



PE Subject Area Spring Term 2017

	Spring 1		Spring 2
Year Group			
Year 1	<p>MATBALL In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on attacking and defending and start to think about making space. They have an opportunity to play one against one, one against two, and one against three to promote friendly competition. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>DANCE- Exploring Space In this unit children will be performing simple rhythmic patterns in different formations, work alone, with guidance of the teacher, to create movement ideas. Selecting movements to form a dance and be able to observe themselves as well as each other.</p>	Half term	<p>NETBALL/BASKETBALL In this unit children develop basic game-playing skills, in particular throwing and catching whilst aiming at a target. They play games based on attacking and defending and continue to think about making space. They have opportunities to work against each other as well as part of a team to promote friendly competition. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>GYMNASTICS- Using Apparatus In this unit children will be able to make different basic shapes with their bodies, travel in a variety of ways, travel at different heights, and travel on apparatus safely and in a variety of ways. They will also have an opportunity to perform in front of others and begin to focus on the safety elements of using apparatus.</p>
Year 2	<p>MATBALL In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on attacking and defending and start to think about making space. They have an opportunity to play one against one, five against five and seven against seven to promote friendly competition and working as a team. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>DANCE- Working in pairs to create a dance In this unit children will have the opportunity to respond to different stimulus, work in pairs or in small groups to create ideas for their dance, use a variety of actions e.g. turning, jumping, travelling, gestures, shape and stillness whilst changing actions such as speed, size and weight. Children will also have an opportunity to observe each other dancing and think of ways that the dance can be improved.</p>		<p>NETBALL/BASKETBALL In this unit children develop basic game-playing skills, in particular throwing and catching whilst aiming at a specific target. They play games based on attacking and defending and start to think about making space. They have an opportunity to play one against one, five against five and seven against seven to promote friendly competition and working as a team. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>GYMNASTICS- Moving on and off apparatus In this unit children will be able to make different shapes with their bodies, travel in a variety of ways, travel at different heights, and travel on apparatus safely and in a variety of ways. They will also have an opportunity to perform in front of others being able to put all skills together to create a sequence and focus on the safety elements of using apparatus.</p>
Year 3	<p>BENCHBALL In this unit children develop their throwing and catching skills and focus on</p>		<p>FOOTBALL In this unit children have the opportunity begin to think about attacking and</p>



	<p>catching with little movement which will increase the accuracy of throwing. They have an opportunity to work as part of a team and think of their individual performance with an emphasis on moving to block the ball. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>SWIMMING In this unit the children will be going to Wavertree aquatics centre to focus on water safety, developing their strokes and individual performance.</p>	<p>defending. They will focus on creating space around them and working as part of a team following the rules. They will be focusing on passing and shooting for accuracy. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>SWIMMING In this unit the children will be going to Wavertree aquatics centre to focus on water safety, developing their strokes and individual performance.</p>
<p>Year 4</p>	<p>TAG RUGBY In this unit children have the opportunity to develop their attacking and defending positions. They will focus on creating space around them, avoiding the opposing team and working as part of a team following the rules. They will be focusing on passing, moving and positioning of their passes. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>GYMNASTICS- Receiving body weight In this unit children will be looking at if they can copy, remember, explore & repeat simple actions varying speed & levels; beginning to select simple actions to construct basic sequences; beginning to identify the difference between my performance & that of others; understand the need for warm up & cool down, and also what is happening to my body during exercise.</p>	<p>FOOTBALL In this unit children have the opportunity to develop their attacking and defending positions. They will focus on creating space around them and working as part of a team following the rules. They will be focusing on passing and shooting for accuracy. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>DANCE- These shoes are made for walking / Giraffes can't dance / Incognito In this unit children will have the opportunity to respond to different stimulus, work in pairs or in small groups to create ideas for their dance, use a variety of actions e.g. turning, jumping, travelling, gestures, shape and stillness whilst changing actions such as speed, size and weight. Children will also have an opportunity to observe each other dancing and think of ways that the dance can be improved.</p>
<p>Year 5</p>	<p>FOOTBALL In this unit children have the opportunity to develop their attacking and defending positions. They will focus on the different movements required for both whilst also creating space around them, staying in position and working as part of a team. They will be focusing on passing and shooting for accuracy. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>GYMNASTICS- Asymmetry/symmetry In this unit children will create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of a task, using their</p>	<p>HOCKEY In this unit children have the opportunity to develop their attacking and defending positions and movements. They will focus on avoiding the opposing team and trying to defend when in possession of the ball. They will be focusing on passing, moving, striking for accuracy and positioning. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>DANCE- African dance In this unit children will have the opportunity to respond to different stimulus and types of music from Africa, work in pairs or in small groups to create ideas for their dance and use a variety of actions e.g. turning, jumping, travelling, gestures, shape and stillness whilst changing actions such as speed, size and weight. Children will also have an opportunity to observe each other dancing and think of ways that the dance</p>



	knowledge of composition; understand the need for warming up and working on body strength, tone and flexibility; lead small groups in warm-up activities; use basic set criteria to make simple judgements about performances and suggest ways they could be improved		can be improved.
Year 6	<p>TAG RUGBY In this unit children have the opportunity to develop their attacking and defending positions and movements. They will focus on creating space around them closing the gaps of the opposing team, forward thinking and reading the game/next move, avoiding the opposing team and working as part of a team following the rules. They will be focusing on passing, moving and positioning of their passes. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>DANCE- The Rainforest In this unit children will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils will use a range of skills including: flexibility, strength, technique, control and balance and perform dances using a range of movement patterns. They will also have an opportunity to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>HOCKEY/TENNIS In this unit children have the opportunity to develop their attacking and defending positions and movements. They will focus on reading the game/next move, avoiding the opposing team and trying to outwit their opposition with their movements and disguises. They will be focusing on passing, moving, striking for accuracy and positioning. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>GYMNASTICS- Partner work In this unit children will work together in pairs to create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of a task, using their knowledge of composition; understand the need for warming up and working on body strength, tone and flexibility; lead small groups in warm-up activities; use basic set criteria to make simple judgements about performances and suggest ways they could be improved</p>