



By KS2, pupils should be demonstrating proficiency in Fundamental Movement Skills. Pupils should continue to progress and demonstrate proficient Motor Competence. Increased attention towards Rules, Strategies and Tactics. Increased emphasis on Healthy Participation. Making safe long-term decisions and developing an understanding of the relationships between physical activity and its effect on the body.

National Curriculum – Statutory Framework

Pupils should be taught to:

2a: Use running, jumping, throwing, and catching in isolation and in combination.

2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

2c: Develop flexibility, strength, technique, control, and balance.

2d: Perform dances using a range of movement patterns.

2e: Take part in outdoor and adventurous activity challenges both individually and within a team 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

All schools must provide swimming instruction either in key stage 1 or key stage 2.

Pupils should be taught to:

1d: Swim competently, confidently, and proficiently over a distance of at least 25 metres.

1e: Use a range of strokes effectively.

1f: Perform safe self-rescue in different water-based situations

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2	Cycle A	Invasion Games - Football	Invasion Games - Rugby	Net/Wall - Tennis	Striking and Fielding - Cricket	Athletics	OAA
		Gymnastics	Dance	Swimming see Swimming doc		Gym	Dance
	Cycle B	Invasion Games - Hockey	Invasion Games - Netball	Volley Ball	Striking and Fielding - Rounders	Athletics	Golf – Target games
		Gymnastics	Dance	Swimming see Swimming doc		Gym	Dance

	Life Skills – Declarative Knowledge							
	Health and Fitness				Citizenship			
	Health Fitness and Well-being	Body Awareness	Warm up and Cool Down	Safety	Evaluation and Feedback	Peer and Reciprocal Coaching	Leadership and Team work	Measuring and Improving
Years 3/4	<ul style="list-style-type: none"> Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. Develop the understanding of the importance of speed and stamina when playing invasion games. Improve physical fitness. 	<ul style="list-style-type: none"> Communicate what you want through your dances. Describe how their bodies feel when exercising. Understand the link between heartrate and breathing when exercising. 	<ul style="list-style-type: none"> Devise suitable warm-up activities for the upcoming activities. 	<ul style="list-style-type: none"> Demonstrate an appreciation of safety when lifting, moving, and placing apparatus and equipment. Play games in a safe and fair manner. 	<ul style="list-style-type: none"> Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice to improve their dance. Describe and evaluate the effectiveness and quality of work. Identify what you need to practice to improve your performance. Identify and evaluate parts of your own game and others, providing feedback. Recognise players who play well in games and give reasons why. 	<ul style="list-style-type: none"> Identify and describe the skills needed to improve your game and show this to others. Be able to describe the correct technique to others. 	<ul style="list-style-type: none"> Enjoy competing and performing with others. Communicate, collaborate, and compete with others, following the rules of the game. Work as a team to plan and decide what approach to use to meet the challenge set. Communicate effectively with other people and discuss plans to achieve success. 	<ul style="list-style-type: none"> Where appropriate, independently measure performance and set targets to improve.

	Progression (ensure pupils progress and move forward throughout their primary school years)	Key Unit Objectives – Key components addressed to achieve success throughout the unit)	Prior Learning – from KS1 progression maps	Key Vocabulary	Resources and Equipment	Declarative Knowledge (Knowing what) - Factual knowledge concerning movement, rules, tactics, strategies, health and participation. Best practiced through spoken or written observations of a practical demonstration.	Procedural Knowledge (Knowing how) - Knowing how to apply declarative facts. Best practiced through demonstration or participation.
Athletics	<ul style="list-style-type: none"> Apply and develop a broad range of athletic skills in different ways. Show control, coordination and consistency when running, throwing and jumping. Choose the appropriate running speed to meet the demand of the task. Understand the pace judgement when running over an increased distance choosing the appropriate speed to meet the demand of the task. Combine basic jump actions to form a jump combination using a controlled jumping technique. 	<ol style="list-style-type: none"> To throw an object by overarm, underarm, pulling, pushing and slinging. To combine different types of jumping To run for distance. To run in races of varied distances. To take part in athletic events. To perform competitively with others. 	<ul style="list-style-type: none"> Explore and practice a variety of athletic movements and apply athletic skills and techniques in a variety of ways. Show understanding and a basic level of control, coordination and consistency when running. Experiment with different jumping techniques, showing control, coordination and consistency. Develop coordination and balance whilst exploring different running, jumping and throwing techniques. Develop an overarm, underarm and pull throw technique, throwing accurately towards a target. Develop the distance running technique, understanding the difference between sprinting and running over a longer distance. 	Athletics Jumping Throwing Running Co-ordination Movement Measurements Timing Technique	Athletic throwing equipment Balls, beanbags, Quoits Cones Marker spots Hoops Bibs Measuring tape	<ul style="list-style-type: none"> know that there is pace judgement needed when running over an increased distance. know when to choose appropriate running speeds to meet the demand of the task. 	<ul style="list-style-type: none"> know how to apply a broad range of athletic skills in different ways. know how to show control, coordination and consistency when running, throwing, and jumping. know how to combine basic jump actions to form a jump combination, using a controlled jumping technique.
Invasion Games	Football <ul style="list-style-type: none"> Move the ball keeping it under control whilst changing direction. Pass/send a ball with increasing accuracy and at different speeds. Shoot/score with some success. Challenge a player in possession of the ball. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). Employ and explain simple tactics in game situations. Receive a ball under control. 	<ol style="list-style-type: none"> To stop the ball with my feet. To pass the ball with the inside of my feet. To dribble the ball using my feet. To make a standing tackle. To shoot a stationary football. To participate in a group football game. 	<ul style="list-style-type: none"> Explore different ways to move with a ball, showing control of a ball with basic actions. Send/pass a ball successfully catch/stop a ball. Move fluently, changing speed and direction – with and without a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space and use it to your advantage. Perform a variety of skills keeping the ball under control. Participate in team games – showing good awareness of others. 	Football Passing Attacking Defending Throwing Control Saving Tackle Scoring Aim Dribbling Turning Direction	Footballs Goals Bibs Cones Marker spots	<ul style="list-style-type: none"> know that taking up certain spaces/positions can make it difficult for opponents. know that finding and using space in game situations can achieve success. know that tactics play a role in games. I know that there are rules in games that need to be followed. know the importance of speed when playing invasion games. know that decision making can influence success when choosing skills to meet the needs of the situation. 	<ul style="list-style-type: none"> know how to move the ball keeping it under control whilst changing direction. know how to Pass, shoot, and receive a ball with increasing accuracy, control, and success. know how to pass in different ways e.g., high, low, fast, slow. know how to work well as part of a team. know how to shoot/score with some accuracy. know how to receive a ball under control. know how to challenge a player in possession of the ball.



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<p>Rugby</p> <ul style="list-style-type: none"> •Move in different directions learning to move away from your opponent and keep control of the ball when running. •Learn how to pass in rugby, catching successfully and improving skills whilst on the move. •Move forward to attack as part of a team – running in a line. •To work as a team when defending, keeping in a line, successfully scoring tries, tagging opponents and passing the ball backwards to a teammate. •To begin to understand and follow the rules of tag rugby. <p>Improve decision making skills and chose the right skills that meet the need of the situation.</p>	<ol style="list-style-type: none"> 1. Travel with the ball. 2. To keep in horizontal line with others when running. 3. To catch the ball whilst on the move. 4. To defend by removing a player’s tag. 5. To work together with others. 6. To play games against others that require tactics to be used to try score. 	<ul style="list-style-type: none"> •Develop control and accuracy when throwing and catching a rugby ball. <p>Improve movement skills whilst moving with the ball in two hands, progressing to beating a defender.</p> <ul style="list-style-type: none"> •Learn how to tag and begin tagging players in game situations. •Begin to understand and develop correct technique of passing the ball. •Develop an understanding of tag rugby and participate in small games. •Use simple tactics in game situations, such as deciding when to pass and when to run. •Understand who the attackers and who are the defenders. 	<p>Rugby Tag Pass Share Defend Mark Attack Dummy Share</p>	<p>Rugby balls Cones Tag belts Marker spots Bibs Hoops</p>	<ul style="list-style-type: none"> •know, in game situations, when to use a range of tactics to help keep possession of the ball. •know when to apply basic attacking and defending principles - finding space (attacking), challenge a player in possession (defending.) •know when to employ simple tactics in game situations. •know when to set moves that can be used in attacking play. •know when to adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. •know when to choose space/ positions where you can receive a pass or to support a teammate. •know when to choose a certain pass to keep possession. 	<ul style="list-style-type: none"> •know how to get into good positions to pass and receive the ball. •know how to pass the ball using different techniques. •know how to move forward to attack as part of a team – running in a line (tag rugby). •know how to work as part of a team when defending, keeping in a line, and spreading out (tag rugby).
<p>Netball</p> <ul style="list-style-type: none"> •Move to support teammates, getting into good positions to pass, receive and shoot the ball. •Pass the ball using different techniques. •Shoot and score with increasing accuracy. •Use a range of tactics, including finding space, to keep possession of the ball to shoot/score and make it difficult for opponents. •Develop the understanding of the importance of speed when playing invasion games. •Pass and receive the ball with control. Select passes that keep possession. 	<ol style="list-style-type: none"> 1. To pass/send a ball with increasing control. 2. To move with the ball keeping it under control. 3. To pass the ball in different ways. 4. To find and use space well and keep possession. 5. To apply basic attacking and defending principles. 6.To play small sided games, employing simple tactics. 	<ul style="list-style-type: none"> •Explore different ways to use, move and send the ball. •Develop skills such as sending an object to a target, catching and gathering, rolling and basic ball control. •React to situations to make it difficult for opponents – using simple tactics e.g. move to defend a goal. •Understand how to play in a safe way. •Show good awareness of others when playing games. •Perform a range of actions with the ball keeping it under control. 	<p>Ball Control Speed Direction Passing Pass Chest pass Bounce pass Technique Aim Accuracy Teamwork Shoot Score Power Rules</p>	<p>Netballs Hoops Netball nets Cones Bibs Marker spots</p>	<ul style="list-style-type: none"> •know, in game situations, when to use a range of tactics to help keep possession of the ball. •know when to apply basic attacking and defending principles - finding space (attacking), challenge a player in possession (defending.) •know when to employ simple tactics in game situations. •know when to set moves that can be used in attacking play. •know when to adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. •know when to choose space/ positions where you can receive a pass or to support a teammate. •know when to choose a certain pass to keep possession. 	<ul style="list-style-type: none"> •know how to get into good positions to pass and receive the ball. •know how to pass the ball using different techniques. •know how to move forward to attack as part of a team – running in a line (tag rugby). •know how to work as part of a team when defending, keeping in a line, and spreading out (tag rugby).



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	<p>Hockey</p> <ul style="list-style-type: none"> •Move the ball keeping it under control whilst changing direction. •Perform basic skills needed for the game with control and accuracy. •Pass, shoot and receive a ball with increasing accuracy, control and success. •Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). •Explain simple tactics in game situations. •Develop control and technique. 	<ol style="list-style-type: none"> 1.To hold a hockey stick correctly and safely. 2.To use a push pass. 3.To get in a low position when dribbling and or passing. 4.To dribble a ball whilst changing direction. 5.To use a slap pass. 6.To play hockey games against others. 	<ul style="list-style-type: none"> •Understand and follow the rules of the game •Pass/send and catch/stop a ball with control and increasing accuracy and consistency. •Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing speed and direction – with and without a ball. •Explore ways to use and move with a ball. <p>Perform a range of skills with control of the ball.</p> <ul style="list-style-type: none"> •Choose and use simple tactics to suit different situations of small sided games. •React to situations in ways that make it difficult for an opponent. •Use skills in different ways when playing games. •Recognise space in games and use it to your advantage. 	<p>Hockey</p> <p>Passing</p> <p>Dribbling</p> <p>Shoot</p> <p>Stick</p> <p>Control</p> <p>Teamwork</p> <p>Speed</p> <p>Direction</p> <p>Decision making</p> <p>Aim</p> <p>Turn</p> <p>Stop possession</p> <p>Slap pass</p> <p>Push pass</p> <p>Attack</p> <p>Defence</p>	<p>Balls</p> <p>Hockey sticks</p> <p>Cones</p> <p>Marker spots</p> <p>Bibs</p> <p>Relay batons</p>		
<p>Net/Wall</p>	<p>Tennis</p> <ul style="list-style-type: none"> •Perform basic skills needed for the games with control and accuracy including hitting a ball towards a target, throwing and stopping the ball. •Perform a basic forehand action with accuracy and control. •Throw, send, hits a ball into space at different speeds and heights to make it difficult for your opponent. •Begin to apply basic movements in a range of activities and in combination. •Apply basic principles for attacking including finding space in game situations. •Keep a rally going using a range of shots. •Compete with others – keeping and following the rules of the game. 	<ol style="list-style-type: none"> 1. Can watch, track and catch a tennis ball successfully. 2. To perform a basic forehand action with increasing accuracy. 3. To perform a basic backhand shot with increasing control. 4. To keep a rally going with a range of shots. 5. To hit a ball into space (at different speeds and heights) to try to beat an opponent. 6. To compete with others. 	<ul style="list-style-type: none"> •Engage in cooperative and competitive physical activities (against self and others) •Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball (The add a tennis racket) •Perform a range of actions including catching/gathering skills and sending/passing with control and throw/hit in different ways e.g. high, low, fast, slow. •Understand the concept of moving to get in line with the ball to retrieve it. •Choose and use skills and simple tactics to suit different situations. •Understand and follow simple rules of the game. •Move fluently, changing direction and speed – showing good awareness of others. •Use correct skills and basic tactics in games to meet the challenges of the game, or in response to your opponent’s actions 	<p>Swing</p> <p>Cooperative play</p> <p>Aim</p> <p>Movement</p> <p>Direction</p> <p>Partner</p> <p>Send</p> <p>Cooperate</p> <p>Rally</p> <p>Catch</p> <p>Court target</p> <p>Power</p> <p>Accuracy</p> <p>Space</p> <p>Free space</p> <p>Control</p> <p>Racket</p>	<p>Cones</p> <p>Tennis rackets</p> <p>Tennis balls</p> <p>Nets</p> <p>Marker spots</p>	<ul style="list-style-type: none"> •know that consistency is important when performing skills and practising techniques. •know that there are two types of rallies and I have participated in both. •know when to take up spaces to make it difficult for my opponents to score. •know why tactics are used in games. •know when to apply basic principles for attacking and defending when facing an opponent. •know when to find as use space to my advantage in game situations. •know when to use particular skills to try and win games. 	<ul style="list-style-type: none"> •know how to perform a basic forehand shot with control and accuracy. •know how to keep a rally going using a range of shots. •know how to throw/Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. •know how to compete with others – Keeping and following the rules of the game. •know how to move around the court well, with purpose. •know how to perform a good ready stance and structure when throwing/hitting the ball or shuttle. •know how to perform a forehand and backhand serve (badminton). •know how to hit the shuttle – in different directions, at various speeds and heights. •know how to complete a forehand and lift shot (badminton). I know how to complete a forehand and lift shot (badminton).



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	<p>Volleyball</p> <ul style="list-style-type: none"> •Choose and perform the basic skills needed for the games with accuracy and control. •Throw/send the ball using a variety of techniques. •Send the ball into space at different speeds and heights to make it difficult for the opponent. •Take up space/positions that make it difficult for the opponents. Intercept and stop the ball with consistency. •Employ simple tactics in game situations and explain why they have used the tactics. •Apply basic principles suitable for attacking and defending. •Adopt a good “ready position” to move and catch a ball. 	<ol style="list-style-type: none"> 1. To watch the ball as it travels to help with catching and hitting. 2. To get in line with the ball as it’s travelling. 3. To perform a “dig” shot. 4. To react quickly. 5. To send the ball accurately. 7. To compete against others. 	<ul style="list-style-type: none"> - Send a ball in different ways e.g. throwing, pushing and rolling. - Master basic throwing technique. Throw/hit a ball in different ways e.g. high, low, fast, slow. - Perform a range of catching and gathering skills with control and understand the concept of moving to get in line with a ball to receive it. - Understand and follow the rules of the game, showing good awareness of others when playing games. - Develop simple tactics for attacking. Gain an understanding that hitting the ball into space helps them score points. - Understand, follow and apply skills and tactics in simple games. - Show control of a ball with basic actions and explore different ways to use and move with a ball. 	<p>Ball flight Ready position Watch the ball Catch Control Throw Ready Watch Aiming Hands Accuracy Power Speed Direction Space Wide Tactics successful</p>	<p>Volleyballs Cones Nets Hoops</p>		<ul style="list-style-type: none"> •know how to chase in isolation and in games (badminton).
<p>Dance</p>	<ul style="list-style-type: none"> •Explore and create characters and narratives in response to a range of stimuli. •Perform dances using a range of movement patterns – accurately, fluently, consistently and with control on your own and with a partner. •Develop dance phrases using canon, unison, repetition, action/reaction and question/answer. •Combine actions and maintain the quality of performance when performing at the same time as a partner. •Experiment with a wide range of actions, varying and combining spatial patterns speed, tension and continuity when working with a partner and in a group. 	<ol style="list-style-type: none"> 1. Perform dances using a range of movement patterns 2. Link movement patterns together. 3. Work on your own, with a partner and in a group. 4. Create, practise and perform more complex dances. 5. Perform as various characters when moving to music. 6. Communicate feelings through dance. 	<ul style="list-style-type: none"> - Respond imaginatively to a range of stimuli. - Move confidently and safely in your own and general space, using changes of level, speed and direction. - Perform movement phases using a range of different body actions and body parts – with control and accuracy. - Create linked movements, combining different ways of travelling with beginnings, middles and ends. - Compose short dances and express and communicate mood, ideas and feelings, varying simple compositional ideas. - Explore, remember and repeat short dance phrases, showing greater control and spatial awareness. - Describe phrases and expressive qualities. 	<p>Dance Routine Music Movements Co-ordination Tutting Beat of 8, Canon Unison Count Fluency Choreography Performance</p>	<p>Speaker Cones Marker spots Music</p>	<ul style="list-style-type: none"> •know that expressive qualities are ideas and emotions communicated through movement patterns. •know that canon, unison, repetition, action/reaction, and question/answer can be included in dance phrases. •know that is important to consider others when working in a pair or group. •know when and how to use stimuli to create characters and narratives. •know when to apply speed, tension, continuity, and spatial pattern ideas when creating and performing dances with a partner and groups 	<ul style="list-style-type: none"> •know how to perform dances using a range of movement patterns – accurately, fluently, consistently. •know how to perform with control with a partner. know how to combine actions and maintain the quality of performance when performing at the same time as a partner. • know how to perform with a wide range of actions, when working with a partner and in a group.

Gymnastics	<ul style="list-style-type: none"> •Perform a range of actions, agilities and skills with consistency. •Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner or a group. •Create gymnastic sequences that meet a theme or set of conditions showing a clear beginning, middle and end. •Create, per form and repeat a combination of actions that include changes of dynamic e.g. Changes of level, speed and direction and clarity of shape. •Develop flexibility, strength, control, technique and balance. •Find different ways of using shape, balance or travel and link them to make actions and sequences of movement. 	<ol style="list-style-type: none"> 1. Perform 9 key shapes. 2. To travel using different parts of the body. 3. To travel at different levels at different speeds. 4. To create sequences of movements, shapes, balances and rolls. 5. To work with others mirroring and cannoning. 6. To perform in front of others. 	<ul style="list-style-type: none"> - Perform basic gymnastic actions, including travelling, rolling, jumping and staying still. - Become increasingly confident and competent, moving safely using changes of speed, level and direction. - Combine different ways of travelling exploring a range of movements and shapes. - Create lined movement phrases with beginning, middle and ends. - Perform movement phrases using a range of different body actions and body parts. - Develop fundamental movement skills, combining travelling, balancing and stiffness using floor and apparatus and moving smoothly from one position of stiffness to another. - Develop agility, balance and coordination. - Form simple sequences of different actions using floor and a variety of apparatus. 	<p>Gymnastics. Key shapes Balances Jumps Coordination Travelling Apparatus Sequence Partners Teamwork</p>	<p>Gym mats Marker spots/cones Benches Hoops Tables Beanbags Wall bars</p>	<ul style="list-style-type: none"> •know that combinations of actions create gymnastic sequences and routines. •know the importance of flexibility, strength, control, technique, and balance in gymnastics. •know that there are different ways of using a shape, balance, or travel. •know when to experiment with spatial patterns, speed, and tension. 	<ul style="list-style-type: none"> •know how to perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. know how to create gymnastic sequences that meet a theme/set of conditions, showing a clear, beginning, middle and end. •know how to create, perform, and repeat a combination of actions that include changes of dynamic e.g., changes of level, speed and direction, and clarity of shape. •know how to link different elements and use elements in different ways to make sequences of movement. •know how to work with a partner and in a small group, considering performance aesthetics such as spatial patterns, mirroring, and contrasting.
Striking and fielding	<p>Cricket</p> <ul style="list-style-type: none"> •Apply and develop a broader range of skills, whilst ensuring basic skills are performed with accuracy and control. •Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control. •Intercept and stop a ball consistently. •Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. •Communicate, collaborate and compete with others following the rules of the game. •Chose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you have used in games. •Show control, coordination and consistency when throwing and catching a ball. 	<ol style="list-style-type: none"> 1. Throw a ball with increasing accuracy. 2. Catch a ball with increasing control. 3. Successfully hit a ball from a tee. 4. Hit a ball towards a target. 5. Choose fielding skills to make it difficult for an opponent. 6. Participate in modified competitive games, showing good teamwork. 	<ul style="list-style-type: none"> - Understand how to follow simple rules for games and compete in physical activities both against self and against others. - Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed. - Throw/hit a ball in different ways e.g. high, low, fast, slow showing basic control. - Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. - Apply skills and tactics of simple games, including recognising space and using it you your advantage. - React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. - Show good awareness of others playing games. 	<p>Cricket Fielding Striking Teamwork Score Wickets Runs Batting Aiming Overarm Accuracy Underarm Throwing Bowling Wicket keeper Long barrier</p>	<p>Cones Balls Bats Hoops Wickets Beanbags</p>	<ul style="list-style-type: none"> •understand the rules of the game. •know when to communicate and collaborate with others during team games. • discuss tactics and know when to apply tactics in game situations – for both fielding and striking. 	<ul style="list-style-type: none"> •know how to throw a ball over an increasing distance. •know how to catch a ball over an increasing distance. •know how to hit a ball with the correct technique. •know how to intercept and stop the ball consistently.



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	<p>Rounders</p> <ul style="list-style-type: none"> •Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. •Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique and increasing control. •Intercept and stop the ball consistently. •Work well as part of a team, enjoying simple tactics, particularly when fielding to make it harder for the batter. •Communicate, collaborate and compete with others, following the rules of the game. •Chose both fielding and striking skills which make it difficult for your opponent. Explain the tactics you have used in games. •Show control, coordination and consistency when throwing and catching a ball. 	<ol style="list-style-type: none"> 1. Throw with increasing accuracy. 2. Catch a ball with increasing control. 3. Successfully hit a ball from a tee. 4. Hit a ball towards a target. 5. Choose fielding skills to make is difficult fir an opponent. 6. Participate in modified competitive games, showing good teamwork. 	<ul style="list-style-type: none"> - Understand and follow simple rules for games and compete in physical activities against self and others. - Develop fundamental movement skills, becoming increasingly confident and competent moving fluently, changing speed and direction. - Throw/hit a ball in different ways e.g. high, low, fast, slow showing basic control. - Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. - Apply skills and tactics in simple games, including recognising space and using it to your advantage. - React to situations in ways that make it difficult for opponents, applying simple tactics like hitting the ball into space to help score more points. - Show good awareness of others when playing games. 	<p>Throwing Catching Power Get in line Communication Accuracy Technique Batting score Aiming Space Throwing Targets Long barrier</p>	<p>Cones Marker spots Balls Batts Hoops Rounders posts and bases Beanbags</p>		
<p>Target Games - Golf</p>	<ul style="list-style-type: none"> •Explore skills required to play golf successfully. •Develop and apply the chipping techniques to competitive games. •Develop, explore and demonstrate the ability to “putt” accurately and effectively. •Understand the importance and accuracy when chipping. •Demonstrate teamwork skills. 	<ol style="list-style-type: none"> 1. To successfully hit the target using a putt shot. 2. To play putting games. 3. To develop the chip shot. 4. To play games with others. 5. To compete in target games against others. 6. To apply correct techniques when competing. 	<ul style="list-style-type: none"> - Explore different ways of moving with and without a ball, developing movement and coordination. - Explore different ways of moving a golf ball and/or other size ball. - Push/roll and putt a ball towards a target with control - Perform basic skills needed for games with accuracy and control. - Develop technique when using the golf putter, becoming increasingly accurate. - Use skills learnt to participate and compete in rolling and putting games. 	<p>Golf Chipping Putting Target Coordination Technique Accuracy Speed</p>	<p>Cones Golf clubs Golf balls Hoops Hurdles</p>	<ul style="list-style-type: none"> •know the importance of accuracy in games. •know that ball handling, striking, dodging, and catching are important skills needed to win games (dodgeball). •know when to move to get in position to both receive and throw the ball. •discus tactics and strategies to try and win games. •know when and how to use space in game situations (dodgeball). 	<ul style="list-style-type: none"> •know how to catch a variety of different throws/shots. •know how to control my body whilst moving at speed. •know how to move the ball with control whilst on the move. •know how to perform an underarm throw. •know how to work well as part of a team. •know how to perform a side shot throw (dodgeball). •know how to dodge and jockey (dodgeball). •know how to putt accurately and effectively (golf). •know how to chip the ball safely and correctly using a chipping club (golf).



Lower Key Stage 2 Medium Term Plan - PE

OAA	<ul style="list-style-type: none"> •Recognise where you are on a map •Demonstrate the skills needed for orienteering: agility, balance and coordination. •Recognise that activities need thinking through and planning. •Move confidently in different ways, developing agility, balance and coordination. •Participate in competitive orienteering events, following instructions of the game. •Develop a basic understanding of map reading/making and apply these skills and techniques in games. •Have knowledge of safety rules and procedures for taking part in an orienteering event. 	<ol style="list-style-type: none"> 1. To work competitively as part of a team. 2. To communicate effectively with others. 3. Participate in team games solving problems with others. 4. Understand the different points on a map. 5. To make a map. 6. To take part in an orienteering event. 	<ul style="list-style-type: none"> - Move in different directions in a variety of different ways. - Introduction to map reading. Be able to use some basic features o a map to select and plan a route. - Begin to understand the competitive side of orienteering and take part in picture orienteering 	<ul style="list-style-type: none"> Teamwork Map skills Indoor mapping Picture orienteering Control plotting Communication Problem solving 	<ul style="list-style-type: none"> Hoops Hurdles Cones Beanbags Benches Map symbols, symbol names Clip boards, rulers, pencils, paper Keywords, score sheets, symbol cards 	<ul style="list-style-type: none"> •know the importance of safety rules and procedures for taking part in orienteering event. •know that there are physical aspects needed for orienteering. •know that maps are scaled down to make them accessible. •know when activities need thinking through and planning. 	<ul style="list-style-type: none"> •know how to recognise where I am on a map. •know how to move with agility, balance, and coordination. •know how to participate in competitive orienteering events, following instructions of the game •know how to apply basic map reading/making skills and apply these skills and techniques in games.
		7.	-				
		8.	-				