</p> <p>-I can delay an opponent and help to prevent the other team from scoring. -I can dribble, pass, receive and shoot the ball with increasing control. -I can move to space to help my team to keep possession and score goals. -I can provide feedback using key terminology and understand what I need to do to improve. -I can use simple tactics to help my team score or gain possession.</p>	<p>the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.</p> <p><u>Skills in this unit:</u> Physical: Throwing and catching Physical: Dribbling Physical: Intercepting Physical: Changing direction and speed Physical: Shooting Social: Working safely Social: Communication Social: Collaboration Emotional: Honesty and fair play Emotional: Perseverance Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback</p>	<p>when I exercise and how this helps to make me healthy. -I can provide feedback using key terminology and understand what I need to do to improve. -I can return to the ready position to defend myself. -I can throw with some accuracy at a target. -I share ideas and work with others to manage our game.</p>	<p>Social: Collaboration and communication Social: Respect Emotional: Perseverance Emotional: Honesty Thinking: Observing and providing feedback Thinking: Applying strategies</p> <p>-I am able to bowl a ball with some accuracy, and consistency. -I am learning the rules of the game and I am beginning to use them to play honestly and fairly. -I can communicate with my teammates to apply simple tactics. -I can explain what happens to my body when I exercise and how this helps to make me healthy. -I can persevere when learning a new skill. -I can provide feedback using key terminology and understand what I need to do to improve.</p>	<p>Physical: Underarm and overarm throwing Physical: Catching Physical: Tracking a ball Physical: Fielding and retrieving a ball Physical: Batting Social: Collaboration and communication Social: Respect Social: Supporting and encouraging others Emotional: Honesty and fair play Emotional: Confident to take risks Emotional: Managing emotions Thinking: Observing and providing feedback Thinking: Using tactics Thinking: Decision making</p> <p>-I am able to bowl a ball with some accuracy, and consistency. - I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p>	<p>Physical: Underarm and overarm throwing Physical: Catching Physical: Tracking a ball Physical: Fielding and retrieving a ball Physical: Batting Social: Collaboration and communication Social: Respect Social: Supporting and encouraging others Emotional: Honesty and fair play Emotional: Confident to take risks Emotional: Managing emotions Thinking: Observing and providing feedback Thinking: Using tactics Thinking: Decision making</p> <p>-I am able to bowl a ball with some accuracy, and consistency. - I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p>
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		<ul style="list-style-type: none"> -I share ideas and work with others to manage our game. -I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> - I can delay an opponent and help to prevent the other team from scoring. - I can dribble, pass, receive and shoot the ball with increasing control. - I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can move to space to help my team to keep possession and score goals. - I can provide feedback using key terminology and understand what I need to do to improve. - I can use simple tactics to help my team score or gain possession. - I share ideas and work with others to manage our game. - I understand the rules of the game and I can use them often and honestly. 		<ul style="list-style-type: none"> -I can strike a bowled ball after a bounce. -I can use overarm and underarm throwing, and catching skills with increasing accuracy. -I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> - I can communicate with my teammates to apply simple tactics. -I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can provide feedback using key terminology and understand what I need to do to improve. - I can strike a bowled ball with adapted equipment (e.g. a tennis racket). - I can use overarm and underarm throwing and catching skills with increasing accuracy. - I share ideas and work with others to manage our game.
YEAR 5	Term 1 X-Country / Health & Fitness	TERM 2 Football & Dance	TERM 3 Gymnastics & Hockey	TERM 4 Basketball & MK Dons SET	TERM 5 Athletics & Cricket	TERM 6 Tennis & Rounders



YR 5	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	CHILDREN WILL BE TAUGHT TO:	
	<u>Fitness</u>	<u>Football</u>	<u>Gymnastics</u>	<u>Basketball</u>	<u>Athletics</u>	<u>Tennis</u>	
	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.	In this unit, pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other’s performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	In this unit, pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others’ performances.	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit, pupils learn the following athletic activities: running over longer distances, sprinting, relay, long	In this unit, pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	
	<u>Skills in this unit:</u> Physical: Strength Physical: Speed Physical: Power	<u>Skills in this unit:</u> Physical: Dribbling Physical: Passing Physical: Ball control	<u>Skills in this unit:</u>	<u>Skills in this unit:</u>		<u>Skills in this unit:</u> Physical: Forehand groundstroke Physical: Backhand groundstroke Physical: Forehand volley Physical: Backhand volley Physical: Underarm serve Social: Collaboration Social: Communication	

THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



<p>Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting and encouraging others Social: Working collaboratively Emotional: Perseverance Emotional: Determination Thinking: Analysing data</p> <p>-I can analyse my fitness data to identify areas of improvement. -I can choose the best pace for a running event and maintain speed. -I can encourage and motivate others to work to their personal best. -I can identify how different activities can benefit my physical health. -I can work with others to manage activities. -I understand the different components of fitness and how to test them.</p>	<p>Physical: Tracking / jockeying Physical: Turning Physical: Goalkeeping Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making</p> <p>- I can communicate with my team and move into space to keep possession and score. - I can dribble, pass, receive and shoot the ball with some control under pressure. - I can identify how different activities can benefit my physical health. - I can identify when I was successful and what I need to do to improve. - I can often make the correct decision of who to pass to and when.</p>	<p>Physical: Symmetrical and asymmetrical balances Physical: Straight roll Physical: Forward roll Physical: Straddle roll Physical: Backward roll Physical: Cartwheel Physical: Bridge Physical: Shoulder stand Physical: Handstand Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences</p> <p>- I can create and perform sequences using apparatus, individually and with a partner. - I can lead a partner through short warm-up routines.</p>	<p>Physical: Throwing and catching Physical: Dribbling Physical: Intercepting Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback</p> <p>- I can communicate with my team and move into space to keep possession and score. - I can dribble, pass, receive and shoot the ball with some control under pressure. - I can identify how different activities can benefit my physical health. - I can identify when I was successful and what I need to do to improve.</p>	<p>jump, triple jump, shot put and javelin.</p> <p><u>Skills in this unit:</u> Physical: Pacing Physical: Sprinting technique Physical: Relay changeovers Physical: Jumping for height and distance Physical: Push and pull throwing for distance Social: Collaborating with others Social: Supporting others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback</p> <p>- I can choose the best pace for a running event. - I can identify good athletic performance and explain why it is good. - I can perform a range of jumps showing some technique.</p>	<p>Social: Respect Emotional: Honesty Thinking: Decision making Thinking: Selecting and applying tactics</p> <p>- I am developing a wider range of skills and I am beginning to use these under some pressure. - I can identify how different activities can benefit my physical health. - I can identify when I was successful and what I need to do to improve. - I can use feedback provided to improve my work. - I can work cooperatively with others to manage our game. - I understand the need for tactics and can identify when to use them in different situations. - I understand the rules of the game and I can</p>
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<p>-I understand what my maximum effort looks and feels like and I am determined to achieve it.</p> <p><u>Cross country</u> Pupils will develop confidence, confidence and become informed movers by working individually and with a partner to run for an extensive period of time.</p> <p><u>Skills in this unit:</u> Physical: Run for a sustained period of time. Physical: Growth and development. Physical: Physically active Physical: Competitive. Social: Running independently and as a team. Thinking: Making decisions Thinking: Analytical – deep understanding. Thinking: Tactical awareness Thinking: Strategies Thinking: Breathing pattern</p>	<p>- I can use feedback provided to improve my work. - I can use tracking and intercepting when playing in defence. - I know what position I am playing in and how to contribute when attacking and defending. - I understand the need for tactics and can identify when to use them in different situations. - I understand the rules of the game and I can use them most of the time to play honestly and fairly. - I understand there are different skills for different situations and I am beginning to apply this.</p> <p><u>Dance</u> In this unit, pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore</p>	<p>- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. - I can use feedback provided to improve my work. - I can use set criteria to make simple judgments about performances and suggest ways they could be improved. - I can use strength and flexibility to improve the quality of a performance. - I can work safely when learning a new skill to keep myself and others safe.</p> <p><u>Hockey</u> In this unit, pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and</p>	<p>- I can often make the correct decision of who to pass to and when. - I can use feedback provided to improve my work. - I can use tracking and intercepting when playing in defence. - I know what position I am playing in and how to contribute when attacking and defending. - I understand the need for tactics and can identify when to use them in different situations. - I understand the rules of the game and I can apply them honestly most of the time. - I understand there are different skills for different situations and I am beginning to apply this.</p> <p><u>MK Dons SET – Move and Learn</u> Firstly, the physical aspect involves different warm up games and</p>	<p>- I can show control at take-off and landing in jumping activities. - I can take on the role of coach, official and timer when working in a group. - I can understand how stamina and power help people to perform well in different athletic activities. - I can use feedback to improve my sprinting technique. - I persevere to achieve my personal best. - I show accuracy and power when throwing for distance.</p> <p><u>Cricket</u> In this unit, pupils develop physical, social, emotional and thinking whole child objectives. Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket</p>	<p>apply them honestly most of the time. - I understand there are different skills for different situations and I am beginning to apply this.</p> <p><u>Rounders</u> In this unit, pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with</p>
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<p>Emotional: Attitude Emotional: Character and values Emotional: Eustress and Distress.</p> <p>-I can use my knowledge of how to pace myself so that I can run for longer periods of time. -I can incorporate a regular breathing pattern. -I can use my knowledge of working between 60-80% of my maximum heart rate to improve my cardio-vascular fitness levels so that I can run further. -I can warm up effectively so that I am ready to run a long distance, knowing what muscles I need to stretch. -I can run for twenty-five minutes without stopping. -I know the difference between continuous training, Fartlek, interval and circuit training.</p>	<p>and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p> <p><u>Skills in this unit:</u> Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: Collaboration</p>	<p>receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p> <p><u>Skills in this unit:</u> Physical: Dribbling Physical: Passing Physical: Receiving Physical: Tackling Physical: Creating and using space Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play</p>	<p>activities with the intention of developing the children's ABC's (Agility, Balance and Co-ordination), with all sessions being derived from the National Curriculum for PE and focusing on the 3 different sports of football, handball and dodgeball. All the games will be adapted and differentiated to ensure challenges and opportunities are provided for all children. The coaches can also potentially work with your Year 5 class teachers to develop their confidence in delivering PE.</p> <p>Secondly, the theory side delves into the various different elements of physical activity and how to maintain healthy lifestyles, starting with the benefits of physical activity on the body and</p>	<p>keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Skills in this unit:</u> Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Long and short barrier Physical: Batting</p>	<p>honesty and fair play when playing competitively.</p> <p><u>Skills in this unit:</u> Physical: Throwing & catching Physical: Bowling Physical: Tracking, fielding & retrieving a ball Physical: Batting Social: Organising & self-managing a game Social: Respect Social: Supporting & encouraging others Social: Communicating ideas & reflecting with others Emotional: Honesty & fair play Emotional: Confident to take risks Emotional: Managing emotion Thinking: Decision making Thinking: Using tactics Thinking: Identifying how to improve Thinking: Selecting skills</p>
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THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



		<p>Social: Consideration and awareness of others Social: Inclusion Social: Respect Social: Leadership Emotional: Empathy Emotional: Confidence Thinking: Creating Thinking: Observing and providing feedback Thinking: Using feedback to improve Thinking: Selecting and applying skills</p> <p>- I can accurately copy and repeat set choreography. - I can choreograph phrases individually and with others considering actions and dynamics. - I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. - I can identify how different activities can benefit my physical health.</p>	<p>Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Selecting and applying skills</p> <p>- I can communicate with my team and move into space to keep possession and score. - I can dribble, pass, receive and shoot the ball with some control under pressure. - I can identify how different activities can benefit my physical health. - I can identify when I was successful and what I need to do to improve. - I can often make the correct decision of who to pass to and when. - I can use feedback provided to improve my work. - I can use tracking, tackling and</p>	<p>mind. Children will then go on to explore the Eat well guide and use that knowledge to investigate meal planning for a healthy, balanced diet. The final two weeks are based around the importance of hydration, followed by the children making a personal pledge regarding their own activity and exercise going forward once the programme has finished.</p>	<p>Social: Collaboration and communication Social: Respect Emotional: Honesty Thinking: Observing and providing feedback Thinking: Selecting and applying strategies</p> <p>- I am developing a wider range of fielding skills and I am beginning to use these under some pressure. - I can identify when I was successful and what I need to do to improve. - I can strike a bowled ball with increasing consistency. - I can work co-operatively with others to manage our game. - I understand the need for tactics and can identify when to use them in different situations. - I understand the rules of the game and I can apply them honestly most of the time.</p>	<p>- I am beginning to strike a ball with a rounders bat. - I am developing a wider range of fielding skills and I am beginning to use these under some pressure. - I can identify how different activities can benefit my physical health. - I can identify when I was successful and what I need to do to improve. - I can use feedback provided to improve my work. - I can work co-operatively with others to manage our game. - I understand the need for tactics and can identify when to use them in different situations. - I understand the rules of the game and I can apply them honestly most of the time. - I understand there are different skills for</p>
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THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



		<ul style="list-style-type: none"> - I can lead a group through short warm-up routines. - I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. - I can suggest ways to improve my own and other people's work using key terminology. - I can use counts when choreographing to stay in time with others and the music. - I can use feedback provided to improve my work. 	<ul style="list-style-type: none"> intercepting when playing in defence. - I know what position I am playing in and how to contribute when attacking and defending. - I understand the need for tactics and can identify when to use them in different situations. - I understand the rules of the game and I can use them most of the time to play fairly and honestly. - I understand there are different skills for different situations and I am beginning to apply this. 		<ul style="list-style-type: none"> - I understand there are different skills for different situations and I am beginning to use this. 	<ul style="list-style-type: none"> different situations and I am beginning to use this.
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YEAR 6	Term 1 X-Country / Health & Fitness	TERM 2 Football & Dance	TERM 3 Netball & Gymnastics	TERM 4 OAA & Hockey	TERM 5 Athletics & Cricket	TERM 6 Rounders & Tennis
	CHILDREN WILL BE TAUGHT TO: <u>Cross-country</u>	CHILDREN WILL BE TAUGHT TO: <u>Football</u>	CHILDREN WILL BE TAUGHT TO: <u>Netball</u>	CHILDREN WILL BE TAUGHT TO: <u>OAA</u>	CHILDREN WILL BE TAUGHT TO: <u>Athletics</u>	CHILDREN WILL BE TAUGHT TO: <u>Rounders</u>



<p>YR6</p>	<p>In this unit, pupils will develop confidence, confidence and become informed movers by working individually and with a partner to run for an extensive period of time.</p> <p>Skills in this unit: Physical: Run for a sustained period of time. Physical: Growth and development. Physical: Physically active Physical: Competitive. Social: Running independently and as a team. Thinking: Making decisions Thinking: Analytical – deep understanding. Thinking: Tactical awareness Thinking: Strategies Thinking: Breathing pattern Emotional: Attitude Emotional: Character and values Emotional: Eustress and Distress.</p>	<p>In this unit, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other’s performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p><u>Skills in this unit:</u> Physical: Dribbling Physical: Passing Physical: Ball control</p>	<p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p> <p><u>Skills in this unit:</u> Physical: Passing Physical: Catching Physical: Footwork Physical: Intercepting</p>	<p>In this unit, pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p> <p><u>Skills in this unit:</u> Physical: Stamina Physical: Running Social: Communication Social: Teamwork Social: Trust Social: Inclusion Social: Listening Emotional: Confidence Thinking: Planning Thinking: Map reading Thinking: Decision making Thinking: Problem solving</p>	<p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</p> <p><u>Skills in this unit:</u> Physical: Pacing</p>	<p>In this unit, pupils develop physical, social, emotional and thinking whole child objectives. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p><u>Skills in this unit:</u> Physical: Throwing & catching</p>
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	<p>-I can use my knowledge of how to pace myself so that I can run for longer periods of time, I can incorporate a regular breathing pattern. -I can use my knowledge of working between 60-80% of my maximum heart rate to improve my cardio-vascular fitness levels so that I can run further. -I can warm up effectively so that I am ready to run a long distance, knowing what muscles I need to stretch. -I can run for thirty minutes without stopping. -I know the difference between continuous training, Fartlek, interval and circuit training.</p> <p style="text-align: center;"><u>Fitness</u></p> <p>In this unit, pupils will take part in a range of fitness challenges to test, monitor and record</p>	<p>Physical: Tracking / jockeying Physical: Turning Physical: Goalkeeping Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making</p> <p>- I can create and use space to help my team. - I can dribble, pass, receive and shoot the ball with increasing control under pressure. - I can select the appropriate action for the situation and make this decision quickly. - I can use marking, tackling and/or interception to improve my defence. - I can use the rules of the game consistently to play honestly and fairly.</p>	<p>Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making</p> <p>- I can create and use space to help my team. - I can pass, receive and shoot the ball with increasing control under pressure. - I can select the appropriate action for the situation and make this decision quickly. - I can use feedback provided to improve the quality of my work. - I can use marking, and/or interception to improve my defence. - I can use the rules of the game consistently to play honestly and fairly.</p>	<p>- I am inclusive of others, can share job roles and lead when necessary. - I can orientate a map efficiently to navigate around a course. - I can pool ideas within a group, selecting and applying the best method to solve a problem. - I can use critical thinking skills to form ideas and strategies to solve challenges. - I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</p> <p style="text-align: center;"><u>Hockey</u></p> <p>In this unit, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will improve their defending and attacking</p>	<p>Physical: Sprinting Physical: Jumping for distance Physical: Jumping for height Physical: Push throwing for distance Physical: Fling throwing for distance Social: Negotiating Social: Collaborating with others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback</p> <p>- I can compete within the rules showing fair play and honesty. - I can help others to improve their technique using key teaching points. - I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p>	<p>Physical: Bowling Physical: Tracking, fielding & retrieving a ball Physical: Batting Social: Organising & self-managing a game Social: Respect Social: Supporting & encouraging others Social: Communicating ideas & reflecting with others Emotional: Honesty & fair play Emotional: Confident to take risks Emotional: Managing emotion Thinking: Decision making Thinking: Using tactics Thinking: Identifying how to improve Thinking: Selecting skills</p> <p>- I can strike a bowled ball with increasing consistency. - I can use a wider range of skills with increasing control under pressure.</p>
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<p>their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p><u>Skills in this unit:</u> Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina</p>	<p>- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. - I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p><u>Dance</u> In this unit, pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe</p>	<p>- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. - I can work in collaboration with others so that games run smoothly. - I recognise my own and others strengths and areas for development and can suggest ways to improve. - I understand that there are different areas of fitness and how this helps me in different activities.</p> <p><u>Gymnastics</u> In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working</p>	<p>skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other’s performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.</p> <p><u>Skills in this unit:</u> Physical: Dribbling Physical: Passing Physical: Receiving Physical: Tackling Physical: Creating and using space Physical: Shooting Social: Communication Social: Collaboration Emotional: Perseverance</p>	<p>- I can perform jumps for height and distance using good technique. - I can select and apply the best pace for a running event. - I can show accuracy and good technique when throwing for distance. - I understand that there are different areas of fitness and how this helps me in different activities. - I can use different strategies to persevere to achieve my personal best.</p> <p><u>Cricket</u> In this unit, pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the</p>	<p>- I can use the rules of the game consistently to play fairly. - I can work collaboratively with others to get batters out. - I can work in collaboration with others so that games run smoothly. - I recognise my own and others strengths and areas for development and can suggest ways to improve. - I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p><u>Tennis</u> In this unit, pupils develop physical, social, emotional and thinking whole child objectives. Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how</p>
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THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



<p>Social: Supporting and encouraging others Social: Working collaboratively Emotional: Perseverance Emotional: Determination Thinking: Analysing data</p> <p>- I can change my running technique to adapt to different distances. - I can collect, record and analyse data to identify areas where I have made the most improvement. - I can work with others to organise, manage and record information at a station. - I encourage and motivate others to work to their best. - I understand that there are different areas of fitness and how this helps me in different activities. - I understand the different components of</p>	<p>and will have the opportunity to lead others through short warm ups.</p> <p><u>Skills in this unit:</u> Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring Social: Sharing ideas Social: Consideration of others Social: Inclusion Social: Respect Social: Leadership Social: Supporting others Emotional: Empathy Emotional: Confidence Thinking: Observing & providing feedback Thinking: Using feedback to improve Thinking: Selecting & applying skills</p> <p>- I can choreograph a dance and work safely using a prop.</p>	<p>collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p><u>Skills in this unit:</u> Physical: Straddle roll Physical: Forward roll Physical: Backward roll Physical: Counter balance Physical: Counter tension Physical: Bridge Physical: Shoulder stand Physical: Handstand Physical: Cartwheel Physical: Headstand Physical: Vault Social: Responsibility Social: Collaboration Social: Communication Social: Respect</p>	<p>Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Selecting and applying skills</p> <p>-I can create and use space to help my team. - I can dribble, pass, receive and shoot the ball with increasing control. under pressure. - I can select the appropriate action for the situation and make this decision quickly. - I can use marking, tackling and/or interception to improve my defence. - I can use the rules of the game consistently to play honestly and fairly. - I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>	<p>opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Skills in this unit:</u> Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Long and short barrier Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Honesty Thinking: Observing and providing feedback</p>	<p>to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p> <p><u>Skills in this unit:</u> Physical: Forehand groundstroke Physical: Backhand groundstroke Physical: Forehand volley Physical: Backhand volley Physical: Underarm serve Social: Collaboration Social: Communication Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Selecting and applying tactics Thinking: Evaluating and improving</p>
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THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



	<p>fitness and ways to test and develop them.</p> <ul style="list-style-type: none"> - I work to my maximum consistently when presented with challenges. 	<ul style="list-style-type: none"> - I can lead a small group through a short warm-up routine. - I can perform dances confidently and fluently with accuracy and good timing. - I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. - I can use appropriate language to evaluate and refine my own and others' work. - I can use feedback provided to improve the quality of my work. - I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances 	<p>Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequences</p> <ul style="list-style-type: none"> - I can combine and perform gymnastic actions, shapes and balances with control and fluency. - I can create and perform sequences using compositional devices to improve the quality. - I can lead a small group through a short warm-up routine. - I can use appropriate language to evaluate and refine my own and others' work. - I can use feedback provided to improve the quality of my work. - I can work collaboratively with others to create a sequence. 	<ul style="list-style-type: none"> - I can work in collaboration with others so that games run smoothly. - I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<p>Thinking: Selecting and applying strategies</p> <ul style="list-style-type: none"> - I can select the appropriate action for the situation. - I can strike a bowled ball with increasing consistency and accuracy. - I can use a wider range of fielding skills with increasing control under pressure. - I can use feedback provided to improve the quality of my work. - I can use the rules of the game consistently to play fairly. - I can work collaboratively with others to score runs and to get batters out. - I can work in collaboration with others so that games run smoothly. - I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<ul style="list-style-type: none"> - I can select the appropriate action for the situation and make this decision quickly. - I can use a wider range of skills with increasing control under pressure. - I can use feedback provided to improve the quality of my work. - I can use the rules of the game consistently to play honestly and fairly. - I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. - I can work in collaboration with others so that games run smoothly. - I recognise my own and others strengths and areas for development and can suggest ways to improve. - I understand that there are different areas of fitness and how this helps me in different activities.
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THE OLNEY JOURNEY

PHYSICAL EDUCATION (SOW)



			<ul style="list-style-type: none">- I understand how to work safely when learning a new skill.- I understand that there are different areas of fitness and how this helps me in different activities.- I understand what counter balance and counter tension is and can show examples with a partner.		<ul style="list-style-type: none">- I understand and can apply some tactics in the game as a batter, bowler and fielder.- I understand that there are different areas of fitness and how this helps me in different activities	
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