

# Physical Education

# Handford Hall Primary School

## PE Whole School Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>GAMES Ball Skills See Val Sabin Games Year 1 Unit 1</p> <p>GYMNASTICS Flight Year 1 Unit D</p>	<p>DANCE We're Going on a Bear Hunt See Val Sabin Dance Year 1 Unit 4</p> <p>GAMES Aiming games Year 1 Unit 2</p>	<p>GYMNASTICS Points and pointers See Val Sabin Gym Year 1 Unit E</p> <p>GAMES bat/ball/skipping Year 1 Unit 3</p>	<p>DANCE Jack and the Beanstalk See Val Sabin Dance Year 1 Unit 2</p> <p>GAMES Partner work Year 1 Unit 4</p>	<p>ATHLETICS See Val Sabin Athletics Year 1</p> <p>GYMNASTICS Rocking and rolling Year 1 Unit F</p>	<p>GAMES Cricket See Val Sabin Games Year 1 Unit 3</p> <p>GYMNASTICS Wide- Narrow Year 1 Unit G</p>
Year 2	<p>GAMES Football See Val Sabin Games Year 1 Unit 3</p> <p>GYMNASTICS high/low Year 2 Unit H</p>	<p>DANCE The Cat See Val Sabin Dance Year 2 Unit 1</p> <p>GAMES Making up a game Year 2 Unit 2</p>	<p>GYMNASTICS Pathways Year 2 Unit I</p> <p>GAMES Group Names and inventing rules Year 2 Unit 4</p>	<p>DANCE Shadows See Val Sabin Dance Year 2 Unit 2</p> <p>GAMES Cricket See Val Sabin Games Year 1 Unit 1</p>	<p>ATHLETICS See Val Sabin Athletics Year 2</p> <p>GYMNASTICS Turning and Twisting Year 2 Unit J</p>	<p>ATHLETICS See Val Sabin Athletics Year 2</p> <p>GYMNASTICS Linking movements See Val Sabin Gym Year 2 Unit K</p>
Year 3	<p>GAMES Ball skills See Val Sabin Games Year 3 Unit 1</p> <p>Gymnastics stretching and curling Year 3 Unit L</p>	<p>DANCE The Explorers See Val Sabin Dance Year 3 Unit 1</p> <p>Games Creative games making Year 3 unit 2</p>	<p>Gymnastics Symmetry/asymmetry Year 3 Unit M</p> <p>GAMES Net/Court/Wall games Volleyball See Val Sabin Games Year 3 Unit 3</p>	<p>DANCE Who am I? See Val Sabin Dance Year 3 Unit 1</p> <p>Games Striking and fielding Year 3 unit 4</p>	<p>ATHLETICS See Val Sabin Athletics Year 3</p> <p>Swimming</p>	<p>GYMNASTICS Pathways and Travelling See Val Sabin Gym Year 3 Unit N/O</p> <p>Swimming</p>
Year 4	<p>GAMES Netball See Val Sabin Games Year 4 Unit 3</p> <p>Swimming</p>	<p>DANCE Giraffes Can't Dance See Val Sabin Dance Year 4 Unit 1</p> <p>Swimming</p>	<p>GYMNASTICS Balance See Val Sabin Gym Year 4 Unit P</p> <p>Games Inventing games Year 4 Unit 2</p>	<p>DANCE Wimbledon See Val Sabin Dance Year 4 Unit 2</p> <p>Games Striking/fielding Year 4 Unit 4</p>	<p>ATHLETICS See Val Sabin Athletics Year 4</p> <p>Gymnastics Receiving Body Weight Year 4 Unit Q</p>	<p>GAMES Tennis See Val Sabin Games Year 4 Unit 1</p> <p>Gymnastics Balance Year 4Unit R</p>

## Handford Hall Primary School

<b>Year 5</b>	<p style="text-align: center;"><b>GAMES</b> Tennis See Val Sabin Games Year 5 Unit 1</p> <p style="text-align: center;">Gymnastics Bridges year 5 Unit T</p>	<p style="text-align: center;"><b>DANCE</b> Rubbish! See Val Sabin Dance Year 5 Unit 1</p> <p style="text-align: center;">Games Invasion Year 5 Unit 2</p>	<p style="text-align: center;"><b>GYMNASTICS</b> Flight See Val Sabin Gym Year 5 Unit U</p> <p style="text-align: center;">Games Invasion games Year 5 Unit 3</p>	<p style="text-align: center;">Gymnastics Functional use of limbs Year 5 Unit V</p> <p style="text-align: center;"><b>GAMES</b> Cricket See Val Sabin Games Year 5 Unit 4</p>	<p style="text-align: center;"><b>ATHLETICS</b> See Val Sabin Athletics Year 5</p> <p style="text-align: center;">Gymnastics Spinning and turning Year 5 Unit W</p>	<p style="text-align: center;"><b>DANCE</b> City Life See Val Sabin Dance Year 5 Unit 3</p> <p style="text-align: center;"><b>ATHLETICS</b> See Val Sabin Athletics Year 5</p>
<b>Year 6</b>	<p style="text-align: center;"><b>GAMES</b> Netball See Val Sabin Games Year 6 Unit 4</p> <p style="text-align: center;">Gymnastics Working together Year 6 Unit X</p>	<p style="text-align: center;"><b>DANCE</b> The World of Sport See Val Sabin Dance Year 6 Unit 1</p> <p style="text-align: center;">Games Tennis Year 6 Unit 2</p>	<p style="text-align: center;">Gymnastics Synchronisation Year 6 Unit Y</p> <p style="text-align: center;">Games Hockey Year 6 Unit 1</p>	<p style="text-align: center;"><b>DANCE</b> Flight from danger See Val Sabin Dance Year 1 Unit 4</p> <p style="text-align: center;"><b>GAMES</b> Rounders See Val Sabin Games Year 6 Unit 4</p>	<p style="text-align: center;"><b>ATHLETICS</b> See Val Sabin Athletics Year 6</p> <p style="text-align: center;">Swimming</p> <p style="text-align: center;"><b>GYMNASTICS</b> Holes and barriers See Val Sabin Gym Year 6 Unit Z</p>	<p style="text-align: center;">Gymnastics Counter-balance Year 6 Unit A</p> <p style="text-align: center;">Swimming</p> <p style="text-align: center;"><b>ATHLETICS</b> See Val Sabin Athletics Year 6</p>

# Handford Hall Primary School

How will the children be enabled to do this? 'Breadth of Learning'

**These are the overall skills that children need to learn to make progress:**

- a. reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour
- b. generate and implement ideas, plans and strategies, exploring alternatives
- c. move with ease, poise, stability and control in a range of physical contexts
- d. find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media
- e. communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

During the year, pupils should be taught the knowledge, skills and understanding through being enabled:

- to take the lead, prioritise actions and work independently and collaboratively towards goals
- to listen to, reflect on and respect other people's views and feelings while negotiating and presenting their own views
- to recognise and challenge stereotyping and discrimination
- to self-assess, set goals, prioritise and manage time and resources, understanding how this will help their future actions
- to recognise their strengths and how they can contribute to different groups
- to take responsibility for their own safety and the safety of others and where to seek help in an emergency
- to use ICT safely, including using software features and settings
- to understand how to respond to challenges, including recognising, taking and managing risks

# Handford Hall Primary School

Key Learning Intentions Years 1 and 2		Key Learning Intentions Years 3 and 4		Key Learning Intentions Years 5 and 6	
<ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>		<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate, [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming and water safety</b></p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations</li> </ul>		<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate, [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	
Key Skills		Key Skills		Key Skills	
<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• I talk about what I have done</li> <li>• I describe what others have done</li> <li>• I describe how my body feels during an activity</li> <li>• I move with some control and care</li> <li>• I move to catch or collect a ball</li> <li>• I throw and kick a ball in different ways</li> <li>• I copy actions, repeat and explore</li> <li>• I roll a ball or a hoop</li> <li>• I hit a ball with a bat</li> <li>• I perform some dance moves</li> <li>• I put moves together to make a short dance</li> <li>• I show rhythm in my dance</li> <li>• I show control and co-ordination when travelling or balancing</li> <li>• I choose which actions to make</li> <li>• I understand basic rules</li> <li>• I can co-operate with others in a team game</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• I talk about the differences between my own and others' performances</li> <li>• I say what has gone well and why</li> <li>• I identify how a performance could be improved</li> <li>• I can describe how my body feels during different activities, using parts of the body to describe the effects</li> <li>• I know how to exercise safely by looking for space, others' and by warming up properly</li> <li>• I use the terms 'opponent' and 'team-mate' when playing games</li> <li>• I use my rolling, hitting and kicking skills in games</li> <li>• I decide on the best position to be in during a game</li> <li>• I have developed some tactics for the game I am playing</li> <li>• I remember and repeat dance movements</li> <li>• I choose the best movements to communicate a mood or feeling</li> <li>• I plan sequences of movements</li> <li>• I can show contrasts such as small/tall, straight/ curved and wide/narrow.</li> <li>• My movements are controlled</li> <li>• I can balance on different points of my body</li> <li>• I move with careful control, co-ordination and care</li> <li>• I link two or more actions together to make a sequence</li> <li>• I can make up rules to a game</li> <li>• I can play as a member of a team</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• I work and behave safely</li> <li>• I say how my work is similar to and different from others'</li> <li>• I use this understanding to improve my own performance</li> <li>• I give reasons why warming up before an activity is important</li> <li>• I give reasons why physical activity is good for my health</li> <li>• I select and use the most appropriate skills, actions and ideas</li> <li>• I choose the appropriate tactics to cause a problem for the opposition</li> <li>• I follow rules in a game</li> <li>• I keep possession of a ball (feet, hockey stick, hands)</li> <li>• I improvise with ideas and movements</li> <li>• I use plans and diagrams to help me get from one place to another</li> <li>• I enjoy solving problems or challenges outdoors</li> <li>• I move with co-ordination and control</li> <li>• I throw and catch a ball with control and accuracy</li> <li>• I strike a ball and field with control.</li> <li>• My dance movements communicate an idea</li> <li>• I refine my movements into sequences</li> <li>• My dance movements are clear and fluent</li> <li>• I know that dance can express a variety of things</li> <li>• My body is balanced and shapes are controlled</li> <li>• I plan, perform and repeat sequences</li> <li>• My sequences include changes in speed and level</li> <li>• I work on improving strength and suppleness by practising stretches and shapes</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• I work and behave safely</li> <li>• I say how my work is similar to and different from others'</li> <li>• I use this understanding to improve my own performance</li> <li>• I give reasons why warming up before an activity is important</li> <li>• I give reasons why physical activity is good for my health</li> <li>• I can swim between 25 and 50 metres</li> <li>• My arms and legs are co-ordinated</li> <li>• I use more than one swimming stroke</li> <li>• I swim both on the surface and below the surface of the water</li> <li>• My breathing is co-ordinated with the stroke I am using</li> <li>• I can sprint over a short distance</li> <li>• I can run over a longer distance, conserving energy</li> <li>• I have a range of throwing techniques (underarm, over arm, putting and hurling)</li> <li>• I can pass a ball in a number of ways</li> <li>• I can strike a ball with accuracy</li> <li>• I know simple rules for a number of games</li> <li>• I throw with accuracy to hit a target</li> <li>• I can jump in a number of ways, sometimes using a short run-up.</li> <li>• I can follow a sketch map of places known to me</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• I compare and comment on the skills, techniques and ideas used in my work and in others'</li> <li>• I use this to improve my performance</li> <li>• I explain and apply basic safety principles in preparing for exercise</li> <li>• I describe the effects exercise has on my body</li> <li>• I describe how valuable physical exercise is to my health</li> <li>• I link skills, techniques and ideas and apply them accurately and appropriately</li> <li>• I choose the most appropriate tactics in a game.</li> <li>• I am creative and imaginative in composing my own dances</li> <li>• I perform expressively</li> <li>• I use forehand and backhand when playing racquet games</li> <li>• I use a variety of techniques to pass</li> <li>• I can strike a bowled ball</li> <li>• I work with my team or alone to gain possession of the ball</li> <li>• I combine running and jumping well</li> <li>• I can adapt my actions to changing situations (e.g. weather)</li> <li>• With others, I plan careful responses to challenges or problems</li> <li>• I use maps and diagrams to orientate myself</li> <li>• I am controlled and skilful in my actions and movements</li> <li>• My movements are controlled and express emotion or feeling</li> <li>• I make complex sequences that include changes in direction, level and speed</li> <li>• I combine actions, shapes and balances in my gymnastic performance</li> <li>• My movements are clear, accurate and consistent</li> <li>• I prepare and perform to an audience</li> <li>• I choose the best pace for running</li> <li>• I am controlled in take-off and landing when jumping</li> <li>• I am accurate when throwing for distance</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• I analyse and comment on skills and techniques and how they are applied in my own and in others' work</li> <li>• I modify and refine my skills and techniques to improve my performance</li> <li>• I explain how different parts of my body react during types of exercise</li> <li>• I warm up and cool down in ways that suit the activity</li> <li>• I describe why regular, safe exercise is good for my fitness and health</li> <li>• I select and combine my skills, techniques and ideas</li> <li>• I apply my skills, techniques and ideas accurately, appropriately and consistently</li> <li>• I use tactics and follow rules</li> <li>• I plan my approach to attacking and defending</li> <li>• I use a range of shots and strokes to strike a ball</li> <li>• I can strike a ball on the volley</li> <li>• I refine my dances with style and artistic intention</li> <li>• I choose my own dance steps or movements and develop them</li> <li>• I link and adapt actions together into a well-timed sequence</li> <li>• I adapt my skills to different situations</li> <li>• I know and follow event rules</li> <li>• I am careful but confident in unfamiliar environments</li> <li>• I use my senses to assess risks and adapt my plans accordingly</li> <li>• I prepare well by considering safety first</li> <li>• I plan with others, seeking advice</li> <li>• I show precision, control and fluency</li> <li>• My dance matches the mood of the accompanying music.</li> <li>• I practise and perform with control</li> <li>• My movements include very controlled balances, shapes, levels and actions</li> <li>• I show accurate control, speed, strength and stamina in my athletics</li> </ul>