

**Curriculum Plan Overview with Specialist Support**  
**2023 - 2024**

|                         | <b>Autumn Term 1</b>  | <b>Autumn Term 2</b>  | <b>Spring Term 1</b>   | <b>Spring Term 2</b>  | <b>Summer Term 1</b>   | <b>Summer Term 2</b>   |
|-------------------------|---|---|--|---|--|--|
| <b>Wren Class</b>       | Multi Skills with Conner Fawdry   | Dance with Anna Judge   | Gymnastics with Startastic and Multi Skills with Connor Fawdry | Football with Ryan McCarthy and Multi Skills with Class Teacher | Swimming and Multi Skills with Connor Fawdry                 | Athletics with Connor Fawdry and Dodge Ball with Class Teacher |
| <b>Owl Class</b>        | Multi Skills with Connor Fawdry and Sportshall Athletics with Class Teacher | Dance with Anna Judge and Tag Rugby with Class Teacher                | Gymnastics with Startastic and Multi Skills with Connor Fawdry | Football with Ryan McCarthy and Multi Skills with Class Teacher | Cricket with Connor Fawdry and Dodge Ball with Class Teacher | Swimming and Athletics with Connor Fawdry                      |
| <b>Woodpecker Class</b> | Badminton with Connor Fawdry and Sportshall Athletics with class teacher    | Swimming and Hockey with Connor Fawdry                                | Dance with Anna Judge and Bench Ball with class teacher        | Dance with Anna Judge and Netball with Connor Fawdry            | Cricket with Connor Fawdry and Football with Ryan Mc Carthy  | Athletics with Connor Fawdry and Gymnastics with Startastic    |
| <b>Red Kite Class</b>   | Swimming and Badminton with Connor Fawdry                                   | Sportshall Athletics with Class teacher and Hockey with Connor Fawdry | Dance with Anna Judge and Bench Ball with Class Teacher        | Dance with Anna Judge and Netball with Connor Fawdry            | Cricket with Connor Fawdry and Football with Ryan McCarthy   | Athletics with Connor Fawdry and Gymnastics with Startastic    |

**Physical Education Curriculum Plan**

**Wren Class Year**

**2023 - 2024**

|            | <b>Autumn Term 1</b>            | <b>Autumn Term 2</b>  | <b>Spring Term 1</b>   | <b>Spring Term 2</b>  | <b>Summer Term 1</b>                         | <b>Summer Term 2</b>   |
|------------|---------------------------------|-----------------------|--|---|--|--|
| Wren Class | Multi Skills with Conner Fawdry | Dance with Anna Judge | Gymnastics with Startastic and Multi Skills with Connor Fawdry | Football with Ryan McCarthy and Multi Skills with Class Teacher | Swimming and Multi Skills with Connor Fawdry | Athletics with Connor Fawdry and Dodge Ball with Class Teacher |

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| <b>Autumn Term 1 Unit Intent and Coach/Specialist Support</b> | <p><b><u>End of Early Years Foundation Stage Expectations (Early Learning Goals)</u></b></p> <p>Gross Motor Skills</p> <p>Pupils at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, hopping and skipping.</li> </ul> <p>Team teaching of Multi Skills with Connor Fawdry</p> |  |  |  |   |  |  |
| <b>Assessment</b>   | <p><b>Head Core Knowledge and Skills</b></p> <p>1. To be able to follow physical instructions.</p>   |  | <p><b>Heart Core Knowledge and Skills</b></p> <p>1. To work as part of a team taking a turn.</p> |  | <p><b>Hands Core Knowledge and Skills</b></p> <p>1. To be able to move in and out of spaces successfully.</p> |  |  |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>  | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>                                   | Move energetically, such as running, jumping, hopping and skipping   | Move energetically, such as running, jumping, hopping and skipping | Move energetically, such as running, jumping, hopping and skipping                               | Move energetically, such as running, jumping, hopping and skipping | Move energetically, such as running, jumping, hopping and skipping.<br>Negotiate space and obstacles          | Move energetically, such as running, jumping, hopping and skipping.<br>Negotiate space and obstacles | Move energetically, such as running, jumping, hopping and skipping.<br>Negotiate space and obstacles |

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|   |   |   |  |  | safely, with consideration for themselves and others.   | safely, with consideration for themselves and others.   | safely, with consideration for themselves and others.   |
| <b>Autumn Term 2 Unit Intent and Coach/Specialist Support</b> | <p><b>End of Early Years Foundation Stage Expectations (Early Learning Goals)</b></p> <p>Gross Motor Skills</p> <p>Pupils at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as dancing.</li> </ul> <p>Team teaching of dance with Anna Judge from Star Steppers. (Tuesdays)</p> |   |  |  |   |   |   |
| <b>Assessment</b>   | <p><b>Head Core Knowledge and Skills</b></p> <p>1. To perform dance steps with confidence.</p>  |   | <p><b>Heart Core Knowledge and Skills</b></p> <p>1. To dance with a partner or as part of a small group.</p> |  | <p><b>Hands Core Knowledge and Skills</b></p> <p>1. To link 2/3 dance moves successfully.</p>   |   |   |
|   | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>                                   | Negotiate space safely, with consideration for themselves and others.   | Negotiate space safely, with consideration for themselves and others. | Negotiate space safely, with consideration for themselves and others.  | Negotiate space safely, with consideration for themselves and others.<br>Demonstrate strength, balance and co-ordination when playing. | Negotiate space safely, with consideration for themselves and others.<br>Demonstrate strength, balance and co-ordination when playing.<br>Move energetically, such as dancing | Negotiate space safely, with consideration for themselves and others.<br>Demonstrate strength, balance and co-ordination when playing.<br>Move energetically, such as dancing | Negotiate space safely, with consideration for themselves and others.<br>Demonstrate strength, balance and co-ordination when playing.<br>Move energetically, such as dancing |

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| <b>Spring Term 1<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | <b><u>End of Early Years Foundation Stage Expectations (Early Learning Goals)</u></b><br>Gross Motor Skills<br>Pupils at the expected level of development will: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination.</li> <li>Move energetically, such as running, jumping, hopping, skipping and climbing.</li> </ul> Team Teaching of gymnastics with Stacey Oliver from Startastic. |  |   |   |   |   |   |  |
|   | <b>Assessment</b>  | <b>Head Core Knowledge and Skills</b><br>1. To perform one gymnastic move with confidence. |   | <b>Heart Core Knowledge and Skills</b><br>1. To follow instructions given by gymnast coach. |   | <b>Hands Core Knowledge and Skills</b><br>1. To achieve Jade badge.                           |   |  |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>                                 | <b>Week 4</b>   | <b>Week 5</b>                                 | <b>Week 6</b>   | <b>Week 7</b>                                 |  |
| <b>Skills and Knowledge</b>   | <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination.</li> <li>Move energetically, such as running, jumping, hopping, skipping and climbing.</li> </ul> <b>See planning towards Jade Badge from Stacey Oliver.</b>   |  |   |   |   |   |   |  |
| <b>Spring Term 1<br/>Session 2<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | <b><u>End of Early Years Foundation Stage Expectations (Early Learning Goals)</u></b><br>Gross Motor Skills<br>Pupils at the expected level of development will: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, hopping and skipping.</li> </ul> Team teaching of Multi Skills with Connor Fawdry   |  |   |   |   |   |   |  |
|   | <b>Assessment</b>  | <b>Head Core Knowledge and Skills</b><br>1. To negotiate space and obstacles successfully. |   | <b>Heart Core Knowledge and Skills</b><br>1. To work as part of a team in a game.           |   | <b>Hands Core Knowledge and Skills</b><br>1. To use equipment appropriately and successfully. |   |  |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>                                 | <b>Week 4</b>   | <b>Week 5</b>                                 | <b>Week 6</b>   | <b>Week 7</b>                                 |  |
| <b>Skills and Knowledge</b>   | Move energetically, such as running, jumping,  | Move energetically, such as running, jumping,  | Move energetically, such as running, jumping, | Move energetically, such as running, jumping,   | Move energetically, such as running, jumping, | Move energetically, such as running, jumping,   | Move energetically, such as running, jumping, |  |

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|   | hopping and skipping  | hopping and skipping   | hopping and skipping  | hopping and skipping  | jumping, hopping and skipping. Negotiate space and obstacles safely, with consideration for themselves and others. | hopping and skipping. Negotiate space and obstacles safely, with consideration for themselves and others. | hopping and skipping. Negotiate space and obstacles safely, with consideration for themselves and other |
| <b>Spring Term 2 Session 1 Unit Intent and Coach/Specialist Support</b> | <p>To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these <b>in football</b>.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p>Team Teaching of football with Ryan McCarthy.</p>   |  |   |   |  |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To move the ball successfully from one place to another.  |  | <b>Heart Core Knowledge and Skills</b><br>1. To be able to overcome mistakes/failures when dribbling or passing the football. |   | <b>Hands Core Knowledge and Skills</b><br>1. To be able to dribble with a football.                                |   |   |
|   | <b>Week 1</b>   | <b>Week 2</b>  | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>  | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>   | Master movements such as running, jumping, throwing and catching in isolation and combination.  | Master movements such as running, jumping, throwing and catching in isolation and combination. | Develop agility, balance, coordination, strength and technique across a number of sports.                                     | Develop agility, balance, coordination, strength and technique across a number of sports. | Developing positional awareness tactics in game situations.  | Participate in competitive games and develop attacking & defending tactics.                               | Participate in competitive games and develop attacking & defending tactics.                             |
| <b>Spring Term 2 Session 2 Unit Intent and Coach/Specialist Support</b> | <p><b>End of Early Years Foundation Stage Expectations (Early Learning Goals)</b></p> <p>Gross Motor Skills</p> <p>Pupils at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, hopping and skipping.</li> </ul> |  |   |   |  |   |   |

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|   | Class Teacher to teach through multi skills.  |  |   |  |  |  |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To complete team games successfully by making the correct decision negotiating spaces and obstacles and using equipment.  |  | <b>Heart Core Knowledge and Skills</b><br>1. To understand that being physically active makes the heart pump harder which is good for human health. |  | <b>Hands Core Knowledge and Skills</b><br>1. To complete multi-skill games successfully as part of a team.   |  |  |
|   | <b>Week 1</b>   | <b>Week 2</b>  | <b>Week 3</b>   | <b>Week 4</b>  | <b>Week 5</b>  | <b>Week 6</b>  | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>                                   | Move energetically, such as running, jumping, hopping and skipping  | Move energetically, such as running, jumping, hopping and skipping | Move energetically, such as running, jumping, hopping and skipping  | Move energetically, such as running, jumping, hopping and skipping | Move energetically, such as running, jumping, hopping and skipping.<br>Negotiate space and obstacles safely, with consideration for themselves and others. | Move energetically, such as running, jumping, hopping and skipping.<br>Negotiate space and obstacles safely, with consideration for themselves and others. | Move energetically, such as running, jumping, hopping and skipping.<br>Negotiate space and obstacles safely, with consideration for themselves and other |
| <b>Wren Class will go swimming for 5 weeks in Summer 1</b>    |   |  |   |  |  |  |  |
| <b>Summer Term 1 Unit Intent and Coach/Specialist Support</b> | <b><u>End of Early Years Foundation Stage Expectations (Early Learning Goals)</u></b><br>Gross Motor Skills<br>Pupils at the expected level of development will: <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Move energetically, such as running, jumping, hopping and skipping.</li> </ul><br>Team teaching of Multi Skills with Connor Fawdry |  |   |  |  |  |  |

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| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To use negotiate space and obstacles and use equipment with confidence.  |  |  | <b>Heart Core Knowledge and Skills</b><br>1. To work as part of a team and communicate effectively to them during a team game. |  | <b>Hands Core Knowledge and Skills</b><br>1. To engage in competing in a team game using equipment.  |  |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>  | <b>Week 6</b>  | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>   | Move energetically, such as running, jumping, hopping and skipping   | Move energetically, such as running, jumping, hopping and skipping | Move energetically, such as running, jumping, hopping and skipping | Move energetically, such as running, jumping, hopping and skipping   | Move energetically, such as running, jumping, hopping and skipping.<br>Negotiate space and obstacles safely, with consideration for themselves and others. | Move energetically, such as running, jumping, hopping and skipping.<br>Negotiate space and obstacles safely, with consideration for themselves and others. | Move energetically, such as running, jumping, hopping and skipping.<br>Negotiate space and obstacles safely, with consideration for themselves and other |
| <b>Summer Term 2<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | <p><b><u>End of Early Years Foundation Stage Expectations (Early Learning Goals)</u></b></p> <p>Gross Motor Skills<br/>Pupils at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination.</li> <li>• Move energetically, such as running, jumping, hopping, skipping and climbing.</li> </ul> <p>Team Teaching of athletics with Connor Fawdry.</p> |  |  |  |  |  |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To run and jump with confidence.   |  |  | <b>Heart Core Knowledge and Skills</b><br>1. To begin to understand and accept race loses and failures in performance.         |  | <b>Hands Core Knowledge and Skills</b><br>1. To compete in Sports Day races and multi-skill stations.  |  |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>  | <b>Week 6</b>  | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>   | Move energetically, such as running, jumping,  | Move energetically, such as running, jumping,                      | Move energetically, such as running, jumping,                      | Move energetically, such as running, jumping,  | Move energetically, such as running, jumping,  | Move energetically, such as running, jumping,  | Move energetically, such as running, jumping,  |

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|   | hopping, skipping and climbing.   | hopping, skipping and climbing.  | hopping, skipping and climbing.<br>Negotiate space and obstacles safely, with consideration for themselves and others. | hopping, skipping and climbing.<br>Negotiate space and obstacles safely, with consideration for themselves and others. | hopping, skipping and climbing.<br>Negotiate space and obstacles safely, with consideration for themselves and others. | hopping, skipping and climbing.<br>Negotiate space and obstacles safely, with consideration for themselves and others.<br>Demonstrate strength, balance and co-ordination. | hopping, skipping and climbing.<br>Negotiate space and obstacles safely, with consideration for themselves and others.<br>Demonstrate strength, balance and co-ordination. |
| <b>Summer Term 2<br/>Session 2<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | <p><b><u>End of Early Years Foundation Stage Expectations (Early Learning Goals)</u></b></p> <p>Gross Motor Skills</p> <p>Pupils at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Move energetically, such as running.</li> </ul> <p>Dodgeball taught by class teacher.</p> |  |  |  |  |  |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To be able to throw a ball successfully at pupils as part of a dodgeball game.  |  | <b>Heart Core Knowledge and Skills</b><br>1. To accept when caught out or when hit by a ball.                          |  | <b>Hands Core Knowledge and Skills</b><br>1. To be able to throw and catch a ball successfully.                        |  |  |
|   | <b>Week 1</b>   | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>  | <b>Week 6</b>  | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>   | Negotiate space and obstacles safely, with consideration for themselves and others.<br>Move energetically,  | Negotiate space and obstacles safely, with consideration for themselves and others.<br>Move energetically, | Negotiate space and obstacles safely, with consideration for themselves and others.<br>Move energetically,             | Negotiate space and obstacles safely, with consideration for themselves and others.<br>Move energetically,             | Negotiate space and obstacles safely, with consideration for themselves and others.<br>Move energetically,             | Negotiate space and obstacles safely, with consideration for themselves and others.<br>Move energetically,   | Negotiate space and obstacles safely, with consideration for themselves and others.<br>Move energetically,   |



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|  | such as<br>running. | such as<br>running. | such as<br>running. | such as<br>running. | such as<br>running. | such as<br>running. | such as<br>running. |
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**Physical Education Curriculum Plan**

**Owl Class Year 2023 ~ 2024**

|                  | <b>Autumn Term 1</b>  | <b>Autumn Term 2</b>                                   | <b>Spring Term 1</b>   | <b>Spring Term 2</b>  | <b>Summer Term 1</b>   | <b>Summer Term 2</b>                      |
|------------------|---|--|--|---|--|---|
| <b>Owl Class</b> | Multi Skills with Connor Fawdry and Sportshall Athletics with Class Teacher | Dance with Anna Judge and Tag Rugby with Class Teacher | Gymnastics with Startastic and Multi Skills with Connor Fawdry | Football with Ryan McCarthy and Multi Skills with Class Teacher | Cricket with Connor Fawdry and Dodge Ball with Class Teacher | Swimming and Athletics with Connor Fawdry |

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| <b>Autumn Term 1<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities. |   |   |  |  |  |  |
|   | To participate in team games, developing simple tactics.  |   |   |  |  |  |  |
|   | Team teaching of multi skills with Connor Fawdry.   |   |   |  |  |  |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To confidently use equipment used in multi-skill games.   |   | <b>Heart Core Knowledge and Skills</b><br>1. To work collaboratively as part of a team. |  | <b>Hands Core Knowledge and Skills</b><br>1. To move with agility to negotiate spaces and objects. |  |  |
|   | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>  | <b>Week 5</b>  | <b>Week 6</b>  | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>   | To master basic movements including running, jumping, throwing and catching, as well as   | To master basic movements including running, jumping, throwing and catching, as well as | To master basic movements including running, jumping, throwing and catching, as well as | To master basic movements including running, jumping, throwing and catching, as well as developing | To master basic movements including running, jumping, throwing and catching, as well as developing | To master basic movements including running, jumping, throwing and catching, as well as developing | To master basic movements including running, jumping, throwing and catching, as well as developing |

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|   | developing balance, agility and co-ordination, and begin to apply these is a range of activities.  | developing balance, agility and co-ordination, and begin to apply these is a range of activities.  | developing balance, agility and co-ordination, and begin to apply these is a range of activities.                          | balance, agility and co-ordination, and begin to apply these is a range of activities.                              | balance, agility and co-ordination, and begin to apply these is a range of activities.<br>To participate in team games, developing simple tactics. | balance, agility and co-ordination, and begin to apply these is a range of activities.<br>To participate in team games, developing simple tactics. | balance, agility and co-ordination, and begin to apply these is a range of activities.<br>To participate in team games, developing simple tactics. |
| <b>Autumn Term 1<br/>Session 2<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities.<br><br>Sportshall athletics taught by the Class Teacher. |  |  |   |  |  |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To run and jump with confidence.   |  | <b>Heart Core Knowledge and Skills</b><br>1. To know that being active is an important part of staying healthy physically. |   | <b>Hands Core Knowledge and Skills</b><br>1. To be able to throw with co-ordination and accuracy.  |  |  |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>  | <b>Week 6</b>  | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>   | To master basic movements including running, jumping, throwing and catching, as well as developing   | To master basic movements including running, jumping, throwing and catching, as well as developing | To master basic movements including running, jumping, throwing and catching, as well as developing                         | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility                                | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility                                | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility                                |

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|   | balance, agility and co-ordination, and begin to apply these is a range of activities.   | balance, agility and co-ordination, and begin to apply these is a range of activities. | balance, agility and co-ordination, and begin to apply these is a range of activities.                     | and co-ordination, and begin to apply these is a range of activities. | and co-ordination, and begin to apply these is a range of activities.   | and co-ordination, and begin to apply these is a range of activities. | and co-ordination, and begin to apply these is a range of activities. |
| <b>Autumn Term 2<br/>Session 1<br/>Unit Intent and Coach/Specialist Support</b> | To perform dances using simple movement patterns.<br>Team teaching of dance with Anna Judge from Star Steppers.  |  |  |   |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To perform directed dance steps with confidence.   |  | <b>Heart Core Knowledge and Skills</b><br>1. To complete dance sequence with a partner and/or small group. |   | <b>Hands Core Knowledge and Skills</b><br>1. To perform a simple sequence of dance steps.                             |   |   |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>   | Develop agility, balance, coordination, strength and technique.  | Develop agility, balance, coordination, strength and technique.                        | Develop agility, balance, coordination, strength and technique.  | Perform dances using a range of movement patterns.                    | Perform dances using a range of movement patterns.  | Perform dances using a range of movement patterns.                    | Perform dances using a range of movement patterns.                    |
| <b>Autumn Term 2<br/>Session 2<br/>Unit Intent and Coach/Specialist Support</b> | To master basic movements including running, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities.<br>To participate in team games, developing simple tactics for attacking and defending. Tag Rugby taught by the class teacher. |  |  |   |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To know which direction to move to avoid being tagged.   |  | <b>Heart Core Knowledge and Skills</b><br>1. To develop resilience to deal with being caught and tagged.   |   | <b>Hands Core Knowledge and Skills</b><br>1. To be able to run quickly and change direction to be able to tag others. |   |   |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>   | To master basic movements  | To master basic movements  | To master basic movements  | To master basic movements   | To master basic movements   | To master basic movements   | To master basic movements   |

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|   | including running, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities.   | including running, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities. | including running, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities. | including running, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities. | including running, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities.<br>To participate in team games, developing simple tactics for attacking and defending. | including running, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities.<br>To participate in team games, developing simple tactics for attacking and defending. | including running, throwing and catching, as well as developing agility and co-ordination, and begin to apply these in a range of activities.<br>To participate in team games, developing simple tactics for attacking and defending. |
| <b>Spring Term 1 Session 1 Unit Intent and Coach/Specialist Support</b> | To mastered basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these <b>through gymnastics</b> .<br><br>Team Teaching of gymnastics with Stacey Oliver from Startastic |   |   |   |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To be able to put 2 or 3 gymnastic moves as part of a simple sequence.  |   | <b>Heart Core Knowledge and Skills</b><br>1. To participate in gymnastic movements to develop balance and co-ordination.                      |   | <b>Hands Core Knowledge and Skills</b><br>1. To be able to complete movements to achieve *** badge.   |   |   |
|   | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>   | Master movements such as running, and jumping, in isolation and combination.  | Master movements such as running, and jumping, in isolation and combination.  | Develop agility, balance, coordination, strength and technique  | Develop agility, balance, coordination, strength and technique  | Develop agility, balance, coordination, strength and technique  | Develop agility, balance, coordination, strength and technique  | Develop agility, balance, coordination, strength and technique  |
| <b>Spring Term 1 Session 2</b>  | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities.   |   |   |   |   |   |   |

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| <b>Unit Intent and Coach/Specialist Support</b> | To participate in team games, developing simple tactics.<br>Team teaching of multi skills with Connor Fawdry.  |   |   |   |   |   |   |
| <b>Assessment</b>                               | <b>Head Core Knowledge and Skills</b><br>1. To take part in team games with confidence.  |   | <b>Heart Core Knowledge and Skills</b><br>1. To have the resilience to manage emotions when their team loses.   |   | <b>Hands Core Knowledge and Skills</b><br>1. To move with agility, co-ordination and balance to be able to compete successfully in a team game.   |   |   |
|   | <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>                     | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities.  | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities. | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities. | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities. | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities.<br>To participate in team games, developing simple tactics. | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities.<br>To participate in team games, developing simple tactics. | To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities.<br>To participate in team games, developing simple tactics. |
| <b>Spring Term 2 Session 1</b>                  | To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these <b>in football</b> .<br>To participate in team games, developing simple tactics for attacking and defending. |   |   |   |   |   |   |

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| <b>Unit Intent and Coach/Specialist Support</b>                         | Team Teaching of football with Ryan McCarthy.   |   |   |   |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To know which tactic to take to defend .  |   | <b>Heart Core Knowledge and Skills</b><br>1. To have the resilience to be able to manage their emotions if their team loses.  |   | <b>Hands Core Knowledge and Skills</b><br>1. To be able to dribble with the ball.<br>2. To be able to pass the ball to a team member.   |   |   |
|   | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>   | Master basic movement including running, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing tactics for attacking and defending.                     | Master basic movement including running, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing tactics for attacking and defending. | Master basic movement including running, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing tactics for attacking and defending. | Master basic movement including running, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing tactics for attacking and defending. | Master basic movement including running, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing tactics for attacking and defending. | Master basic movement including running, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing tactics for attacking and defending. | Master basic movement including running, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games, developing tactics for attacking and defending. |
| <b>Spring Term 2 Session 2 Unit Intent and Coach/Specialist Support</b> | To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in <b>multi-skills</b> .<br><br>Multi Skills taught by the <b>class teacher</b> . |   |   |   |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b>   |   | <b>Heart Core Knowledge and Skills</b>  |   | <b>Hands Core Knowledge and Skills</b>  |   |   |

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|   | 1. To know what they need to do to be able to successfully take part in a team game i.e. sprint, hand equipment to team member, listen carefully to instructions.  |  | 1. To work collaboratively with team to be successful.   |  | 1. To be able to move with balance, agility and co-ordination to be able to compete successfully in team games.   |  |  |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>  |  |
| <b>Skills and Knowledge</b>   | To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.   | To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. | To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. | To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. | To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.  | To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. |  |
| <b>Summer Term 1 Session 1 Unit Intent and Coach/Specialist Support</b> | To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is in <b>rounders</b> .<br>To participate in team games, developing simple tactics for attacking and defending.<br>Team Teaching with Connor Fawdry from Visionary Sports. (Fridays) |  |  |  |   |  |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To demonstrate an understanding of the basic rules for rounders.   |  | <b>Heart Core Knowledge and Skills</b><br>1. To work collaboratively with their team to successfully field in rounders game.             |  | <b>Hands Core Knowledge and Skills</b><br>1. To be able throw and catch the rounders ball successfully.<br>2. To be able to bat the ball successfully using either a racquet or rounders bat. |  |  |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>  | <b>Week 7</b>                                |
| <b>Skills and Knowledge</b>   | Master movements such as running, jumping,   | Master movements such as running, jumping,   | Develop agility, balance, coordination, strength and   | Develop agility, balance, coordination,  | Developing positional awareness   | Participate in competitive games and develop   | Participate in competitive games and develop |



|   |  |  |  |  |  |  |                                |
|---|--|--|--|--|--|--|--------------------------------|
|   | throwing and catching in isolation and combination.  | throwing and catching in isolation and combination.              | technique across a number of sports.   | strength and technique.  | tactics in game situations.  | attacking & defending tactics.   | attacking & defending tactics. |
| <b>Summer Term 1<br/>Session 2<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | Master basic movements including running, throwing and catching. Participate in team games, developing simple tactics for attacking and defending and apply these through <b>dodgeball</b> .<br><br>Taught by the class teacher.                                 |  |  |  |  |  |                                |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To understand the rules of dodgeball and know how to compete successfully.   |  | <b>Heart Core Knowledge and Skills</b><br>1. To be able to communicate effectively with their team to be able to compete successfully in a game. |  | <b>Hands Core Knowledge and Skills</b><br>1. To be able to successfully throw a ball and target the opponent.<br>2. To be able to catch the ball.    |  |                                |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>  | <b>Week 6</b>  |                                |
| <b>Skills and Knowledge</b>   | Master basic movements including running, throwing and catching.   | Master basic movements including running, throwing and catching. | Master basic movements including running, throwing and catching.   | Master basic movements including running, throwing and catching.<br>Participate in team games, developing simple tactics for attacking and defending | Master basic movements including running, throwing and catching.<br>Participate in team games, developing simple tactics for attacking and defending | Master basic movements including running, throwing and catching.<br>Participate in team games, developing simple tactics for attacking and defending |                                |
| <b>Summer Term 2<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | To mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these <b>in athletics</b> .<br><br>Team Teaching with Connor Fawdry from Visionary Sports. (Fridays) |  |  |  |  |  |                                |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To move with confidence in athletics i.e. running, jumping and throwing.   |  | <b>Heart Core Knowledge and Skills</b><br>1. To identify an area for improvement in athletic ability   |  | <b>Hands Core Knowledge and Skills</b><br>1. To be able to sprint.   |  |                                |

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|---|--|--|--|--|---|---|---|
|   |  |  |  |  | and then evaluate own performance.                              | 2. To improve own performance in standing long jump.<br>3. To improve own performance in throwing activity (football throw or javelin). |   |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>                                     | Master movements such as running, jumping, throwing and catching in isolation and combination. | Master movements such as running, jumping, throwing and catching in isolation and combination. | Master movements such as running, jumping, throwing and catching in isolation and combination. | Master movements such as running, jumping, throwing and catching in isolation and combination. | Develop agility, balance, coordination, strength and technique. | Develop agility, balance, coordination, strength and technique.   | Develop agility, balance, coordination, strength and technique. |
| <b>Owl Class will be swimming for 6 weeks in Summer Term 2.</b> |  |  |  |  |   |   |   |

**Physical Education Curriculum Plan**  
**Woodpecker Class Year 2023 ~ 2024**

|                  | Autumn Term 1  | Autumn Term 2                          | Spring Term 1   | Spring Term 2  | Summer Term 1   | Summer Term 2   |
|------------------|--|--|---|--|---|---|
| Woodpecker Class | Badminton with Connor Fawdry and Sportshall Athletics with class teacher | Swimming and Hockey with Connor Fawdry | Dance with Anna Judge and Bench Ball with class teacher | Dance with Anna Judge and Netball with Connor Fawdry | Cricket with Connor Fawdry and Football with Ryan Mc Carthy | Athletics with Connor Fawdry and Gymnastics with Startastic |

Woodpecker Class have 6 swimming sessions in the Autumn Term.

|   |   |   |   |   |  |   |   |
|---|---|---|---|---|--|---|---|
| <b>Autumn Term 1<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | <p>To use running in isolation and in combination.<br/>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To develop strength and technique, control and balance through <b>badminton</b>.</p> <p>Team teaching with Connor Fawdry from Visionary Sports. (Fridays)</p> |   |   |   |  |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To know the rules of a simple game of badminton.  |   | <b>Heart Core Knowledge and Skills</b><br>1. To identify badminton skill which needs improving and evaluate progress. |   | <b>Hands Core Knowledge and Skills</b><br>1. To be able to serve using the badminton racquet and shuttlecock<br>2. To be able to hit a return to the opponent. |   |   |
|   | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>  | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>   | Master movements such as running, jumping, throwing and catching in   | Master movements such as running, jumping, throwing and catching in | Develop agility, balance, coordination, strength and technique.   | Develop agility, balance, coordination, strength and technique. | Participate in games and develop attacking & defending tactics.  | Developing positional awareness tactics in game situations. | Developing positional awareness tactics in game situations. |

|   |  |  |   |   |   |   |  |
|---|--|--|---|---|---|---|--|
|   | isolation and combination.   | isolation and combination.                               |   |   |   |   |  |
| <b>Autumn Term 1<br/>Session 2<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | To use running and jumping in isolation and combination. Develop flexibility, strength, technique, control and balance. Compare their performance with previous and demonstrate improvement to achieve their personal best. Taught through <b>sportshall athletics</b> .<br><br>Taught by the <b>class teacher</b> . |  |   |   |   |   |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b>  |  | <b>Heart Core Knowledge and Skills</b>  |   | <b>Hands Core Knowledge and Skills</b>  |   |  |
|   | Week 1   | Week 2   | Week 3  | Week 4  | Week 5  | Week 6  |  |
|   | To use running and jumping in isolation and combination.   | To use running and jumping in isolation and combination. | To use running and jumping in isolation and combination. Develop flexibility, strength, technique, control and balance. | To use running and jumping in isolation and combination. Develop flexibility, strength, technique, control and balance. | To use running and jumping in isolation and combination. Develop flexibility, strength, technique, control and balance. Compare their performance with previous and demonstrate improvement to achieve their personal best. | To use running and jumping in isolation and combination. Develop flexibility, strength, technique, control and balance. Compare their performance with previous and demonstrate improvement to achieve their personal best. |  |
| <b>Autumn Term 2<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending <b>through football</b> .<br><br>Team teaching with Ryan McCarthy.   |  |   |   |   |   |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b>  |  | <b>Heart Core Knowledge and Skills</b>  |   | <b>Hands Core Knowledge and Skills</b>  |   |  |
|   | <ol style="list-style-type: none"> <li>To understand the rules of a simple game of football.</li> <li>To be able to defend the ball successfully.</li> </ol>   |  | <ol style="list-style-type: none"> <li>To play collaboratively as part of a team.</li> </ol>                            |   | <ol style="list-style-type: none"> <li>To be able to dribble with the ball.</li> <li>To be able to pass the ball to team members.</li> </ol>  |   |  |

|   |  |   |   |   |  |   |  |
|---|--|---|---|---|--|---|--|
|   |  |   |   |   |  | 3. To be able to defend the ball.                           |  |
|   | <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>  | <b>Week 6</b>   | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>   | Develop agility, balance, coordination, strength and technique.  | Develop agility, balance, coordination, strength and technique. | Participate in games and develop attacking & defending tactics.   | Participate in games and develop attacking & defending tactics. | Participate in games and develop attacking & defending tactics.                    | Developing positional awareness tactics in game situations. | Developing positional awareness tactics in game situations.              |
| <b>Woodpecker Class will be swimming for 5 weeks in Autumn Term 2.</b>  |  |   |   |   |  |   |  |
| <b>Spring Term 1 Session 1 Unit Intent and Coach/Specialist Support</b> | <p>To develop flexibility, strength, technique, control and balance.<br/>         To perform dances using a range of movement patterns.<br/>         To compare their performances with previous ones and demonstrate improvement to achieve their personal best <b>through dance</b>.</p> <p>Team teaching with Anna Judge from Star Steppers. (Tuesdays)</p> |   |   |   |  |   |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To be able sequence dance steps with confidence.<br>2. To be able to create own simple dance sequence.   |   | <b>Heart Core Knowledge and Skills</b><br>1. To be able to dance collaboratively with a partner or small group. |   | <b>Hands Core Knowledge and Skills</b><br>1. To be able to perform a simple dance. |   |  |
|   | <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>  | <b>Week 6</b>   | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>   | Using movement, speed, direction and travel to build sequences.  | Using movement, speed, direction and travel to build sequences. | Using rhythm and control to perform dance actions.  | Using rhythm and control to perform dance actions.              | Using a variety of dance style reflecting a specific theme.                        | Using a variety of dance style reflecting a specific theme. | Participate in dance activities both individually and as part of a team. |
| <b>Spring Term 1 Session 2</b>  | <p>To use throwing and catching in isolation and in combination. To play competitive games and apply basic principles suitable for attacking and defending taught through <b>benchball</b>.</p> <p>Taught by class teacher.</p>  |   |   |   |  |   |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b>  |   | <b>Heart Core Knowledge and Skills</b>  |   | <b>Hands Core Knowledge and Skills</b>   |   |  |

|   |  |   |   |  |   |   |
|---|--|---|---|--|---|---|
|   | 1. To know the rules of benchball and apply them to their play.  |   | 1. To communicate effectively with their team in a game.  |  | 1. To be able to throw the ball successfully to their team.<br>2. To be able to catch the ball successfully.  |   |
|   | <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>   |
|   | To use throwing and catching in isolation and in combination.  | To use throwing and catching in isolation and in combination. | To use throwing and catching in isolation and in combination.   | To use throwing and catching in isolation and in combination<br>To play competitive games and apply basic principles suitable for attacking and defending. | To use throwing and catching in isolation and in combination.<br>To play competitive games and apply basic principles suitable for attacking and defending. | To use throwing and catching in isolation and in combination.<br>To play competitive games and apply basic principles suitable for attacking and defending. |
| <b>Spring Term 2<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | To develop flexibility, strength, technique, control and balance <b>through gymnastics</b> .<br>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.<br><br>Team teaching with Stacey Oliver from Startastics. |   |   |  |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To perform gymnastic movements with confidence.  |   | <b>Heart Core Knowledge and Skills</b><br>1. To understand the being active is important for being healthy physically and mentally. |  | <b>Hands Core Knowledge and Skills</b><br>1. To be able to perform gymnastic movements to achieve their *** badge.  |   |
|   | <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>   |
|   |  |   |   |  |   | <b>Week 7</b>   |

|   |  |   |  |  |  |  |  |
|---|--|---|--|--|--|--|--|
| <b>Skills and Knowledge</b>   | Master movement, sequences and shape in isolation and combination.   | Master movement, sequences and shape in isolation and combination.              | Master movement, sequences and shape in isolation and combination.   | Master movement, sequences and shape in isolation and combination.   | Develop speed, direction, level and rotations.   | Develop speed, direction, level and rotations.   | Develop speed, direction, level and rotations.   |
|   | Using equipment in a safe manner   | Using equipment in a safe manner  | Using equipment in a safe manner.  | Using equipment in a safe manner   | Using equipment in a safe manner   | Using equipment in a safe manner   | Using equipment in a safe manner   |
| <b>Spring Term 2<br/>Session 2<br/>Unit Intent and Coach/Specialist Support</b> | To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending, taught through <b>netball</b> .<br><br>Team teaching with Connor Fawdry from Visionary Sports. (Friday) |   |  |  |  |  |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To know the rules of High 5 Netball and demonstrate their understanding.   |   | <b>Heart Core Knowledge and Skills</b><br>1. To play collaboratively with their team and pass the ball successfully. |  | <b>Hands Core Knowledge and Skills</b><br>1. To be able to throw the ball to their team using the appropriate pass.<br>2. To be able to defend and attack in a game.   |  |  |
|   | <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>  | <b>Week 6</b>  |  |
|   | To use running, jumping, throwing and catching in isolation and in combination.  | To use running, jumping, throwing and catching in isolation and in combination. | To use running, jumping, throwing and catching in isolation and in combination.                                      | To use running, jumping, throwing and catching in isolation and in combination.<br><br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running, jumping, throwing and catching in isolation and in combination.<br><br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running, jumping, throwing and catching in isolation and in combination.<br><br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running, jumping, throwing and catching in isolation and in combination.<br><br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending |

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|---|---|---|--|---|--|--|--|
| <b>Summer Term 1<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | <p>To use running, jumping, throwing and catching in isolation and in combination.<br/>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending through <b>cricket</b>.</p> <p>Team teaching with Connor Fawdry from Visionary Sports. (Fridays)</p> |   |  |   |  |  |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To know the rules of Kwik Cricket and demonstrate their understanding.  |   | <b>Heart Core Knowledge and Skills</b><br>1. To engage in learning the skills for cricket for bowling, batting and fielding. |   | <b>Hands Core Knowledge and Skills</b><br>1. To bat the ball using a cricket bat.<br>2. To be able to bowl the ball.<br>3. To be able to throw and catch as part of fielding.                            |  |  |
|   | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>  | <b>Week 6</b>  | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>   | To use running, jumping, throwing and catching in isolation and in combination.   | To use running, jumping, throwing and catching in isolation and in combination. | To use running, jumping, throwing and catching in isolation and in combination.  | To use running, jumping, throwing and catching in isolation and in combination. | To use running, jumping, throwing and catching in isolation and in combination.<br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running, jumping, throwing and catching in isolation and in combination.<br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running, jumping, throwing and catching in isolation and in combination.<br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending |
| <b>Summer Term 1<br/>Session 2</b>  | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending through <b>football</b> .   |   |  |   |  |  |  |



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| <b>Unit Intent and Coach/Specialist Support</b>                         | Team teaching with Ryan McCarthy.   |  |  |  |   |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To know the rules of football and demonstrate these in their play.  |  | <b>Heart Core Knowledge and Skills</b><br>1. To develop the emotional resilience during a game when their team is losing.  |  | <b>Hands Core Knowledge and Skills</b><br>1. To be able to defend the ball effectively.<br>2. To be able to attack effectively.<br>3. To be able to pass to team members effectively. |  |
|   | <b>Week 1</b>   | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>  |
| <b>Skills and Knowledge</b>   | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.  | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.                | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. |
| <b>Summer Term 2 Session 1 Unit Intent and Coach/Specialist Support</b> | To use running, jumping, throwing and catching in isolation and in combination.<br>To develop flexibility, strength, technique, control and balance <b>through athletics</b> .<br>Compared their performances with previous ones and demonstrate improvement to achieve their personal best.<br><br>Team teaching with Connor Fawdry from Visionary Sports. (Fridays) |  |  |  |   |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To perform running, jumping and throwing skills with confidence.  |  | <b>Heart Core Knowledge and Skills</b><br>1. To identify personal areas for improvement and evaluate progress.   |  | <b>Hands Core Knowledge and Skills</b><br>1. To be able to pass the baton in a relay race.<br>2. To be able to perform a long jump.   |  |

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|   |  |  |  |   |   | 3. To be able to throw a javelin or football successfully.        |   |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>   | Master movements such as running, jumping, throwing and catching in isolation and combination.   | Master movements such as running, jumping, throwing and catching in isolation and combination. | Develop agility, balance, coordination, strength and technique.  | Develop agility, balance, coordination, strength and technique.   | Develop agility, balance, coordination, strength and technique.   | Developing positional awareness tactics in athletic situations.   | Developing positional awareness tactics in athletic situations. |
| <b>Summer Term 2 Session 2 Unit Intent and Coach/Specialist Support</b> | To develop flexibility, strength, technique, control and balance through <b>gymnastics</b> .<br>Team teaching with Stacey Oliver from Startastic.              |  |  |   |   |   |   |
| <b>Assessment</b>   | <b>Heart Core Knowledge and Skills</b><br>1. To perform gymnastic skills with confidence.<br>2. To be able to create a simple sequence of gymnastic movements. |  | <b>Head Core Knowledge and Skills</b><br>1. To show determination and resilience in learning gymnastic skills. |   | <b>Hands Core Knowledge and Skills</b><br>1. To achieve their Pearl 3 badge. (Y3)<br>2. To achieve their Ruby 1 badge. (Y4) |   |   |
|   | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   |   |
|   | To develop flexibility, strength, technique, control and balance.  | To develop flexibility, strength, technique, control and balance.                              | To develop flexibility, strength, technique, control and balance.  | To develop flexibility, strength, technique, control and balance. | To develop flexibility, strength, technique, control and balance.   | To develop flexibility, strength, technique, control and balance. |   |

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**Physical Education Curriculum Plan**  
**Red Kite Class Year 2023-2024**

|                       | <b>Autumn Term 1</b>                      | <b>Autumn Term 2</b>  | <b>Spring Term 1</b>                                   | <b>Spring Term 2</b>                                 | <b>Summer Term 1</b>                                       | <b>Summer Term 2</b>  |
|-----------------------|---|---|--|--|--|---|
| <b>Red Kite Class</b> | Swimming and Badminton with Connor Fawdry | Sportshall Athletics with Class teacher and Hockey with Connor Fawdry | Dance with Anna Judge and Benchball with Class Teacher | Dance with Anna Judge and Netball with Connor Fawdry | Cricket with Connor Fawdry and Football with Ryan McCarthy | Athletics with Connor Fawdry and Gymnastics with Startastic |

Red Kite Class have 6 swimming sessions in the Autumn Term.

|   |   |   |   |   |  |   |   |
|---|---|---|---|---|--|---|---|
| <b>Autumn Term 1<br/>Session 1 Unit<br/>Intent and<br/>Coach/Specialist<br/>Support</b> | <p>To use running in isolation and in combination.<br/>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. To develop strength and technique, control and balance through <b>badminton</b>.</p> <p>Team teaching with Connor Fawdry from Visionary Sports. (Fridays)</p> |   |   |   |  |   |   |
| <b>Assessment</b>   | <p><b>Head Core Knowledge and Skills</b></p> <ol style="list-style-type: none"> <li>To understand the rules of badminton and apply these to their play.</li> <li>To be able to choose and perform the correct tactic for successful play.</li> </ol>  |   | <p><b>Heart Core Knowledge and Skills</b></p> <ol style="list-style-type: none"> <li>To demonstrate determination and resilience in developing badminton skills.</li> </ol> |   | <p><b>Hands Core Knowledge and Skills</b></p> <ol style="list-style-type: none"> <li>To be able to serve to their opponent.</li> <li>To be able to sustain a sequence of passes.</li> <li>To be able to score points.</li> </ol> |   |   |
|   | <b>Week 1</b>   | <b>Week 2</b>                                   | <b>Week 3</b>   | <b>Week 4</b>                                   | <b>Week 5</b>  | <b>Week 6</b>                                   | <b>Week 7</b>                                   |
| <b>Skills and Knowledge</b>   | To use running in isolation and in combination.   | To use running in isolation and in combination. | To use running in isolation and in combination.   | To use running in isolation and in combination. | To use running in isolation and in combination.  | To use running in isolation and in combination. | To use running in isolation and in combination. |

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|---|--|--|--|---|---|---|--|
|   | To develop strength and technique, control and balance   | To develop strength and technique, control and balance   | To develop strength and technique, control and balance   | To develop strength and technique, control and balance  | To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.  | To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.  | To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. |
| <b>Red Kite Class have 5 swimming sessions in Autumn Term 1.</b>                        |  |  |  |   |   |   |  |
| <b>Autumn Term 2<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | To use running and jumping in isolation and combination. Develop flexibility, strength, technique, control and balance. Compare their performance with previous and demonstrate improvement to achieve their personal best. Taught through <b>sportshall athletics</b> .<br><br>Taught by the <b>class teacher</b> . |  |  |   |   |   |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To know how to execute their athletic skill to perform at their personal best.   |  | <b>Heart Core Knowledge and Skills</b><br>1. To be able to identify their personal area for growth and evaluate their performance. |   | <b>Hands Core Knowledge and Skills</b><br>1. To be able to run with co-ordination and balance.<br>2. To be able to jump with technique, control and balance.                    |   |  |
|   | Week 1   | Week 2   | Week 3   | Week 4  | Week 5  | Week 6  |  |
|   | To use running and jumping in isolation and combination.   | To use running and jumping in isolation and combination. | To use running and jumping in isolation and combination. Develop flexibility, strength, technique, control and balance.            | To use running and jumping in isolation and combination. Develop flexibility, strength, technique, control and balance. | To use running and jumping in isolation and combination. Develop flexibility, strength, technique, control and balance. Compare their performance with previous and demonstrate | To use running and jumping in isolation and combination. Develop flexibility, strength, technique, control and balance. Compare their performance with previous and demonstrate |  |

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|---|--|---|---|---|---|---|---|
|   |  |   |   |   |   | improvement to achieve their personal best.   | improvement to achieve their personal best.   |
| <b>Autumn Term 2<br/>Session 2<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending through <b>hockey</b> .  |   |   |   |   |   |   |
|   | Team teaching with Connor Fawdry.  |   |   |   |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To know the rules of a simple game of hockey and demonstrate this in their play.   |   | <b>Heart Core Knowledge and Skills</b><br>1. To communicate effectively with their team during a game and sustaining this when losing a game.                         |   | <b>Hands Core Knowledge and Skills</b><br>1. To be able to defend effectively in a game.<br>2. To be able to attack effectively in a game.<br>3. To be able to score. |   |   |
|   | <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>   | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending |
| <b>Spring Term 1<br/>Session 1</b>  | To develop flexibility, strength, technique, control and balance.<br>To perform dances using a range of movement patterns.<br>To compare their performances with previous ones and demonstrate improvement to achieve their personal best <b>through dance</b> . |   |   |   |   |   |   |

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|---|---|---|--|--|---|---|---|
| <b>Unit Intent and Coach/Specialist Support</b>                         | Team teaching with Anna Judge from Star Steppers. (Tuesdays)  |   |  |  |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To be able to perform a dance.<br>2. To create own dance sequence as part of a whole class dance.   |   | <b>Heart Core Knowledge and Skills</b><br>1. To be able to dance with a partner or group.  |  | <b>Hands Core Knowledge and Skills</b><br>1. To be part of a dance performance.<br>2. To show dance skills as an individual and as part of the whole dance.   |   |   |
|   | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>   | Using movement, speed, direction and travel to build sequences.   | Using movement, speed, direction and travel to build sequences. | Using rhythm and control to perform dance actions.   | Using rhythm and control to perform dance actions.   | Using a variety of dance style reflecting a specific theme.   | Using a variety of dance style reflecting a specific theme.   | Participate in dance activities both individually and as part of a team.  |
| <b>Spring Term 1 Session 2 Unit Intent and Coach/Specialist Support</b> | To use throwing and catching in isolation and in combination. To play competitive games and apply basic principles suitable for attacking and defending taught through <b>benchball</b> .<br><br>Taught by class teacher. |   |  |  |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To know the rules of benchball and demonstrate these in their play.   |   | <b>Heart Core Knowledge and Skills</b><br>1. To communicate effectively with their team during a game for successful play and sustain this when they are losing. |  | <b>Hands Core Knowledge and Skills</b><br>1. To be able to be able to throw successfully to their team.<br>2. To be able to catch successfully.<br>3. To identify and communicate tactics to enable the team to be effective. |   |   |
|   | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>  | <b>Week 4</b>  | <b>Week 5</b>   | <b>Week 6</b>   |   |
|   | To use throwing and catching in isolation and in combination.   | To use throwing and catching in isolation and in combination.   | To use throwing and catching in isolation and in combination.  | To use throwing and catching in isolation and in combination<br>To play competitive games and apply basic principles | To use throwing and catching in isolation and in combination.<br>To play competitive games and apply basic principles   | To use throwing and catching in isolation and in combination.<br>To play competitive games and apply basic principles | To use throwing and catching in isolation and in combination.<br>To play competitive games and apply basic principles |

|   |  |   |  |  |  |   |  |
|---|--|---|--|--|--|---|--|
|   |  |   |  | suitable for attacking and defending.              | suitable for attacking and defending.  | suitable for attacking and defending.                       |  |
| <b>Spring Term 2<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | <p>To develop flexibility, strength, technique, control and balance.<br/>         To perform dances using a range of movement patterns.<br/>         To compare their performances with previous ones and demonstrate improvement to achieve their personal best <b>through dance</b>.</p> <p>Team teaching with Anna Judge from Star Steppers. (Tuesdays)</p> |   |  |  |  |   |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>3. To be able to perform a dance.<br>4. To create own dance sequence as part of a whole class dance.  |   | <b>Heart Core Knowledge and Skills</b><br>2. To be able to dance with a partner or group.  |  | <b>Hands Core Knowledge and Skills</b><br>3. To be part of a dance performance.<br>4. To show dance skills as an individual and as part of the whole dance.                                    |   |  |
|   | <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>  | <b>Week 4</b>                                      | <b>Week 5</b>  | <b>Week 6</b>   | <b>Week 7</b>  |
| <b>Skills and Knowledge</b>   | Using movement, speed, direction and travel to build sequences.  | Using movement, speed, direction and travel to build sequences. | Using rhythm and control to perform dance actions.   | Using rhythm and control to perform dance actions. | Using a variety of dance style reflecting a specific theme.  | Using a variety of dance style reflecting a specific theme. | Participate in dance activities both individually and as part of a team. |
| <b>Spring Term 2<br/>Session 2<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | <p>To use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending, taught through <b>netball</b>.</p> <p>Team teaching with Connor Fawdry from Visionary Sports. (Friday)</p>   |   |  |  |  |   |  |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To demonstrate understanding of netball rules and skills through their play.<br>2. To demonstrate understanding of tactics through their play.   |   | <b>Heart Core Knowledge and Skills</b><br>1. To identify areas for personal development in their play and evaluate their progress. |  | <b>Hands Core Knowledge and Skills</b><br>1. To demonstrate the most effective passes in their play for the moment in the game.<br>2. To demonstrate effective attacking and defending skills. |   |  |

|   | Week 1   | Week 2  | Week 3   | Week 4   | Week 5   | Week 6   |   |
|---|--|---|--|--|--|--|---|
| <b>Skills and Knowledge</b>   | To use running, jumping, throwing and catching in isolation and in combination.  | To use running, jumping, throwing and catching in isolation and in combination. | To use running, jumping, throwing and catching in isolation and in combination.  | To use running, jumping, throwing and catching in isolation and in combination.<br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running, jumping, throwing and catching in isolation and in combination.<br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | To use running, jumping, throwing and catching in isolation and in combination.<br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending |   |
| <b>Summer Term 1<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | To use running, jumping, throwing and catching in isolation and in combination.<br>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending through <b>cricket</b> .<br><br>Team teaching with Connor Fawdry from Visionary Sports. (Fridays) |   |  |  |  |  |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To demonstrate understanding of cricket rules in their play.   |   | <b>Heart Core Knowledge and Skills</b><br>1. To identify own areas of personal growth and evaluate their own progress. |  | <b>Hands Core Knowledge and Skills</b><br>1. To demonstrate effective batting skills.<br>2. To demonstrate effective fielding skills.<br>3. To demonstrate effective bowling skills.                     |  |   |
|   | Week 1   | Week 2  | Week 3   | Week 4   | Week 5   | Week 6   | Week 7  |
| <b>Skills and Knowledge</b>   | To use running, jumping, throwing and catching in isolation and in combination.  | To use running, jumping, throwing and catching in isolation and in combination. | To use running, jumping, throwing and catching in isolation and in combination.  | To use running, jumping, throwing and catching in isolation and in combination.  | To use running, jumping, throwing and catching in isolation and in combination.  | To use running, jumping, throwing and catching in isolation and in combination.  | To use running, jumping, throwing and catching in isolation and in combination. |



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|---|---|---|---|---|---|---|---|
|   |   |   |   |   | To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending                               | To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending                     | To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending                     |
| <b>Summer Term 1<br/>Session 2<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending through <b>football</b> .       |   |   |   |   |   |   |
|   | Team teaching with Ryan McCarthy.   |   |   |   |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To demonstrate the rules of football in their play.<br>2. To demonstrate an understanding of the most effective tactic during a game for successful play. |   | <b>Heart Core Knowledge and Skills</b><br>1. To communicate effectively with their team and sustain this when their team is losing.       |   | <b>Head Core Knowledge and Skills</b><br>1. To demonstrate effective passing skills.<br>2. To demonstrate effective defending and attacking skills. |   |   |
|   | <b>Week 1</b>   | <b>Week 2</b>   | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   |   |
| <b>Skills and Knowledge</b>   | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable   | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable           | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable | To use running in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable |

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|---|---|--|---|---|---|---|---|
|   | for attacking and defending.  | for attacking and defending.   | for attacking and defending.  | for attacking and defending.                                    | for attacking and defending.  | for attacking and defending.                                    |   |
| <b>Summer Term 2<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | <p>To use running, jumping, throwing and catching in isolation and in combination.<br/>To develop flexibility, strength, technique, control and balance through <b>athletics</b>.<br/>Compared their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Team teaching with Connor Fawdry from Visionary Sports. (Fridays)</p> |  |   |   |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To be able to perform athletic skills in races, jumping and throwing with confidence.   |  | <b>Heart Core Knowledge and Skills</b><br>1. To be able to explain why being physically active is important for physical and mental wellbeing.    |   | <b>Hands Core Knowledge and Skills</b><br>1. To be able to pass the baton quickly and accurately in relay racing.<br>2. To be able to pace themselves in longer distance races. |   |   |
|   | <b>Week 1</b>   | <b>Week 2</b>  | <b>Week 3</b>   | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>   | <b>Week 7</b>   |
| <b>Skills and Knowledge</b>   | Master movements such as running, jumping, throwing and catching in isolation and combination.  | Master movements such as running, jumping, throwing and catching in isolation and combination. | Develop agility, balance, coordination, strength and technique.   | Develop agility, balance, coordination, strength and technique. | Develop agility, balance, coordination, strength and technique.   | Developing positional awareness tactics in athletic situations. | Developing positional awareness tactics in athletic situations. |
| <b>Spring Term 2<br/>Session 1<br/>Unit Intent and<br/>Coach/Specialist<br/>Support</b> | <p>To develop flexibility, strength, technique, control and balance <b>through gymnastics</b>.<br/>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Team teaching with Stacey Oliver from Startastics.</p>   |  |   |   |   |   |   |
| <b>Assessment</b>   | <b>Head Core Knowledge and Skills</b><br>1. To be able to create and perform a sequence of gymnastic movements with confidence.   |  | <b>Heart Core Knowledge and Skills</b><br>1. To identify own area for personal growth on the floor and using apparatus and evaluate own progress. |   | <b>Hands Core Knowledge and Skills</b><br>1. To achieve *** badge. (Y5)<br>2. To achieve *** badge. (Y6)  |   |   |

|                             | <b>Week 1</b>  | <b>Week 2</b>  | <b>Week 3</b>   | <b>Week 4</b>  | <b>Week 5</b>  | <b>Week 6</b>  | <b>Week 7</b>  |
|-----------------------------|--|--|---|--|--|--|--|
| <b>Skills and Knowledge</b> | Master movement, sequences and shape in isolation and combination.<br><br>Using equipment in a safe manner | Master movement, sequences and shape in isolation and combination.<br><br>Using equipment in a safe manner | Master movement, sequences and shape in isolation and combination.<br><br>Using equipment in a safe manner. | Master movement, sequences and shape in isolation and combination.<br><br>Using equipment in a safe manner | Develop speed, direction, level and rotations.<br><br>Using equipment in a safe manner | Develop speed, direction, level and rotations.<br><br>Using equipment in a safe manner | Develop speed, direction, level and rotations.<br><br>Using equipment in a safe manner |