



YR	Autumn 1	
	Title Introduction to PE (Unit 1) (Taught by Coach)	Vocab: moving, travelling, path, co-operatively, play, follow, copy, lead
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● Skip, hop, stand on one leg and hold a pose for a game like musical statues ● Continue to develop their movement, balancing, riding and ball skills ● Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width ● Start taking part in some group activities which they make up for themselves, or in teams ● Go up steps and stairs, or climb up apparatus, using alternate feet 	<u>End point</u> <ul style="list-style-type: none"> ● To move safely and sensibly in a space with consideration of others (R/IPE.1) ● To develop moving safely and stopping with control. (R/IPE.1) ● To use equipment safely and responsibly. (R/IPE.1) ● To use different travelling actions whilst following a path. (R/IPE.1) ● To work with others co-operatively and play as a group. (R/IPE.1) ● To follow, copy and lead a partner. (R/IPE.1)
	(EYFS: Physical Development)	
Title Introduction to PE (Unit 2) (Taught by Class Teacher)	Vocab: move, stop, control, path, turns, co-operatively	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● Skip, hop, stand on one leg and hold a pose for a game like musical statues ● Continue to develop their movement, balancing, riding and ball skills ● Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width ● Start taking part in some group activities which they make up for themselves, or in teams ● Go up steps and stairs, or climb up apparatus, using alternate feet 	<u>End point</u> <ul style="list-style-type: none"> ● To move around safely in space.(R/IPE.2) ● To follow instructions and stop safely.(R/IPE.2) ● To stop safely and develop control when using equipment. (R/IPE.2) ● To follow instructions and play safely as a group. (R/IPE.2) ● To follow a path and take turns. (R/IPE.2) ● To work co-operatively with a partner. (R/IPE.2) 	
(EYFS: Physical Development)		



Autumn 2	
Title Gymnastics (Unit 1) (Taught by Coach)	Vocab: moving, travelling, path, co-operatively, play, follow, copy, lead
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Continue to develop their movement, balancing, riding and ball skills • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width • Start taking part in some group activities which they make up for themselves, or in team (EYFS: Physical Development) 	<u>End point</u> <ul style="list-style-type: none"> • To copy and create shapes with your body. (R/Gy.1) • To be able to create shapes whilst on apparatus. (R/Gy.1) • To develop balancing and taking weight on different body parts. (R/Gy.1) • To develop jumping and landing safely. (R/Gy.1) • To develop rocking and rolling. (R/Gy.1) • To copy and create short sequences by linking actions together. (R/Gy.1)
Title Dance (DD Mix) Space and Movement (Unit 1) (Taught by Class Teacher)	Vocab: free space, travelling movements, space, jumping, dance phrase, basic travel, jumping actions, balance, travel, jumps, balance, sequence
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills • Start taking part in some group activities which they make up for themselves, or in teams • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width (EYFS: Physical Development)	<ul style="list-style-type: none"> • To explore moving into a free space on your own, with a partner and a small group (R/Da.1) • Explore and identify basic travelling movements whilst moving confidently in the space. (R/Da.1) • To explore jumping in a space (R/Da.1) • Create a dance phrase using basic travel and jumping actions. (R/Da.1) • Explore and understand balance, using visual images (R/Da.1) • To use travel, jumps and balance to create a simple dance sequence. (R/Da.1)



Dovedale Primary School

Long term plan

Physical Education



Spring 1		
	Title Fundamentals (Unit 1) (Taught by Coach)	Vocab: balancing, stationary, move, running, stopping, changing direction, jumping, landing, hopping, landing, control, travel
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Continue to develop their movement, balancing, riding and ball skills • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width • Start taking part in some group activities which they make up for themselves, or in teams • Go up steps and stairs, or climb up apparatus, using alternate feet (EYFS: Physical Development)	<u>End point</u> <ul style="list-style-type: none"> • To develop balancing whilst stationary and on the move. (R/Fun.1) • To develop running and stopping. (R/Fun.1) • To develop changing direction. (R/Fun.1) • To develop jumping and landing. (R/Fun.1) • To develop hopping and landing with control. (R/Fun.1) • To explore different ways to travel. (R/Fun.1)
	Title Fundamentals (Unit 2) (Taught by Class Teacher)	Vocab: balancing, running, stopping, changing direction, hopping, travel
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Continue to develop their movement, balancing, riding and ball skills 	<u>End point</u> <ul style="list-style-type: none"> • To develop balancing. (R/Fun.2) • To develop running and stopping. (R/Fun.2) • To develop changing direction. (R/Fun.2) • To develop jumping. (R/Fun.2) • To develop hopping. (R/Fun.2) • To explore different ways to travel using equipment. (R/Fun.2)



Dovedale Primary School

Long term plan

Physical Education



	<ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width • Start taking part in some group activities which they make up for themselves, or in teams • Go up steps and stairs, or climb up apparatus, using alternate feet <p>(EYFS: Physical Development)</p>	
<h2>Spring 2</h2>		
	<h3>Title Ball Skills (Unit 1)</h3> <p>(Taught by Coach)</p>	<p>Vocab: rolling, target, stopping, accuracy, throwing, bouncing, catching, dribbling, kicking</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills • Start taking part in some group activities which they make up for themselves, or in teams <p>(EYFS: Physical Development)</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • To develop rolling a ball to a target. (R/BS.1) • To develop stopping a rolling ball. (R/BS.1) • To develop accuracy when throwing to a target. (R/BS.1) • To develop bouncing and catching a ball. (R/BS.1) • To develop dribbling a ball with your feet. (R/BS.1) • To develop kicking a ball. (R/BS.1)
	<h3>Title Ball Skills (Unit 2)</h3> <p>(Taught by Class Teacher)</p>	<p>Vocab: rolling, tracking, accuracy, throwing, target, dribbling, hands, catching, kicking, target</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills • Start taking part in some group activities which they make up for themselves, or in teams <p>(EYFS: Physical Development)</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> • To develop rolling and tracking a ball. (R/BS.2) • To develop accuracy when throwing to a target. (R/BS.2) • To develop dribbling with hands. (R/BS.2) • To develop throwing and catching with a partner. (R/BS.2) • To develop dribbling a ball with your feet. (R/BS.2) • To develop kicking a ball to a target. (R/BS.2)



Dovedale Primary School

Long term plan

Physical Education



Summer 1	
<p>Title Games (Unit 1) (Taught by Coach)</p> <p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width • Start taking part in some group activities which they make up for themselves, or in teams <p>(EYFS: Physical Development)</p>	<p>Vocab: running, stopping, throwing, score, move, tagging, co-operatively, team games</p> <p><u>End point</u></p> <ul style="list-style-type: none"> • To work safely and develop running and stopping. (R/Ga.1) • To develop throwing and learn how to keep score. (R/Ga.1) • To be able to play games showing an understanding of the different roles within it. (R/Ga.1) • To follow instructions and move safely when playing tagging games. (R/Ga.1) • To work co-operatively and learn to take turns. (R/Ga.1) • To work with others to play team games. (R/Ga.1)
<p>Title Gymnastics (Unit 2) (Taught by Class Teacher)</p> <p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Continue to develop their movement, balancing, riding and ball skills • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width • Start taking part in some group activities which they make up for themselves, or in teams <p>(EYFS: Physical Development)</p>	<p>Vocab: sequences, shapes, balances, travelling, balancing, apparatus, jumping, landing, height, rocking, rolling, around, over, through, sequences</p> <p><u>End point</u></p> <ul style="list-style-type: none"> • To create short sequences using shapes, balances and travelling actions. (R/Gy2) • To develop balancing and safely using apparatus. (R/Gy2) • To develop jumping and landing safely from a height. (R/Gy2) • To develop rocking and rolling. (R/Gy2) • To explore travelling around, over and through apparatus. (R/Gy2) • To create sequences using apparatus. (R/Gy2)



Summer 2	
Title Games (Unit 2) (Taught by Coach)	Vocab: throwing, score, instructions, tagging, co-ordination, rules, striking, co-operatively, team
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width • Start taking part in some group activities which they make up for themselves, or in teams • Go up steps and stairs, or climb up apparatus, using alternate feet (EYFS: Physical Development)	<u>End point</u> <ul style="list-style-type: none"> • To aim when throwing and practise keeping score. (R/Ga.2) • To follow instructions and move safely when playing tagging games. (R/Ga.2) • To learn to play against a partner. (R/Ga.2) • To develop co-ordination and play by the rules. (R/Ga.2) • To explore striking a ball and keeping score. (R/Ga.2) • To work co-operatively as a team. (R/Ga.2)
Title Dance (DD Mix) Dance Sequence (Unit 2) (Taught by Class Teacher)	Vocab: body parts, dance sequence, movements, gesture
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills • Start taking part in some group activities which they make up for themselves, or in teams • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width (EYFS: Physical Development)	<u>End point</u> <ul style="list-style-type: none"> • Explore different ways to move body parts. (R/Da.2) • Explore moving different body parts in contrasting ways, in relation to stimuli (R/Da.2) • Create a simple dance sequence using movements inspired by specific characteristics. (R/Da.2) • Explore gesture using a variety of body parts (R/Da.2) • Use gestures and movement to convey a character. (R/Da.2) • Create a dance sequence, using a character as a stimulus (R/Da.2)



Y1	Autumn 1	
	Title Gymnastics	Vocab: travelling, performing, linking shapes, stability, control, balances, technique, control, jumps, barrel, forward roll, gymnastic actions, sequence
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● <i>To copy and create shapes with your body.</i> ● <i>To be able to create shapes whilst on apparatus.</i> ● <i>To develop balancing and taking weight on different body parts.</i> ● <i>To develop jumping and landing safely.</i> ● <i>To develop rocking and rolling.</i> ● <i>To copy and create short sequences by linking actions together.</i> 	<u>End point</u> <ul style="list-style-type: none"> ● To explore travelling movements. <i>(1/Gym)</i> ● To develop quality when performing and linking shapes. <i>(1/Gym)</i> ● To develop stability and control when performing balances. <i>(1/Gym)</i> ● To develop technique and control when performing shape jumps. <i>(1/Gym)</i> ● To develop technique in the barrel, straight and forward roll. <i>(1/Gym)</i> ● To link gymnastic actions to create a sequence. <i>(1/Gym)</i>
	Autumn 2	
Title African Dance	Vocab: movements, motifs, dance sequence, linking movements, formation, African Safari	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● <i>Skip, hop, stand on one leg and hold a pose for a game like musical statues</i> ● <i>Continue to develop their movement, balancing, riding and ball skills</i> 	<u>End point</u> <ul style="list-style-type: none"> ● Create movements associated with African animals, using simple movements from DDMIX African. <i>(1/Da)</i> ● Create motifs to represent animals/creatures, using Safari as a stimulus. <i>(1/Da)</i> ● Link movements to motifs to create a dance sequence, using Safari as a stimulus. <i>(1/Da)</i> 	



Dovedale Primary School

Long term plan

Physical Education



<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams <p>(EYFS: Physical Development)</p>	<ul style="list-style-type: none"> Use size of movement and animal qualities/characteristics to adapt a dance sequence. (1/Da) In groups, create a beginning and end position to a dance sequence, using Safari as a stimulus (1/Da) Perform a dance sequence as a class, focusing on linking movements and formation. (1/Da)
<h3>Spring 1</h3>	
<h4>Title Ball Skills</h4>	<p>Vocab: control, co-ordination, dribbling, accuracy, rolling, throwing, target, catching, tracking</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. <p>To develop kicking a ball.</p>	<p><u>End point</u></p> <ul style="list-style-type: none"> To develop control and co-ordination when dribbling a ball with your hands. (1/BSk) To explore accuracy when rolling a ball. (1/BSk) To explore throwing with accuracy towards a target. (1/BSk) To explore catching with two hands. (1/BSk) To explore control and co-ordination when dribbling a ball with your feet. (1/BSk) To explore tracking a ball that is coming towards me. (1/BSk)
<h3>Spring 2</h3>	
<h4>Title Target Games</h4>	<p>Vocab: underarm throwing, target, accuracy, overarm, accuracy, distance, correct technique</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> To develop throwing and learn how to keep score. To work co-operatively and learn to take turns. 	<p><u>End point</u></p> <ul style="list-style-type: none"> To develop underarm throwing towards a target. (1/TG) To develop throwing for accuracy. (1/TG) To develop underarm and overarm throwing for accuracy. (1/TG)



Dovedale Primary School

Long term plan

Physical Education



	<ul style="list-style-type: none"> ● To aim when throwing and practise keeping score. ● To follow instructions and move safely when play tagging games. ● To explore striking a ball and keeping score. ● To develop co-ordination and play by the rules. 	<ul style="list-style-type: none"> ● To develop throwing for accuracy and distance using underarm and overarm. (1/TG) ● To select the correct technique for the situation. (1/TG) ● To develop throwing for accuracy and distance. (1/TG)
<h2>Summer 1 & 2</h2>		
<h3>Title Athletics</h3>		<p>Vocab: move, speed, distances, balance, agility, co-ordination, hopping, jumping, leaping, throwing,</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● To move safely and sensibly in a space with consideration of others. ● To develop moving safely and stopping with control. ● To use equipment safely and responsibly. ● To use different travelling actions whilst following a path. ● To work with others co-operatively and play as a group. ● To follow, copy and lead a partner. 		<p><u>End point</u></p> <ul style="list-style-type: none"> ● To move at different speeds over varying distances. (1/Ath) ● To develop balance. (1/Ath) ● To develop agility and co-ordination. (1/Ath) ● To explore hopping, jumping and leaping for distance. (1/Ath) ● To develop throwing for distance. (1/Ath) ● To develop throwing for accuracy. (1/Ath)



Y2	Autumn 1	
	Title Lumberjack Hoedown Dance	Vocab: Lumberjack hoedown, clear dynamics, key movements, group formation, rhythmic pattern, dance sequence, sequences
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● Create movements associated with African animals, using simple movements from DDMIX African. ● Create motifs to represent animals/creatures, using Safari as a stimulus. ● Link movements to motifs to create a dance sequence, using Safari as a stimulus. ● Use size of movement and animal qualities/characteristics to adapt a dance sequence. ● In groups, create a beginning and end position to a dance sequence, using Safari as a stimulus ● Perform a dance sequence as a class, focusing on linking movements and formation. 	<u>End point</u> <ul style="list-style-type: none"> ● Learn the key movements of the DDMIX Lumberjack hoedown dance, demonstrating clear dynamics. (2/Da) ● Link the DDMIX Lumberjack hoedown key movements to form a dance. Perform with a group using changes of group formation. (2/Da) ● To work with a partner to create a key movement using the rhythmic pattern of the Lumberjack hoedown dance. (2/Da) ● Create a dance sequence by changing the order of movements. Work constructively in a group. (2/Da) ● Apply a clear beginning and end to a dance sequence, whilst applying group formation. (2/Da) ● Create and adapt dance sequences to form one group dance. Perform and evaluate dance sequence (2/Da)
	Autumn 2	
Title Fitness	Vocab: run, stopping, co-ordination, jumping, skipping, circuit, stamina, agility, exercises, agility, balance	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● To move at different speeds over varying distances. ● To develop balance. ● To develop agility and co-ordination. ● To explore hopping, jumping and leaping for distance. ● To develop throwing for distance. ● To develop throwing for accuracy. 	<u>End point</u> <ul style="list-style-type: none"> ● To understand how to run for longer periods of time without stopping. (2/Fit) ● To develop co-ordination and timing when jumping in a long rope. (2/Fit) ● To develop individual skipping. (2/Fit) ● To take part in a circuit to develop stamina and agility. (2/Fit) ● To explore exercises that use your own body weight. (2/Fit) ● To develop 'ABC,' agility, balance and co-ordination. (2/Fit) 	



Spring 1	
Title Gymnastics	Vocab: gymnastic shapes, link, create balances, travelling, apparatus, shapes, take off, landings, jumps, rolling, sequence building
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • To explore travelling movements. • To develop quality when performing and linking shapes. • To develop stability and control when performing balances. • To develop technique and control when performing shape jumps. • To develop technique in the barrel, straight and forward roll. • To link gymnastic actions to create a sequence. 	<u>End point</u> <ul style="list-style-type: none"> • To perform gymnastic shapes and link them together. (2/Gy) • To be able to use shapes to create balances. (2/Gy) • To be able to link travelling actions and balances using apparatus. (2/Gy) • To demonstrate different shapes, take off and landings when performing jumps. (2/Gy) • To develop rolling and sequence building. (2/Gy) • To develop sequence work on apparatus. (2/Gy)
Spring 2	
Title Striking and Fielding	Vocab: striking and fielding, throwing and catching, tracking and retrieving, score points, play to the rules, skills, strategies, tactics, rolling ball, collect, underarm throwing, field, overarm throwing, batter, hitting, distance, fairly
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • To develop underarm throwing towards a target. • To develop throwing for accuracy. • To develop underarm and overarm throwing for accuracy. • To develop throwing for accuracy and distance using underarm and overarm. • To select the correct technique for the situation. • To develop throwing for accuracy and distance. 	<u>End point</u> <ul style="list-style-type: none"> • To track a rolling ball and collect it. (2/S&F) • To develop underarm throwing and catching to field a ball. (2/S&F) • To develop overarm throwing to limit a batter's score. (2/S&F) • To develop hitting for distance to score more points. (2/S&F) • To be able to get a batter out. (2/S&F) • To understand the rules of the game and use these to play fairly. (2/S&F)



Dovedale Primary School

Long term plan

Physical Education



Summer 1 & 2	
Title Athletics	Vocab: sprinting, jumping, distance, technique, height, throwing, distance, accuracy, athletics, carousel
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● <i>To move at different speeds over varying distances.</i> ● <i>To develop balance.</i> ● <i>To develop agility and co-ordination.</i> ● <i>To explore hopping, jumping and leaping for distance.</i> ● <i>To develop throwing for distance.</i> ● <i>To develop throwing for accuracy.</i> 	<u>End point</u> <ul style="list-style-type: none"> ● To develop the sprinting action. (2/Ath) ● To develop jumping for distance. (2/Ath) ● To develop technique when jumping for height. (2/Ath) ● To develop throwing for distance. (2/Ath) ● To develop throwing for accuracy. (2/Ath) ● To develop technique when taking part in an athletics carousel. (2/Ath)



Y3	Autumn 1	
	Title Football	Vocab: controlling, dribbling, passing, changing direction, inside and outside hook, jockey, track, opponent, rules, tactics, tournament
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● To develop control and co-ordination when dribbling a ball with your hands. ● To explore accuracy when rolling a ball. ● To explore throwing with accuracy towards a target. ● To explore catching with two hands. ● To explore control and co-ordination when dribbling a ball with your feet. ● To explore tracking a ball that is coming towards me. 	<u>End point</u> <ul style="list-style-type: none"> ● To develop controlling the ball and dribbling under pressure. (3/Ftb) ● To develop passing to a teammate. (3/Ftb) ● To be able to control the ball with different parts of the body. (3/Ftb) ● To develop changing direction with the ball using an inside and outside hook. (3/Ftb) ● To jockey / track an opponent. (3/Ftb) ● To be able to apply the rules and tactics you have learnt to play in a football tournament. (3/Ftb)
	Autumn 2	
Title Japanese Dance	Vocab: dynamics, appropriate movement, visual stimuli, movement phrase, two phrases, Japanese dance, shape and formation, key movements	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● <i>Learn the key movements of the DDMIX Lumberjack hoedown dance, demonstrating clear dynamics.</i> ● <i>Link the DDMIX Lumberjack hoedown key movements to form a dance. Perform with a group using changes of group formation.</i> ● <i>To work with a partner to create a key movement using the rhythmic pattern of the Lumberjack hoedown dance.</i> ● <i>Create a dance sequence by changing the order of movements. Work constructively in a group.</i> 	<u>End point</u> <ul style="list-style-type: none"> ● To be able to identify dynamics in music and apply the appropriate movement. (3/Da) ● In response to visual stimuli, create a movement phrase using dynamics. (3/Da) ● Combine two phrases to create a dance of two parts (binary: AB). Work constructively as part of a group (3/Da) ● Demonstrate the use of dynamics through a Japanese dance. (3/Da) ● Use shape and formation when performing the key movements of a Japanese dance (3/Da) 	



Dovedale Primary School

Long term plan

Physical Education



<ul style="list-style-type: none"> ● Apply a clear beginning and end to a dance sequence, whilst applying group formation. ● Create and adapt dance sequences to form one group dance. Perform and evaluate dance sequence 	<ul style="list-style-type: none"> ● Create a beginning and an end to the DDMIX Japanese dance. Work constructively in groups (3/Da)
<h3>Spring 1</h3>	
<h3>Title Handball</h3>	<p>Vocab: throwing, catching, dribbling, shooting defending, attacking, possession, game situations, playing fairly, following the rules, evaluate, performance, goal, shooting, opponent, possession, change direction, move into space</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● To develop underarm throwing towards a target. ● To develop throwing for accuracy. ● To develop underarm and overarm throwing for accuracy. ● To develop throwing for accuracy and distance using underarm and overarm. ● To select the correct technique for the situation. ● To develop throwing for accuracy and distance. 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● To begin to throw and catch while on the move. (3/Hbl) ● To move towards goal or away from a defender. (3/Hbl) ● To move towards goal to create shooting opportunities. (3/Hbl) ● To use defending skills to delay an opponent and gain possession. (3/Hbl) ● To use a change of direction and speed to lose a defender and move into space. (3/Hbl) ● To apply skills and knowledge to compete in game situations. (3/Hbl)
<h3>Spring 2</h3>	
<h3>Title Gymnastics</h3>	<p>Vocab: point and patch balances, stepping, shape jumps, control, straight, barrel, and forward roll, transition smoothly, matching and contrasting actions, partner sequence</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● To perform gymnastic shapes and link them together. ● To be able to use shapes to create balances. 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● To be able to create interesting point and patch balances. (3/Gy) ● To develop stepping into shape jumps with control. (3/Gy) ● To develop the straight, barrel, and forward roll. (3/Gy)



Dovedale Primary School

Long term plan

Physical Education



<ul style="list-style-type: none"> ● To be able to link travelling actions and balances using apparatus. ● To demonstrate different shapes, take off and landings when performing jumps. ● To develop rolling and sequence building. ● To develop sequence work on apparatus. 	<ul style="list-style-type: none"> ● To be able to transition smoothly into and out of balances. (3/Gy) ● To create a sequence with matching and contrasting actions and shapes. (3/Gy) ● To create a partner sequence incorporating equipment. (3/Gy)
<h2>Summer 1 & 2</h2>	
<h3>Title Athletics</h3>	<p>Vocab: sprinting technique, personal best, changeover, relay events, throwing, distance, accuracy, pull throw, officiating, performing</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● To develop the sprinting action. ● To develop jumping for distance. ● To develop technique when jumping for height. ● To develop throwing for distance. ● To develop throwing for accuracy. ● To develop technique when taking part in an athletics carousel. 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● To develop the sprinting technique and improve on your personal best. (3/Ath) ● To develop changeover in relay events. (3/Ath) ● To develop jumping technique in a range of approaches and take off positions. (3/Ath) ● To develop throwing for distance and accuracy. (3/Ath) ● To develop throwing for distance in a pull throw. (3/Ath) ● To develop officiating and performing skills. (3/Ath)



Y4	Autumn 1	
	Title Tennis	<p>Vocab: the ready position, racket control, forehand and backhand ground strokes, score points, skills, strategies, tactics, opposition, playing to the rules, hitting, returning, a continuous rally</p>
	<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● To track a rolling ball and collect it. ● To develop underarm throwing and catching to field a ball. ● To develop overarm throwing to limit a batter's score. ● To develop hitting for distance to score more points. ● To be able to get a batter out. ● To understand the rules of the game and use these to play fairly. 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● To develop hitting the ball using a forehand. (4/Ten) ● To develop returning the ball using a forehand. (4/Ten) ● To develop the backhand and understand when to use it. (4/Ten) ● To work co-operatively with a partner to keep a continuous rally going. (4/Ten) ● To use simple tactics in a game to outwit an opponent. (4/Ten) ● To demonstrate honesty and fair play when competing against others. (4/Ten)
	Autumn 2	
Title Disco Dance	<p>Vocab: Disco dance, clear dynamics, simple canon, disco movements, cumulative canon, unison, disco dance sequence, visual stimuli, different levels, direction, group formations, devised movements, perform, evaluate</p>	
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● <i>To be able to identify dynamics in music and apply the appropriate movement.</i> ● <i>In response to visual stimuli, create a movement phrase using dynamics.</i> ● <i>Combine two phrases to create a dance of two parts (binary: AB). Work constructively as part of a group</i> ● <i>Demonstrate the use of dynamics through a Japanese dance.</i> 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● To learn the key movements of the DDMIX Disco dance, demonstrating clear dynamics. (4/Da) ● Explore simple canon using disco movements. (4/Da) ● Apply cumulative canon and unison to a disco dance. (4/Da) ● Create a disco dance sequence inspired by visual stimuli (4/Da) ● Experiment with different levels, direction and group formations in a disco dance sequence (4/Da) ● Perform a disco dance sequence combining given and devised movements. Perform and evaluate providing constructive feedback. (4/Da) 	



Dovedale Primary School

Long term plan

Physical Education



<ul style="list-style-type: none"> • Use shape and formation when performing the key movements of a Japanese dance • Create a beginning and an end to the DDMIX Japanese dance. Work constructively in groups 	
<h3>Spring 1</h3>	
<h3>Title Basketball</h3>	<p>Vocab: attacking, dribbling, dribbling, opponent, bounce, chest pass, tracking, defending, technique, set shot, skills, rules, tactics, mini tournament.</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> • To begin to throw and catch while on the move. • To move towards goal or away from a defender. • To move towards goal to create shooting opportunities. • To use defending skills to delay an opponent and gain possession. • To use a change of direction and speed to lose a defender and move into space. • To apply skills and knowledge to compete in game situations. 	<p><u>End point</u></p> <ul style="list-style-type: none"> • To develop the attacking skill of dribbling. (4/Bas) • To use protective dribbling against an opponent. (4/Bas) • To develop the bounce and chest pass and begin to recognise when to use them. (4/Bas) • To develop tracking and defending an opponent. (4/Bas) • To develop the technique for the set shot. (4/Bas) • To be able to apply the skills, rules and tactics you have learnt to a mini tournament. (4/Bas)



<h2>Spring 2</h2>	
<p>Title Gymnastics</p>	<p>Vocab: balances, control, performing, landing, rotation jumps, straight, barrel, forward and straddle roll, strength, inverted movements partner sequence, apparatus</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● <i>To be able to create interesting point and patch balances.</i> ● <i>To develop stepping into shape jumps with control.</i> ● <i>To develop the straight, barrel, and forward roll.</i> ● <i>To be able to transition smoothly into and out of balances.</i> ● <i>To create a sequence with matching and contrasting actions and shapes.</i> ● <i>To create a partner sequence incorporating equipment.</i> 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● To develop individual and partner balances. (4/Gy) ● To develop control in performing and landing rotation jumps. (4/Gy) ● To develop the straight, barrel, forward and straddle roll. (4/Gy) ● To link actions that flow using the rolls I have learnt. (4/Gy) ● To develop strength in inverted movements. (4/Gy) ● To be able to create a partner sequence to include apparatus. (4/Gy)
<h2>Summer 1 & 2</h2>	
<p>Title Athletics</p>	<p>Vocab: stamina, speed, pace, distance, power, sprinting technique, technique, jumping for distance, throwing for distance, pull throw, distance, accuracy, officiating, performing skills</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● <i>To develop the sprinting technique and improve on your personal best.</i> ● <i>To develop changeover in relay events.</i> ● <i>To develop jumping technique in a range of approaches and take off positions.</i> ● <i>To develop throwing for distance and accuracy.</i> ● <i>To develop throwing for distance in a pull throw.</i> ● <i>To develop officiating and performing skills.</i> 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● To develop stamina and an understanding of speed and pace in relation to distance. (4/Ath) ● To develop power and speed in the sprinting technique. (4/Ath) ● To develop technique when jumping for distance. (4/Ath) ● To develop power and technique when throwing for distance. (4/Ath) ● To develop a pull throw for distance and accuracy. (4/Ath) ● To develop officiating and performing skills.(4/Ath)



Y5	Autumn 1	
	Title Netball	Vocab: attacking, lose a defender, create space, support, defending skills, gain possession, develop accuracy, shooting action, under pressure, tactics, game situation, passing, moving, possession
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To develop the attacking skill of dribbling. To use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. 	<u>End point</u> <ul style="list-style-type: none"> To use a variety of attacking skills to lose a defender. (5/Net) To move into and create space to support a teammate. (5/Net) To use defending skills to gain possession. (5/Net) To develop accuracy in the shooting action under pressure. (5/Net) To develop passing and moving to maintain possession. (5/Net) To use and apply skills, principles and tactics to a game situation. (5/Net)
	Autumn 2	
	Title Gymnastics	Vocab: symmetrical and asymmetrical balances, straight, forward, straddle and backward roll, methods of travelling, linking actions, canon and synchronisation, progressions of inverted movements, matching and mirroring, apparatus, partner sequence
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To link actions that flow using the rolls I have learnt. 	<u>End point</u> <ul style="list-style-type: none"> To be able to perform symmetrical and asymmetrical balances. (5/Gy) To develop the straight, forward, straddle and backward roll. (5/Gy) To be able to explore different methods of travelling, linking actions in both canon and synchronisation. (5/Gy) To be able to perform progressions of inverted movements. (5/Gy)



Dovedale Primary School

Long term plan

Physical Education



<ul style="list-style-type: none"> ● To develop strength in inverted movements. ● To be able to create a partner sequence to include apparatus. 	<ul style="list-style-type: none"> ● To explore matching and mirroring using actions both on the floor and on apparatus. (5/Gy) ● To be able to create a partner sequence using apparatus. (5/Gy)
<h2>Spring 1</h2>	
<h3>Title Line Dancing</h3>	<p>Vocab: key movements, Line dance, dynamics, formation, unison, mirroring movements, dance phrase, Hand jive, hand jive sequence, movements, Evaluate, constructive feedback</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● To learn the key movements of the DDMIX Disco dance, demonstrating clear dynamics. ● Explore simple canon using disco movements. ● Apply cumulative canon and unison to a disco dance. ● Create a disco dance sequence inspired by visual stimuli ● Experiment with different levels, direction and group formations in a disco dance sequence ● Perform a disco dance sequence combining given and devised movements. Perform and evaluate providing constructive feedback. 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● Learn the key movements of the DDMIX Line dance, identifying and demonstrating the use of dynamics, formation and unison. (5/Da) ● Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison. (5/Da) ● Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group. (5/Da) ● Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics. (5/Da) ● Link the key movements to form the DDMIX Hand jive. Children create their own hand jive sequence. (5/Da) ● Perform a hand jive sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback. (5/Da)



Dovedale Primary School

Long term plan

Physical Education



Spring 2	
Title Hockey	Vocab: defending and attacking skills, even-sided games, control, fluency, dribbling, sending and receiving, small game situation, tactics, outwit the opposition, fair play and honesty, create space, defensive technique
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● To develop attacking principles, understanding when to run and when to pass. ● To be able to use the 'forward pass' and 'offside' rules. ● To be able to play games using tagging rules. ● To develop dodging skills to lose a defender. ● To develop drawing defence and understanding when to pass. ● To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. 	<u>End point</u> <ul style="list-style-type: none"> ● To develop dribbling to beat a defender. (5/Ho) ● To send and receive the ball with control under pressure. (5/Ho) ● To select the appropriate skill, choosing when to pass and when to dribble. (5/Ho) ● To move into and create space to support a teammate. (5/Ho) ● To use the appropriate defensive technique for the situation. (5/Ho) ● To apply rules, skills and principles to play in a tournament. (5/Ho)
Summer 1 & 2	
Title Athletics	Vocab: different speeds, varying distances, fluency, co-ordination, technique, relay changeovers, triple jump, throwing, longer distances, greater control, technique
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● <i>To develop stamina and an understanding of speed and pace in relation to distance.</i> ● <i>To develop power and speed in the sprinting technique.</i> ● <i>To develop technique when jumping for distance.</i> ● <i>To develop power and technique when throwing for distance.</i> ● <i>To develop a pull throw for distance and accuracy.</i> ● <i>To develop officiating and performing skills.</i> 	<u>End point</u> <ul style="list-style-type: none"> ● To be able to apply different speeds over varying distances. (5/Ath) ● To develop fluency and co-ordination when running for speed. (5/Ath) ● To develop technique in relay changeovers. (5/Ath) ● To develop technique and co-ordination in the triple jump. (5/Ath) ● To develop throwing with force for longer distances. (5/Ath) ● To develop throwing with greater control and technique. (5/Ath)



Y6	Autumn 1	
	Title Cricket	Vocab: throwing accuracy, catching skills, placement of a ball, consistency of catching, opponents, overarm bowling technique, accuracy, variety of fielding techniques, fielding techniques, game situation.
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To demonstrate honesty and fair play when competing against others. 	<u>End point</u> <ul style="list-style-type: none"> To develop throwing accuracy and catching skills under pressure. (6/Cri) To develop placement of a ball into space. (6/Cri) To develop consistency of catching to get opponents out. (6/Cri) To develop overarm bowling technique and accuracy. (6/Cri) To develop a variety of fielding techniques and use them within a game.(6/Cri) To further develop fielding techniques and apply them to a game situation. (6/Cri)
	Autumn 2	
Title Bollywood Dance	Vocab: Bollywood dance, clear dynamics, key movements, constructive feedback, motif, stimuli, Bollywood dance phrase, devised sequences, evaluate a performance	
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> Learn the key movements of the DDMIX Line dance, identifying and demonstrating the use of dynamics, formation and unison. Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison. Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group. 	<u>End point</u> <ul style="list-style-type: none"> Learn the key movements of the DDMIX Bollywood dance, demonstrating clear dynamics. (6/Da) Link the key movements to form the DDMIX Bollywood dance. Give constructive feedback on a performance (6/Da) To understand how a dance is formed. Create a motif using pictures as stimuli. (6/Da) Create a Bollywood dance phrase to tell a story (6/Da) 	



Dovedale Primary School

Long term plan

Physical Education



<ul style="list-style-type: none"> ● Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics. ● Link the key movements to form the DDMIX Hand jive. Children create their own hand jive sequence. ● Perform a hand jive sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback. 	<ul style="list-style-type: none"> ● To link a motif and a phrase to form a dance, adding a clear beginning and end. (6/Da) ● Perform a Bollywood dance using both given and devised sequences. Evaluate a performance, providing constructive feedback (6/Da)
<h3>Spring 1</h3>	
<h3>Title Gymnastics</h3>	<p>Vocab: straddle, forward and backward roll, counter balance, counter tension, inverted movements, control, progressions of a headstand, cartwheel, flight, travel, apparatus, group sequence, formations, apparatus</p>
<p><u>Required prior knowledge</u> Children should know:</p> <ul style="list-style-type: none"> ● To be able to perform symmetrical and asymmetrical balances. ● To develop the straight, forward, straddle and backward roll. ● To be able to explore different methods of travelling, linking actions in both canon and synchronisation. ● To be able to perform progressions of inverted movements. ● To explore matching and mirroring using actions both on the floor and on apparatus. ● To be able to create a partner sequence using apparatus. 	<p><u>End point</u></p> <ul style="list-style-type: none"> ● To be able to develop the straddle, forward and backward roll. (6/Gy) ● To develop counter balance and counter tension. (6/Gy) ● To be able to perform inverted movements with control. (6/Gy) ● To be able to perform the progressions of a headstand and a cartwheel. (6/Gy) ● To be able to use flight from hands to travel over apparatus. (6/Gy) ● To be able to create a group sequence using formations and apparatus.(6/Gy)



Dovedale Primary School

Long term plan

Physical Education



Spring 2	
Title OAA	Vocab: communication, trust, awareness of safety, solve problems, sharing ideas, collaborating with one another, tactical planning, problem solving, share ideas, work as a team, navigational skills, map reading, identify objects and locations
<u>Required prior knowledge</u> Children will use problem solving strategies from across the curriculum and personal characteristics and values such as: <ul style="list-style-type: none"> ● Diplomacy ● Team ethic ● Democracy ● Communication ● Organisation ● Responsibility 	<u>End point</u> <ul style="list-style-type: none"> ● To build communication and trust whilst showing an awareness of safety. (6/OAA) ● To work as a team to solve problems, sharing ideas and collaborating with one another. (6/OAA) ● To develop tactical planning and problem solving. (6/OAA) ● To share ideas and work as a team to solve problems. (6/OAA) ● To develop navigational skills and map reading. (6/OAA) ● To use a key to identify objects and locations. (6/OAA)
Summer 1 & 2 (Pupils will also have opportunities to take part in Forest School during this term)	
Title Athletics	Vocab: collaboratively, steady pace, sprinting technique, power, control and technique, triple jump, throwing for distance, force, accuracy, longer distances, officiating skills, measuring, timing and recording
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> ● To be able to apply different speeds over varying distances. ● To develop fluency and co-ordination when running for speed. ● To develop technique in relay changeovers. ● To develop technique and co-ordination in the triple jump. ● To develop throwing with force for longer distances. ● To develop throwing with greater control and technique. 	<u>End point</u> <ul style="list-style-type: none"> ● To work collaboratively with a partner to set a steady pace. (6/Ath) ● To develop your own and others sprinting technique. (6/Ath) ● To develop power, control and technique for the triple jump. (6/Ath) ● To develop power, control and technique when throwing for distance. (6/Ath) ● To develop throwing with force and accuracy for longer distances. (6/Ath) ● To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. (6/Ath)