

Hollinswood Primary School and Nursery

Physical Education (P.E.)

Autumn 2- Medium Term Plan

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
Indoor (Dance)				
EYFS <u>Fundamentals of Movement</u> Balance Co-ordination Agility <u>(Fundamental skills)</u> actions dynamics space relationships performance	I know: balance means and can show what this word means coordination is a word linked to P.E what roll, crawl, walk, jump, run, hop, skip and climb mean what changing direction means that I can move my body in different ways to create interesting actions that I can change my action to show an idea that if I move into space it will help to keep me and others safe that when watching others I sit quietly and clap at the end that if I use lots of space, it helps to make my dance look interesting to show enjoyment in my performances	I know: <i>getting out of breath is good for my body</i> I know how to: show good body balance when my body is stationary (occasionally) show control over different part of the body perform rolls, crawl, skip, run, hop, jump and climb with some control show ability to change body position and shift body weight when following show how my body moves copying basic body actions and rhythms push my body up from the floor create shapes showing a basic level of stillness using different parts of their bodies (simple arches) jump safely and bend my knees correctly copy and link simple actions together which are instructed or created independently complete a jump and land on both feet skip with some co-ordination and balance hop on one leg maintain some control show actions in response to music and an idea show the space around me and in relation to others perform short phrases of movement in front of others	Balance Body parts: Legs, arms, hips, shoulders, feet, knees agile roll crawl walk jump run skip hop climb sideways forwards copy movement dance still jump/land rhythms gallop slither respond space watching friends peers music perform express create body shapes respect	<u>Resources/staff subject knowledge:</u> EYFS Best Practice: All about ... Dance in the early years Nursery World

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
Outdoor (Tag - Rugby)				
<p>EYFS</p> <p><i>Healthy participation</i></p> <p>Fundamentals of Movement</p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p>(Fundamental skills)</p> <p>Receiving/Sending</p> <p>Dribbling</p> <p>Space/Locomotion</p> <p>Attacking</p> <p>Defending</p> <p>Tactics</p> <p>Rules</p>	<p>I know:</p> <p>balance means and can show what this word means</p> <p>coordination is a word linked to P.E</p> <p>what roll, crawl, walk, jump, run, hop, skip and climb mean</p> <p>what changing direction means</p> <p>what the words follow, copy and show mean</p> <p>look at the target when sending a ball and watch the ball to receive it.</p> <p>to look at where the ball is coming from when catching</p> <p>to have my hands out in a position to catch</p> <p>watch the ball into my hands and scoop it up</p> <p>to move my body before the ball gets to me</p> <p>that I can use my hands and feet to stop and control the ball</p> <p>that keeping the ball close will help with control</p> <p>that being in a space gives me room to play</p> <p>that there are different roles in games</p> <p>I need to make simple decisions in response to a task</p> <p>that rules help us to stay safe</p>	<p>I know:</p> <p><i>getting out of breath is good for my body</i></p> <p>I know how to:</p> <p>show good body balance when my body is stationary</p> <p>stand on one leg for a short amount of time</p> <p>show control over different parts of the body (moving with more grace and fluency)</p> <p>copy, show and follow simple movements</p> <p>show ability to change body position and shift body weight</p> <p>change direction during games</p> <p>send and receive with my hands and feet using a variety of equipment (to achieve a certain degree of success)</p> <p>drop and attempt to catch the ball with two hands and scoop it</p> <p>move my body to near where the ball will be thrown</p> <p>move a ball with my hands (to achieve a certain degree of success)</p> <p>use my own space in games or movements</p> <p>follow my peers when playing evasion games</p>	<p>balance</p> <p>Body parts: Legs, arms, hips, shoulders, feet, knees, toes</p> <p>agile balance co-ordination</p> <p>copy follow show</p> <p>change direction</p> <p>pass throw catch scoop</p> <p>control move</p> <p>space</p> <p>rules resilient responsible resourceful respectful</p>	<p>Resources/staff subject knowledge:</p> <p>Multi-skills focus (fundamentals of movement)</p> <p><i>See shared drive for planning and resources</i></p>

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
Indoor (Dance)				
<p>Year One</p> <p><i>Healthy Participation</i></p> <p><u>Fundamentals of Movement</u></p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p><u>(Fundamental skills)</u></p> <p>actions</p> <p>dynamics</p> <p>space</p> <p>relationships</p> <p>performance</p>	<p>I know:</p> <p>standing on one leg is using my balancing skills</p> <p>coordination means moving parts of my body correctly</p> <p>agility is how I move my body in different directions</p> <p>that actions can be sequenced to create a dance</p> <p>that I can create fast and slow actions to show an idea</p> <p>that there are different directions and pathways within space</p> <p>that when dancing with a partner it is important to be aware of each other and keep in time</p> <p>that if I use exaggerated actions it helps the audience to see them clearly</p> <p>that dance is about performing for others</p> <p>that if I use a starting and finishing position, people will know when my dance has started and when it has ended</p>	<p>I know:</p> <p><i>when I am active, changes will occur in my body</i></p> <p><i>why I should exercise</i></p> <p><i>being active is part of a healthy lifestyle</i></p> <p><i>movement is creative and helps me express myself</i></p> <p>I know how to:</p> <p>stand on one leg with reasonable balance</p> <p>move my arms in relation to other parts of my body</p> <p>change direction using different parts of my body quickly</p> <p>copy, remember and repeat actions to represent a theme.</p> <p>create my own actions in relation to a theme</p> <p>demonstrate varying speeds to represent an idea</p> <p>show basic pathways within my performance</p> <p>show actions and pathways with a partner</p> <p>perform on my own and with others to an audience</p>	<p><i>heartbeat breathing</i></p> <p>balance</p> <p>co-ordination</p> <p>agility</p> <p>side-step</p> <p>gallop</p> <p>rhythms</p> <p>shapes</p> <p>response</p> <p>space</p> <p>spaces</p> <p>pathways</p> <p>movement</p> <p>actions</p> <p>pathways</p> <p>observing</p> <p>exaggerated</p> <p>timing</p> <p>finish</p> <p>express</p> <p>perform</p> <p>routine</p> <p>observing</p> <p>rules</p> <p>respectful</p> <p>resilient</p> <p>responsible</p> <p>resourceful</p> <p>respectful</p>	<p><u>Resources/staff subject knowledge:</u></p> <p>KS1 Dance: Let's Move - BBC Teach</p> <p><i>See shared drive for planning and resources</i></p>

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Outdoor (Tag - Rugby)				
Year One Healthy Participation Fundamentals of Movement Balance Co-ordination Agility (Fundamental skills) Receiving/Sending Dribbling/Moving Space/Locomotion Attacking Defending Tactics Rules	I know: that standing on one leg is using my balancing skills. that coordination means moving parts of my body correctly agility is how I move my body in different directions to look at my partner before sending the ball to face my body towards where the ball is coming from to open my hands and spread my fingers when catching that in rugby I pass sideways or backwards (lateral pass) I need to move towards the ball what the word pass means that moving with a ball is part of rugby that being in a good space helps us to pass the ball that I must run forwards and pass backwards that being able to move away from a partner helps my team to pass me the ball that staying with a partner makes it more difficult for them to receive the ball that tactics can help us when playing games that maintaining possession is a key aspect of invasion games that rules help us to play fairly	I know: <i>being active is good for my heart, well-being and health</i> <i>when I am active, changes will occur in my body</i> <i>why I should exercise</i> I know how to: remain balanced while running, walking, hopping, skipping and side stepping show good control when stopping using smaller steps to use my hands and feet to send and receive showing some awareness of where the ball is going throw the ball with a cradle pass while stationary throw a small or medium-sized ball up to a distance of around one meter and catch it with both hands to move the ball forward, holding the ball securely with my hands travel with a ball in different directions (side to side, forwards and backwards) to show reasonable spatial awareness when playing games to change direction to move away from a partner to track and move to stay with a partner to travel in a range of ways. how to run forwards and pass backwards know the rules of games that I play	heartbeat breathing balance co-ordination agility side-step gallop control invasion running walking spriting pass hold accuracy eye contact sticky hands pass sideways holding grip space track/follow pass backwards pass forwards travel possession keep possession	Resources/staff subject knowledge: Rugby Coach Weekly - All Content (filter content for age) See shared drive for planning and resources

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
Indoor (Dance)				
Year Two Healthy Participation Fundamentals of Movement Balance Co-ordination Agility (Fundamental skills) actions dynamics space relationships performance	I know: balancing involves stability of different parts of my body coordination means using parts of my body while moving agility is about moving my legs and arms in different directions at different speeds that sequencing actions in a particular order will help me to tell the story of my dance that I can change the way I perform actions to show an idea that I can use different directions, pathways and levels in my dance that using counts of 8 will help me to stay in time with my partner and the music that if I practice my dance my performance will improve that using facial expressions helps to show the mood of my dance that if I use shapes that link well together it will help my dance to flow	I know: <i>some of the changes that happen in my body when I am active</i> <i>why I should exercise and can explain some positives when I exercise</i> <i>movement is creative and helps me express myself</i> <i>being active is part of a healthy lifestyle</i> I know how to: show stability while moving move the my lower half while shifting my upper body sprint and change direction quickly accurately remember, repeat and link actions to express an idea show an improved understanding of dynamics show basic pathways within my performance and movements to include levels work with a partner using matching and mirroring facial expressions in my performance	oxygen prevent injury stretch pulse balance co-ordination agility stability balancing limbs direction(s) speed rhythms story sequenced response dynamic(s) pathways levels movements mirroring matching observing symmetry mood feeling facial expressions flow perform/performance routine opposite respectful	Resources/staff subject knowledge: KS1 Dance: Let's Move - BBC Teach See shared drive for planning and resources

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Outdoor (Tag- Rugby)				
<p>Year Two</p> <p>Healthy Participation</p> <p>Fundamentals of Movement</p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p>(Fundamental skills)</p> <p>Receiving/Sending</p> <p>Striking</p> <p>Dribbling</p> <p>Space/Locomotion</p> <p>Attacking</p> <p>Defending</p> <p>Tactics</p> <p>Rules</p>	<p>I know:</p> <p>that balancing involves stability of different parts of my body</p> <p>that coordination means using parts of my body while moving</p> <p>that agility is about moving the body in different directions at different speeds</p> <p>to look at my partner before sending the ball</p> <p>that moving with a ball is called driving in rugby</p> <p>that I need to find space behind the player with the ball to receive it</p> <p>that I must run forwards and pass backwards</p> <p>to open my hands and spread my fingers when catching</p> <p>that I need to gain a good grip on the ball before sending it</p> <p>what a lateral pass is</p> <p>when my team is in possession of the ball, I am an attacker and we can score</p> <p>what a try is</p> <p>that when my team is not in possession of the ball, I am a defender, and we need to try to get the ball / tag.</p> <p>simple tactics for attack and defence e.g. block, track, follow, mark</p> <p>that maintaining possession is a key aspect of invasion games</p> <p>that rules help us to play fairly</p>	<p>I know:</p> <p><i>some of the changes that happen in my body when I am active</i></p> <p><i>why I should exercise and can explain some positives when I exercise</i></p> <p><i>being active is part of a healthy lifestyle</i></p> <p>I know how to:</p> <p>remain stable and balanced while running, walking, hopping, skipping and side stepping</p> <p>show good control when stopping using smaller steps</p> <p>send and receive to a teammate with increased control</p> <p>face my body towards where the ball is coming from</p> <p>receive a pass while moving, spreading my fingers</p> <p>throw the ball with a cradle pass while moving forwards</p> <p>pass the ball around two meters with fair accuracy</p> <p>hold the ball securely while changing direction and driving forward</p> <p>travel behind the ball</p> <p>that sudden changes of directions help when attacking to show greater spatial awareness when playing games</p> <p>shows some understanding of blocking, tracking or following the player with the ball</p> <p>know the rules of games that I play</p>	<p><i>oxygen</i></p> <p><i>prevent injury</i></p> <p><i>stretch</i></p> <p><i>pulse</i></p> <p>balance</p> <p>co-ordination</p> <p>Agility</p> <p>Detail of passes</p> <p>Weight of pass</p> <p>Accuracy of the pass</p> <p>Direction of passes</p> <p>Detail of receiving</p> <p>Body shape</p> <p>Hand position (wide grip)</p> <p>driving</p> <p>momentum</p> <p>darting</p> <p>fake</p> <p>dart</p> <p>agility</p> <p>travel</p> <p>area</p> <p>space</p> <p>defender</p> <p>defending</p> <p>block</p> <p>track</p> <p>follow</p> <p>attacker</p> <p>attacking</p> <p>try</p> <p>possession</p> <p>maintain</p> <p>possession</p>	<p>Resources/staff subject knowledge:</p> <p>Rugby Coach Weekly - All Content (filter content for age)</p> <p>See shared drive for planning and resources</p>

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Indoor (Dance)				
<p>Year Three</p> <p><i>Healthy Participation</i></p> <p><u>Fundamentals of Movement</u></p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p><u>(Fundamental skills)</u></p> <p>actions</p> <p>dynamics</p> <p>space</p> <p>relationships</p> <p>performance</p>	<p>I know:</p> <p>that balancing is about stability with control</p> <p>that coordination means performing actions with increased control when coordinating my body with and without equipment</p> <p>that agility is about moving the parts of my body at different speeds with control of pace and direction</p> <p>that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance</p> <p>that all actions can be performed differently to help to show effect</p> <p>that I can use space to help my dance to flow</p> <p>that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics</p> <p>that if I show sensitivity to the music, my performance will look more complete</p> <p>that I can use timing techniques such as canon and unison to create effect</p> <p>that if I use different levels it will help to make my dance look interesting</p>	<p>I know:</p> <p><i>how stamina and power help people to perform well in different sports</i></p> <p><i>why I should exercise and explain a number of benefits to myself</i></p> <p><i>movement is creative and helps me express myself</i></p> <p><i>being active is part of a healthy lifestyle</i></p> <p>I know how to:</p> <p>show good stability while moving</p> <p>move the my lower half while shifting my upper body with good co-ordination</p> <p>change direction quickly using my upper body and feet to help me do this</p> <p>create actions in response to a stimulus individually and in groups</p> <p>use dynamics effectively to express an idea</p> <p>transition between formations and show movements which include level changes</p> <p>show formations with a partner</p> <p>perform short, self-choreographed phrases showing an awareness of timing..</p>	<p>stability</p> <p>control</p> <p>limbs</p> <p>increased</p> <p>stability</p> <p>increased control</p> <p>pace</p> <p>collaborate</p> <p>sequencing</p> <p>responsive</p> <p>dynamic(s)</p> <p>effective</p> <p>transitions</p> <p>formations</p> <p>level changes</p> <p>variation</p> <p>pathways</p> <p>formation</p> <p>partner</p> <p>mirroring</p> <p>matching</p> <p>symmetry</p> <p>sensitivity</p> <p>canon</p> <p>unison</p> <p>shapes</p> <p>perform</p> <p>routine</p> <p>link</p> <p>flow</p> <p>respectful</p>	<p><u>Resources/staff subject knowledge:</u></p> <p>https://primarypeplanning.com/esson-planning-resources/key-stage-2-years-3-4/ks2-y34-dance/</p> <p>See shared drive for planning and resources</p>

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	Big Question and Linked Text
Outdoor (Tag - Rugby)				
<p>Year Three</p> <p>Healthy Participation</p> <p>Fundamentals of Movement</p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p>(Fundamental skills)</p> <p>Receiving/Sending</p> <p>Striking</p> <p>Dribbling</p> <p>Space/Locomotion</p> <p>Attacking</p> <p>Defending</p> <p>Tactics</p> <p>Rules</p>	<p>I know:</p> <p>that balancing is about stability with control</p> <p>that coordination means performing actions with increased control when co-ordinating my body with and without equipment.</p> <p>that agility is about moving the body at different speeds with control of pace and direction</p> <p>that clear eye contact is important for sending and receiving the ball</p> <p>that both arms should point (punch towards the target) after releasing the pass</p> <p>I need to push the ball towards the catcher</p> <p>that tracking the ball is important when receiving it</p> <p>that I must be behind the ball to receive a pass</p> <p>that I must kick or strike the ball by planting my standing leg</p> <p>that I strike the ball with the laces (upper part of my foot)</p> <p>that I can kick forwards but must pass backwards</p> <p>that running is a skill which helps us to move towards the touchline or away from defenders</p> <p>that changing direction when driving helps me evade opponents</p> <p>that by spreading out as a team we move the defenders away from each other</p> <p>that scoring a try is best achieved by combining passing and driving</p> <p>my role as an attacker and defender</p> <p>that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession</p> <p>that maintaining possession is a key aspect of invasion games</p> <p>the rules of the game and begin to apply them</p>	<p>I know:</p> <p><i>how stamina and power help people to perform well in different sports</i></p> <p><i>why I should exercise and explain a number of benefits to myself</i></p> <p><i>being active is part of a healthy lifestyle</i></p> <p>I know how to:</p> <p>send and receive to a teammate showing good control</p> <p>pass along a line with reasonable control while driving forwards</p> <p>position my hands to receive the ball (some errors)</p> <p>spread my fingertips and grip the ball with my finger tips</p> <p>pass the ball around two meters with fair accuracy</p> <p>turn my shoulders while passing the ball (beginning)</p> <p>strike the ball from a kicking tee and move the ball forwards</p> <p>drive forwards on the move while under some pressure</p> <p>look up, sideways and for my teammates while driving forwards</p> <p>that I must look sideways for players while driving with the ball</p> <p>travel behind the ball to help my teammates score a try</p> <p>show an awareness of developing using space as a team</p> <p>use current movement skills to lose a defender</p> <p>use different movement to lose players tracking me</p> <p>track opponents- at times- to limit their scoring opportunities</p> <p>apply tactics in small 4 sided games</p>	<p>stamina</p> <p>power</p> <p>exercise</p> <p>active</p> <p>healthy</p> <p>heart/heart rate</p> <p>balance</p> <p>stability</p> <p>control</p> <p>co-ordination</p> <p>actions</p> <p>pace</p> <p>direction</p> <p>speed</p> <p>feint</p> <p>strike</p> <p>upper foot (laces)</p> <p>standing foot</p> <p>detail of passes</p> <p>weight of pass</p> <p>accuracy of the pass</p> <p>direction of passes</p> <p>receive</p> <p>line</p> <p>accuracy</p> <p>control</p> <p>send</p> <p>body shape/angle</p> <p>hand posture (wide grip)</p> <p>evade</p> <p>opponents</p> <p>dodge</p> <p>dart</p> <p>feint</p> <p>sideways</p> <p>pressure</p> <p>spatial awareness</p> <p>track/evade</p>	<p>Resources/staff subject knowledge:</p> <p>https://primarypeplanning.com/lesson-planning-resources/key-stage-2-years-3-4/ks2-y34-tag-rugby/</p> <p>Rugby Coach Weekly - All Content (filter content for age)</p> <p>See shared drive for planning and resources</p>

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Indoor (Dance)				
<p>Year Four</p> <p>Healthy participation</p> <p>Fundamentals of Movement</p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p>(Fundamental skills)</p> <p>actions</p> <p>dynamics</p> <p>space</p> <p>relationships</p> <p>performance</p>	<p>I know:</p> <p>body tension is key to performing balances</p> <p>coordination means I need to use my body with speed across a variety of routines</p> <p>agility is about manipulating the movements of my limbs to adjust speeds across a range of dances and gymnastic routines</p> <p>that some actions are better suited to a certain character, mood or idea than others</p> <p>that some dynamics are better suited to a certain character, mood or idea than others</p> <p>that space can be used to express a certain character, mood or idea</p> <p>that some relationships are better suited to a certain character, mood or idea than others</p> <p>that I can select from a range of dance techniques to translate my idea</p> <p>that being aware of other performers in my group will help us to move in time</p> <p>that if I use different directions it will help to make my dance look interesting</p>	<p>I know:</p> <p><i>the way strength and suppleness impact how well I perform</i></p> <p>benefits of being physically active (and can name them)</p> <p>being active is part of a healthy lifestyle</p> <p>movement is creative and helps me express myself</p> <p>gymnastics and dance are linked</p> <p>I know how to:</p> <p>respond imaginatively to a range of stimuli related to character and narrative</p> <p>change dynamics confidently within a performance to express changes in character</p> <p>confidently use changes in level, direction and pathway</p> <p>use action and reaction to represent an idea</p> <p>perform complex dances that communicate narrative and character well, performing clearly and fluently</p>	<p><i>warm up</i></p> <p><i>cool down</i></p> <p>stability</p> <p>control</p> <p>limbs</p> <p>increased stability</p> <p>increased control</p> <p>pace</p> <p>tension</p> <p>variety</p> <p>routines</p> <p>manipulating</p> <p>manipulate</p> <p>collaboration</p> <p>mood</p> <p>character</p> <p>dynamic(s)</p> <p>performance</p> <p>character</p> <p>transitions</p> <p>formations</p> <p>level changes</p> <p>variation</p> <p>pathways</p> <p>patterns</p> <p>formation</p> <p>mirroring</p> <p>matching</p> <p>symmetry</p> <p>reaction</p> <p>translate</p> <p>techniques</p> <p>sequence</p> <p>routine</p> <p>shapes</p> <p>perform</p> <p>routine</p> <p>link</p> <p>flow</p> <p>respectful</p>	<p>Resources/staff subject knowledge:</p> <p>https://primarypeplanning.com/lesson-planning-resources/key-stage-2-years-3-4/ks2-y34-dance/</p> <p>See shared drive for planning and resources</p>

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
Outdoor (Tag - Rugby)				
<p>Year Four</p> <p>Healthy participation</p> <p>Fundamentals of Movement</p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p>(Fundamental skills)</p> <p>Receiving/Sending</p> <p>Striking</p> <p>Dribbling</p> <p>Space/Locomotion</p> <p>Attacking</p> <p>Defending</p> <p>Tactics</p> <p>Rules</p>	<p>I know:</p> <p>body tension is key to being balanced</p> <p>coordination means I need to use my body with speed across a variety of activities.</p> <p>agility is about manipulating the movements of the body to adjust speeds across a range of games and activities</p> <p>watching the ball, body position, eye contact are all key to helping me receive the ball</p> <p>that both arms should punch towards the target after releasing the pass as this helps my accuracy</p> <p>that rotating my shoulder helps me pass with power and accuracy</p> <p>that if I receive the ball ahead of the passer I am offside</p> <p>that I must kick or strike the ball by planting my standing leg</p> <p>that I strike the ball with the laces</p> <p>that I can kick forwards but must pass backwards</p> <p>protecting the ball as I drive will help me to maintain possession.</p> <p>that holding the ball correctly when driving helps me fake passes or make passes</p> <p>that fakes and feints while driving help me move forward and evade opponents</p> <p>moving into space will help my team keep possession and score goals</p> <p>when to pass and when to attempt a try</p> <p>when to mark and when to attempt to win the ball</p> <p>applying attacking tactics will help to maintain possession and win</p> <p>maintaining possession is a key aspect of invasion games</p> <p>the rules well enough to be able to manage a game</p>	<p>I know:</p> <p><i>the way strength and suppleness impact how well I perform</i></p> <p><i>benefits of being physically active (and can name them)</i></p> <p><i>being active is part of a healthy lifestyle</i></p> <p>I know how to:</p> <p>develop passing techniques appropriate to the game with increasing success.</p> <p>send and receive to a teammate showing good control</p> <p>catch a ball using one and two hands and receive a ball with with increasing success</p> <p>spread my fingertips and grip the ball with my finger tips</p> <p>pass the ball around two meters with fair accuracy while driving forward</p> <p>pass along a line with control and balance while driving forwards</p> <p>turn my shoulders while passing the ball</p> <p>strike the ball from a kicking tee and move the ball forwards</p> <p>drive forwards on the move while under pressure</p> <p>look up, sideways and for my teammates while driving forwards</p> <p>fake a pass to trick a defender</p> <p>show a good use of space in small sided games</p> <p>change direction to lose an opponent with some success</p> <p>defend one on one, using small steps and body position to track an opponent</p> <p>apply tactics in small sided games 5v5</p>	<p>strength</p> <p>power</p> <p>stamina</p> <p>suppleness</p> <p>active</p> <p>healthy</p> <p>heart/heart rate</p> <p>warm up</p> <p>cool down</p> <p>manipulate</p> <p>actions</p> <p>adjust</p> <p>speeds</p> <p>feint</p> <p>fake</p> <p>upper foot (laces)</p> <p>standing foot</p> <p>weight of pass</p> <p>accuracy</p> <p>direction</p> <p>receive</p> <p>line</p> <p>send</p> <p>body position</p> <p>hand posture</p> <p>(wide grip)</p> <p>drive</p> <p>feint</p> <p>dodge</p> <p>sideways</p> <p>pressure</p> <p>spatial awareness</p>	<p>Resources/staff subject knowledge:</p> <p>https://primarypeplaning.com/lesson-planning-resources/key-stage-2-years-3-4/ks2-y34-tag-rugby/</p> <p>Rugby Coach Weekly - All Content (filter content for age)</p> <p>See shared drive for planning and resources</p>

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
Indoor (Dance)				
<p>Year Five</p> <p>Healthy Participation</p> <p>Fundamentals of Movement</p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p>(Fundamental skills)</p> <p>actions</p> <p>dynamics</p> <p>space</p> <p>relationships</p> <p>performance</p> <p>Rules</p>	<p>I know:</p> <p>and can explain that I must keep even weight on both sides of my body.</p> <p>coordination means using a range of body parts at speed</p> <p>agility is about manipulating the movements of my entire body, at varying speeds and with some deliberate co-ordinated movements</p> <p>know that different dance styles use different actions to develop sequences in a specific style</p> <p>that different dance styles utilise selected dynamics to express mood</p> <p>that space relates to where my body moves both on the floor and in the air</p> <p>that different dance styles utilise selected relationships to express mood</p> <p>that if I use dance principles it will help me to express an atmosphere or mood what makes a performance effective and know how to apply these principles to my own and others' work</p> <p>that if I use different pathways and body movements it will help to make my dance look interesting</p>	<p>I know:</p> <p>and can identify activities that help to improve stamina, power and flexibility</p> <p>that my mental health benefits from exercise</p> <p>explain when I am physically active in the school day</p> <p>I know how to:</p> <p>lead a partner in a short warm up</p> <p>I know how to:</p> <p>show good stability while moving at speed, shifting my weight when appropriate</p> <p>move the my lower half while shifting my upper body with clear co-ordination</p> <p>sprint and change direction with good balance using my upper body, arms, head and feet to help me do this</p> <p>choreograph dances by using, adapting and developing actions and steps from different dance styles</p> <p>confidently use dynamics to express different dance styles</p> <p>confidently use direction and patterning to express different dance styles</p> <p>confidently use formations, canon and unison to express a dance idea</p> <p>perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>warm up</p> <p>cool down</p> <p>stamina</p> <p>suppleness/flexibility</p> <p>healthy/heart/heart rate</p> <p>balance</p> <p>manipulate/manipulating</p> <p>tension</p> <p>weight (stability)</p> <p>range</p> <p>motions</p> <p>deliberate</p> <p>adjust speed</p> <p>body position</p> <p>fundamentals</p> <p>weight</p> <p>choreograph</p> <p>styles</p> <p>specificity</p> <p>character</p> <p>mood</p> <p>dynamic(s)</p> <p>performance</p> <p>character</p> <p>express</p> <p>transitions</p> <p>formations</p> <p>levels</p> <p>variation</p> <p>pathways</p> <p>patterns</p> <p>patterning</p> <p>relate</p> <p>formation</p> <p>symmetry</p> <p>unison</p> <p>canon</p> <p>atmosphere</p> <p>principles</p> <p>poise</p> <p>pathways</p> <p>floor</p> <p>performance</p>	<p>Resources/staff subject knowledge:</p> <p>KS2 Dance: Dance Workshop - BBC Teach</p> <p>See shared drive for planning and resources</p>

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
Outdoor (Tag - Rugby)				
<p>Year Five</p> <p>Healthy Participation</p> <p>Fundamentals of Movement</p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p>(Fundamental skills)</p> <p>Receiving/Sending</p> <p>Striking</p> <p>Dribbling</p> <p>Space/Locomotion</p> <p>Attacking</p> <p>Defending</p> <p>Tactics</p> <p>Rules</p>	<p>I know:</p> <p>that I must keep even wight on both sides of my body for good balance</p> <p>coordination means using a range of body parts at speed.</p> <p>agility is about manipulating the movements of the body while shifting my body weight to adjust speeds across a range of games and activities</p> <p>not having a defender between myself and a ball carrier enables me to send and receive with better control</p> <p>watching the ball, body position, eye contact and hand posture/position are all key to helping me receive the ball</p> <p>that rotating my shoulder helps me pass with power and accuracy</p> <p>what the offside rule is in rugby</p> <p>that I must kick or strike the ball by planting my standing leg</p> <p>that I strike the ball with the laces</p> <p>that I must drop the ball in a controlled way from my hands before kicking it</p> <p>where the sweet spot is on the ball (bottom third)</p> <p>agility, fakes, feints, shimmies are all ways I can lose a defender tracking me</p> <p>how to hold the ball in different ways while driving forwards</p> <p>by moving to space even if not receiving the ball will create space for a teammate</p> <p>choosing when to kick, pass or drive is key in rugby</p> <p>to stay in a certain space to limit attacking opportunities</p> <p>the need for tactics and identify when to use them in different situations</p> <p>maintaining possession is a key aspect of invasion games</p> <p>and apply rules in a variety of invasion games whilst playing and officiating.</p>	<p>I know:</p> <p>and can identify activities that help to improve stamina, power and flexibility</p> <p>that my mental health benefits from exercise</p> <p>explain when I am physically active in the school day</p> <p>I know how to:</p> <p>lead a partner in a short warm up</p> <p>use basic body movements, fakes and dodges in order to get past a defender.</p> <p>send and receive to a teammate showing good control</p> <p>catch a ball using one and two hands and receive a ball with with increasing success</p> <p>spread my fingertips and grip the ball with my finger tips</p> <p>pass the ball two meters with accuracy along the line while driving forward</p> <p>turn my shoulders effectively while passing the ball</p> <p>strike the ball from a kicking tee and move the ball forwards and aerially up to four meters</p> <p>drop the ball and kick it with small amounts of success</p> <p>drive forwards on the move while under pressure and use feints, fakes shimmies and movement to evade defenders</p> <p>consistently look up, sideways and for my teammates while driving forwards</p> <p>move into and create space for myself and others in the team</p> <p>use a variety of techniques to lose an opponent e.g. change of direction or speed</p> <p>defend one on one, using small steps and body position to track an opponent with increased success</p> <p>know some of the tag rugby rules</p> <p>apply tactics in small sided games 6v6</p>	<p>stamina</p> <p>power</p> <p>suppleness</p> <p>healthy</p> <p>heart/heart rate</p> <p>flexibility</p> <p>warm up</p> <p>cool down</p> <p>balance</p> <p>tension</p> <p>weight (stability)</p> <p>manipulate actions</p> <p>adjust speed</p> <p>body position</p> <p>fundamentals</p> <p>weight</p> <p>adjust speeds</p> <p>feint</p> <p>fake</p> <p>shimmy</p> <p>shift</p> <p>dodge</p> <p>weight of pass</p> <p>power</p> <p>rotation</p> <p>push/drive</p> <p>through</p> <p>follow through</p> <p>hand posture (wide grip)</p> <p>standing leg</p> <p>co-ordination</p> <p>drop kick</p> <p>sweet spot</p> <p>drive</p> <p>feint</p> <p>shimmy</p> <p>dodge</p> <p>vision</p> <p>spatial awareness</p> <p>official/officiating</p>	<p>Resources/staff subject knowledge:</p> <p>https://primarypeplanning.com/lesson-planning-resources/key-stage-2-years-5-6/ks2-y56-tag-rugby/</p> <p>Tag-Rugby-Year-5-6-field-plans.pdf (dpsportsplanning.com)</p> <p>Rugby Coach Weekly - All Content (filter content for age)</p> <p>See shared drive for planning and resources</p>

	Substantive knowledge – the stuff of P.E.	Disciplinary/Procedural knowledge – how P.E. is studied and learnt	Vocabulary	
Indoor (Dance)				
<p>Year Six</p> <p>Healthy Participation</p> <p>Fundamentals of Movement</p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p>(Fundamental skills)</p> <p>actions</p> <p>dynamics</p> <p>space</p> <p>relationships</p> <p>performance</p>	<p>I know:</p> <p>and can explain that I must keep even weight on both sides of my body to keep the centre of mass stable while performing a complex routine.</p> <p>coordination means co-ordinating a range of body parts with a fluent action at a speed appropriate to the challenge</p> <p>agility is about manipulating the movements of my entire body while maintaining balance, at varying speeds and have quite clearly co-ordinated movements</p> <p>show controlled movements which express emotion and feeling</p> <p>explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group</p> <p>use a variety of compositional principles when creating my own dances</p> <p>demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance</p>	<p>I know:</p> <p><i>that exercise is a key part of a healthy lifestyles</i></p> <p><i>the difference between main types of fitness needed for different activities and use these in warm up routines</i></p> <p><i>that my mental health benefits from exercise</i></p> <p>that gymnastics is linked to dance and expression of feelings</p> <p>I know how to:</p> <p><i>create a warm up and cool down for myself and others</i></p> <p><i>explain how I am physically active in and out of school</i></p> <p>that that actions can be improved by thinking about extension, shape and style</p> <p>that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea</p> <p>that combining space and relationships with a prop can help me to express my dance idea</p> <p>that dance is a human expression that has always been used to express mood and feeling</p> <p>that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience</p> <p>a leader can ensure our dance group performs together</p> <p>that if I use changes body shape it will help to make my sequence look interesting</p>	<p>weight (stability)</p> <p>centre of mass</p> <p>centre of gravity</p> <p>range</p> <p>deliberate</p> <p>manipulate</p> <p>fluent</p> <p>appropriateness</p> <p>choreograph</p> <p>styles</p> <p>extension</p> <p>shapes</p> <p>styles</p> <p>dynamic(s)</p> <p>improvise</p> <p>combine</p> <p>journey</p> <p>composition</p> <p>principles</p> <p>expressions</p> <p>variation</p> <p>pathways</p> <p>patterns</p> <p>patterning</p> <p>relate</p> <p>formation</p> <p>symmetry</p> <p>reaction</p> <p>unison</p> <p>canon</p> <p>audience</p> <p>interpretation</p> <p>poise</p> <p>formation</p> <p>pathways</p> <p>integrate</p> <p>implement</p> <p>aesthetically</p> <p>pleasing</p> <p>synchronisation</p>	<p>Resources/staff subject knowledge:</p> <p>KS2 Dance: Dance Workshop - BBC Teach</p> <p>See shared drive for planning and resources</p>

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<p>Year Six</p> <p>Healthy Participation</p> <p>Fundamentals of Movement</p> <p>Balance</p> <p>Co-ordination</p> <p>Agility</p> <p>(Fundamental skills)</p> <p>Receiving/Sending</p> <p>Striking</p> <p>Dribbling</p> <p>Space/Locomotion</p> <p>Attacking</p> <p>Defending</p> <p>Tactics</p> <p>Rules</p>	<p>I know:</p> <p>and can explain that I must keep even weight on both sides of my body to keep the centre of mass stable while performing a complex routine</p> <p>coordination means co-ordinating a range of body parts with a fluent action at a speed appropriate to the challenge</p> <p>agility is about manipulating the movements of the body while maintaining balance to adjust speed, pace and changes in direction across a range of games and activities</p> <p>I need to make quick decisions about when, how and who to pass to</p> <p>the part of the ball I must kick</p> <p>which part of the rugby ball to strike</p> <p>to choose the appropriate skill for the situation under pressure e.g. sprint and shield to keep the ball away from a defender.</p> <p>transitioning quickly between attack and defence will help my team to maintain or gain possession</p> <p>to look for spaces and not faces</p> <p>make mostly correct decisions about when to pass and when run with the ball</p> <p>at times I need to close down space between the goal and the attacker in order to block attempts at tries</p> <p>how to create and apply a tactic for a specific situation or outcome</p> <p>maintaining and using possession well is a key aspect of invasion games</p> <p>when to kick, drive or pass</p> <p>apply and use rules consistently in a variety of invasion games whilst playing and officiating</p>	<p>I know:</p> <p><i>that exercise is a key part of a healthy lifestyles</i></p> <p><i>the difference between main types of fitness needed for different activities and use these in warm up routines</i></p> <p><i>that my mental health benefits from exercise</i></p> <p>I know how to:</p> <p><i>create a warm up and cool down for myself and others</i></p> <p><i>explain how I am physically active in and out of school</i></p> <p>shift my weight while moving, striking and is about keeping my centre of gravity in the correct position</p> <p>move my lower half while shifting my upper body with clear co-ordination at speed</p> <p>sprint and change direction with maintaining balance using all my body parts</p> <p>use body movements, fakes, feints and dodges in order to get past a defender</p> <p>consistently using a range of techniques with increasing control under pressure</p> <p>kick a rugby ball towards a target from a tee (five meters)</p> <p>drop and kick the ball forward</p> <p>dribble consistently using a range of techniques with increasing control under pressure</p> <p>move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others</p> <p>confidently change direction to lose an opponent</p> <p>hold the ball with two hands and fake a pass</p> <p>use a variety of defending skills (tracking, interception, jockeying) in game situations</p> <p>apply taught tactics, techniques and skills to a 10 v 10 game</p>	<p>health</p> <p>dopamine/hormones</p> <p>lifestyles</p> <p>healthy</p> <p>heart/heart rate</p> <p>power</p> <p>suppleness</p> <p>flexibility</p> <p>warm up</p> <p>cool down</p> <p>manipulate</p> <p>actions</p> <p>multi-task</p> <p>vision</p> <p>adjust</p> <p>speeds</p> <p>feint</p> <p>fake</p> <p>shimmy</p> <p>shift</p> <p>dodge</p> <p>weight of pass</p> <p>power</p> <p>rotation</p> <p>push/drive</p> <p>through</p> <p>follow through</p> <p>hand posture</p> <p>(wide grip)</p> <p>drop kick</p> <p>sweet spot</p> <p>drive</p> <p>feint</p> <p>shimmy</p> <p>dodge</p> <p>vision</p> <p>spatial</p> <p>awareness</p> <p>transitioning</p> <p>official</p> <p>officiating</p>	<p>Resources/staff subject knowledge:</p> <p>https://primarypeplanning.com/lesson-planning-resources/key-stage-2-years-5-6/ks2-y56-tag-rugby/</p> <p>Tag-Rugby-Year-5-6-field-plans.pdf (dpsportsplanning.com)</p> <p>Rugby Coach Weekly - Rugby Drills for Kicking & Catching - 8 steps to perfect goal kicking</p> <p>Rugby Coach Weekly - All Content (filter content for age)</p> <p>See shared drive for planning and resources</p>

