

Key stage 2 PE core units

Term	Y4 & 5
Autumn 1 <i>Personal</i>	Unit 6 Invasion Games
Autumn 2 <i>Creative</i>	Unit 2 Science Be like an astronaut
Spring 1 <i>Social</i>	Unit 3 Gymnastics
Spring 2 <i>Health and Fitness</i>	Unit 5 Dance
Summer 1 <i>Physical</i>	Unit 4 Net & Wall
Summer 2 <i>Cognitive</i>	Unit 1 Strike & Field

Year 4 & 5

Autumn 1	Content Focus	Assessment Foci
Create Unit 6	Multi – ability: Personal Fundamental Movement Skill Funs Station 11 - Agility – ball chasing Funs Station 8 - Coordination with equipment	Personal <ul style="list-style-type: none"> • I see all new challenges as opportunities to learn and develop • I recognise my strengths and weaknesses and can set myself appropriate targets Agility – ball chasing <ul style="list-style-type: none"> • I can stand facing my partner who feeds a ball over my head, I can turn and collect the ball after one bounce • I can stand facing away from my parent and repeat the above Coordination with equipment <ul style="list-style-type: none"> • With a partner, I can pass and receive more than one object using feet and hands simultaneously. • I can create a throwing circuit with a partner throwing three objects for 30 seconds
Invasion Games	Focus on invasion games <ul style="list-style-type: none"> - play confidently in small sided invasion games using various formations Use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) - use a range of tactics to keep possession of the ball and get into position to shoot or score - understand how to didge, mark, signal for the ball and intercept - play within the rules Recognise aspects that need improving Focus on problem solving and inventing games Negotiate, plan and make collective decisions on the nature shape and construction of the game <ul style="list-style-type: none"> - select and use skills and tactics appropriate for the type of game - understand and transfer principles of play from known games to use in their own game - make up rules and be prepared to modify them to make the games more challenging - adapt rules in agreement with others - work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep their games going 	
Autumn 2	Content Focus	Assessment Foci
Create Unit 2	Multi – ability: Creative Fundamental Movement Skill Funs Station 2 - Static balance – seated Funs Station 3 - Static balance – floor work	Creative <ul style="list-style-type: none"> • I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others Static balance – seated <ul style="list-style-type: none"> • I can sit down without my hands and feet on the floor and transfer objects across my body to the points of the compass
Science – Be like an astronaut	Focus on running, throwing and jumping Throwing <ul style="list-style-type: none"> - identify the basic throwing actions of the pull, push, fling and heave - demonstrate the core principles of throwing - model the correct throwing stance and the transference of weight from back foot to front foot - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw 	

	<p>Jumping</p> <ul style="list-style-type: none"> - demonstrate the principles of jumping for height and length - recognise that to jump long, height is required - show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings - use a run up with control and consistency to increase the jumping distance <p>Running</p> <ul style="list-style-type: none"> - run at a steady pace when running at different speeds - demonstrate some ability to judge pace and be able to plan a run - discover the different effects produced by standing starts / falling starts / reaction starts <p>- accept advice and use it in a reflective way to improve the quality of their work.</p>	<ul style="list-style-type: none"> • I can repeat this with a partner applying force <p>Static balance – floor work</p> <ul style="list-style-type: none"> • I can start in a front support position (press up) and lift one arm up and rotate fluently until I am in a back support position. I can continue to rotate fluently.
Spring 1	Content Focus	Assessment Foci
Create Unit 3	<p>Multi – ability:</p> <p>Social</p> <p>Fundamental Movement Skill</p> <p>Funs Station 5 - Dynamic balance</p> <p>Funs Station 7 - Counter balance in pairs</p>	<p>Social</p> <ul style="list-style-type: none"> • I can give and receive sensitive feedback to improve myself and others • I can negotiate and collaborate appropriately
Gymnastics	<p>Focus on travel, shape, balance, flight and rotation</p> <p>Through skill exploration, provide opportunities to learn, practise and link specific movements</p> <p>Through sequence development provide opportunities to explore different choreographic techniques, as well as creating criteria against which to judge</p> <p>Through performance, provide opportunities for children to share ideas and judge performance</p> <p>Explore group sequences involving hand apparatus and benches, partner sequences involving partner balances and large apparatus sequences</p> <ul style="list-style-type: none"> - explore the terms counter balance and counter tension (i.e. counter balance is pushing or leaning against a partner and counter tension is pulling or leaning away) - show counter balance / counter tension in in twos or threes and know that variations can be developed through changing body shape or being on different levels - compose an individual sequence comprising travel, jump, turn and balance and then teach it to a partner and perform it together exploring matching and mirroring - understand and use a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to face, back to back and meeting and parting and explore ways of traveling over and under a partner - understand and use the terms synchronisation and canon when working with a partner - understand and use the possible variations in level, speed and direction when working with a partner - transfer and extend all these ideas and skills onto low and high apparatus 	<p>Dynamic balance</p> <ul style="list-style-type: none"> • I can pivot forwards and backwards using my dominant and non-dominant leg to lead • Standing sideways, I can perform a cross over step to travel along a straight line • I can complete the grapevine movement whilst remaining balanced <p>Counter balance in pairs</p> <ul style="list-style-type: none"> • I can support the weight of my partner whilst balancing on one leg • I can support the weight of my partner whilst balancing and moving together on a raised beam

Spring 2	Content Focus	Assessment Foci
<p>Create Unit 5</p>	<p>Multi – ability: Health and Fitness Fundamental Movement Skill Funs Station 4 - Static balance – small base Funs Station 10 - Coordination – floor movement patterns</p>	<p>Health and Fitness</p> <ul style="list-style-type: none"> I can select and perform appropriate warm ups and cool down activities I can identify possible dangers when planning activities
<p>Dance</p> <p>Developing skills and knowledge in relation to Dance</p>	<p>Focus on performance, composition and appreciation</p> <ul style="list-style-type: none"> - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with control, fluency, coordination and accuracy - maintain the tempo and rhythm of particular patterns - know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation) <i>(Motif - a simple movement pattern, perhaps 3 movements or a phrase which is composed and remembered by the dancer. The initial motif starts to communicate the dance idea/theme and is capable of being developed. It provides shape and structure to a dance.)</i> - share ideas with partners / small groups and whole class - perform with expression showing an understanding of space, dynamics and relationships to achieve mood, feeling, idea and character - demonstrate an awareness of the value of other dancers in their relationship to each other within the dance - observe themselves and each other and professional artists in order to comment upon the compositional work using the appropriate language - identify and suggest ways of improving performance - describe, interpret and evaluate what they see, do and feel in dance using appropriate dance language - respond to feedback and know how to improve performance and composition, giving effective and constructive feedback to others - demonstrate combinations of movement using whole body and body parts - display a clarity within the movement with attention to clear body shape, extension, balance and footwork - respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement - discuss ideas initiated by stimuli and suggest appropriate movement for exploration - display confidence in improving and exploring the original ideas - perform with expression showing a sense of phrasing and rhythm - develop phrase by using actions, dynamics and space with a partner or a small group 	<p>Static balance – small base</p> <ul style="list-style-type: none"> I can stand on a line or bench whilst throwing, catching and striking a ball with a partner I can do the above whilst catching and striking more distal (away from your body) feeds <p>Coordination – floor movement patterns</p> <ul style="list-style-type: none"> I can do a 3 step zig zag with alternating knee lifts and heel lifts I can do a 3 step swerve whilst moving backwards I can do a 3 step zig zag with knee raises across my body whilst moving backwards

Summer 1	Content Focus	Assessment Foci
Create Unit 4	Multi – ability: Physical Fundamental Movement Skill Funs Station 1 - Static balance – one leg standing Funs Station 6 - Dynamic balance to agility	Physical <ul style="list-style-type: none"> • I can use combination of skills confidently in sport specific contexts • I can perform a range of skills fluently and accurately in practice situations Static balance – one leg standing <ul style="list-style-type: none"> • I can transfer my weight onto the balls of my feet on a range of raised and uneven surfaces with or without my eyes closed Dynamic balance to agility <ul style="list-style-type: none"> • I can perform a two footed 180 degree jump, with a safe landing including a tuck jump • I can stand vertically and jump and land in a lunge position
Net and Wall	Focus on Net / Wall games <ul style="list-style-type: none"> - play shots on both sides of the body and from above the head with reasonable control - understand how to position their bodies to receive a ball coming from different heights and angles - recognise where there are spaces on an opponent’s court and try to hit into them - recognise which things they need to practise more - understand and apply net/wall principles to a range of small sided games (1v1, 2v2, 3v3) 	
Summer 2	Content Focus	Assessment Foci
Create Unit 1	Multi – ability: Cognitive Fundamental Movement Skill Funs Station 9 - Coordination – ball skills Funs Station 12 - Agility – reaction / response	Cognitive <ul style="list-style-type: none"> • I have a clear idea of how to develop my own and others’ work • I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents Coordination – ball skills <ul style="list-style-type: none"> • I can hold a ball in-between my legs with a hand around the front and the back, I can swap hands and re-catch the ball without letting it bounce
Striking and Fielding	Focus on striking / fielding games <ul style="list-style-type: none"> - use a rounders bat or a cricket shaped bat with confidence - strike and throw the ball with reasonable accuracy and consistency - bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce) - understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder - play confidently in a range of small sided striking – fielding games using different bats, balls and rules and experience all roles 	

		<ul style="list-style-type: none">• I can front to back catch – I can catch a ball which I have bounced between my legs front to back• I can overhead throw and catch – I can throw a ball over my head and catch it behind me. I can reverse this. <p>Agility – reaction / response</p> <ul style="list-style-type: none">• Standing two metres away from my partner and facing away, I can react to a call when they drop the ball, turn and catch the ball after one bounce
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