





***Our PE Curriculum will nurture healthy, physically active children who are inspired to develop skills and achieve success in a wide range of sports and physical activities; have confidence and competence in a wide breadth of physical pursuits; and who appreciate the concepts of fair-play and sporting respect.***

**PE: Concepts Overview**

The **concepts** are the golden threads that run throughout the curriculum for each subject; they transcend context specific knowledge and skills. The concepts link directly to the N.C. subject aims.

Concept 1	Concept 2	Concept 3	Concept 4
<p><b>Acquire and Develop Skills</b></p> 	<p><b>Select and Apply Skills</b></p> 	<p><b>Evaluate and Improve Performance</b></p> 	<p><b>Leading Healthy Lifestyles</b></p> 
<ul style="list-style-type: none"> <li>• <b>Develop competence to excel in a broad range of physical activities and tactics</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Apply skills</b> in a variety of activities and competitive sports</li> <li>• <b>Develop the values of fairness and respect</b> (through competition)</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Review and compare performances; demonstrate improvement</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being physically active; lead healthy active lives</b></li> </ul>

PE – Contents

<u>Concept Milestones</u>		
<u>Termly Overview</u>		
<u>Nursery</u>		
<u>Reception</u>		
<u>Year 1 Autumn</u>	<u>Year 1 Spring</u>	<u>Year 1 Summer</u>
<u>Year 2 Autumn - Dance</u> <u>Year 2 Autumn - Gymnastics</u>	<u>Year 2 Spring - Dance</u> <u>Year 2 Spring - Gymnastics</u>	<u>Year 2 Summer – Ball Skills</u> <u>Year 2 Summer – Fitness</u>
<u>Year 3 Autumn – Gymnastics</u> <u>Year 3 Autumn – Games</u>	<u>Year 3 Spring – Dance 1</u> <u>Year 3 Spring – Fitness</u> <u>Year 3 Spring – Dance 2</u> <u>Year 3 Spring - Games</u>	<u>Year 3 Summer – Dance</u> <u>Year 3 Summer - Gymnastics</u> <u>Year 3 Summer – Games</u>
<u>Year 4 Autumn - Dance &amp; Gymnastics</u> <u>Year 4 Autumn - Games</u>	<u>Year 4 Spring – Gymnastics</u> <u>Year 4 Spring – Games</u>	<u>Year 4 Summer – Dance</u> <u>Year 4 Summer - Games</u>
<u>Year 5 Autumn - Dance</u> <u>Year 5 Autumn - Games</u>	<u>Year 5 Spring - Gymnastics</u> <u>Year 5 Spring – Games</u>	<u>Year 5 Summer – Dance &amp; Gymnastics</u> <u>Year 5 Summer – Games</u>
<u>Year 6 Autumn - Dance &amp; Gymnastics</u> <u>Year 6 Autumn - Games</u>	<u>Year 6 Spring – Dance</u> <u>Year 6 Spring - Games</u>	<u>Year 6 Summer – Devising Games</u> <u>Year 6 Summer – Games</u>

## PE: Concept Milestones

The **Concept Milestones** break down the overarching concepts and indicate what pupils should achieve in each concept by the end of each Key Stage. The Milestones link directly to the [N.C. subject content](#).

	Concept 1: Acquire and Develop Skills	Concept 2: Select and Apply Skills	Concept 3: Evaluate and Improve Performance	Concept 4: Healthy Lifestyles
<b>Milestone 1 (EYFS)</b>	<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, dancing, hopping, skipping and climbing.</li> <li>• <i>Develop overall body strength, co-ordination, balance and agility</i></li> <li>• <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></li> <li>• <i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Play cooperatively and take turns with others</li> <li>• <i>Combine different movements with ease and fluency.</i></li> <li>• <i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Know and talk about the different factors that support their overall health and wellbeing:</i> <ul style="list-style-type: none"> <li>- <i>regular physical activity</i></li> <li>- <i>healthy eating</i></li> <li>- <i>toothbrushing</i></li> <li>- <i>sensible amounts of ‘screen time’</i></li> <li>- <i>having a good sleep routine</i></li> <li>- <i>being a safe pedestrian</i></li> </ul> </li> </ul>
<a href="#">Milestone 2 (Yr 1/2)</a>	<ul style="list-style-type: none"> <li>• Master basic movements including: running, jumping, throwing and catching.</li> <li>• Develop balance, agility and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to apply the skills from Concept 1 in a range of activities.</li> <li>• Participate in co-operative and competitive team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Talk about choices</b> made using some key language.</li> <li>• <b>Begin to evaluate performance giving some reasons</b> for how it could be improved or developed.</li> <li>• <b>Begin to reflect</b> on the effectiveness of their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the benefits of different activities and how they contribute to being active and healthy</li> <li>• Understand what makes a balanced, healthy diet</li> </ul>
<b>Milestone 3 (Yr 3/4)</b>	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• <b>Begin to</b> develop flexibility, strength, technique, control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>• Perform dances using a range of movement patterns, linking them to make actions and sequences of movement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Talk about and give reasons for choices</b> made using activity specific vocabulary.</li> <li>• <b>Evaluate performance by giving some reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Begin to understand the role of different exercises in developing strength and fitness</i></li> <li>• <i>Begin to understand the role of nutrition in being healthy</i></li> </ul>

	Concept 1: Acquire and Develop Skills	Concept 2: Select and Apply Skills	Concept 3: Evaluate and Improve Performance	Concept 4: Healthy Lifestyles
		<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Reflect</b> on the effectiveness of their performance and <b>begin to reflect</b> of the effectiveness of the performances of others.</li> </ul>	
<b>Milestone 4 (Yr 5/6)</b>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill.</b></li> <li>Develop flexibility, strength, technique, control and balance.</li> <li><b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres.</li> <li><b>Use a range of strokes</b> effectively.</li> <li><b>Perform safe self-rescue</b> in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication.</b></li> <li>Perform dances using a range of movement patterns <b>with precision and control</b>, linking them to make actions and sequences of movement.</li> <li>Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from Concept 1 with increasing confidence and dexterity.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary</li> <li><b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b></li> <li><b>Making considered suggestions</b> for how it could be improved or developed.</li> <li><b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</li> <li>Explain the role of nutrition in being healthy</li> </ul>

**PE – Termly Overview**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Gymnastics (balance, yoga)	<b>Multiskills (send and return)</b> Dance (Polynesian dance) Gymnastics (actions and shapes)	<b>Athletics (jump, throw, run)</b> Gymnastics (jumping and landing) <b>Multiskills (hit, catch, run)</b>
<b>Year 2</b>	Gymnastics (agility, balance, control) Dance (rats, fire)	Dance (penguin huddle) Gymnastics (balance and travel)	Fitness <b>Multiskills (send and return)</b>
<b>Year 3</b>	Gymnastics (body control) Rugby Basketball Hockey	Dance (body shapes) Fitness Dance (Romans) Rugby Basketball Hockey	Gymnastics (travelling, sequences) Dance (minibeasts) Athletics (running & jumping) Athletics (throwing & skipping) Tennis
<b>Year 4</b>	Gymnastics (balance) Dance (water / oceans) Football Netball Volleyball	Gymnastics (travelling, body shapes) Volleyball Netball Athletics	Dance (WWII, 1940s) Athletics Rounders Lacrosse
<b>Year 5</b>	Dance (rivers) Rugby Basketball Hockey	Gymnastics (balance, sequence, symmetry) Rugby Basketball Hockey	Dance (innovation, Balletboyz) Gymnastics (balance, transitions) Athletics (track) Athletics (field) Tennis
<b>Year 6</b>	Dance (plants) Gymnastics (rhythmic gymnastics) Football Netball Volleyball Swimming	Gymnastics (balances, weight transfer) Dance (tribes / haka) Volleyball Netball Football Swimming	<b>Devising a game</b> Athletics Rounders Lacrosse

**PE Learning (PSED, Physical Development, Expressive Arts and Design)**

**Nursery**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>2. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>3. <i>Develop overall body strength, co-ordination, balance and agility</i></li> <li>4. <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</i></li> <li>5. <i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball..</i></li> </ol>	<ol style="list-style-type: none"> <li>a) To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>b) To go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>c) To skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>d) To balance on one foot or in a squat momentarily, shifting body weight to improve stability</li> <li>e) To maintain balance using hands and body to stabilise</li> <li>f) To use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>g) To walk down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li>h) To run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>i) To grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> <li>j) To create lines and circles pivoting from the shoulder and elbow</li> <li>k) To manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>l) To use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>m) To use a comfortable grip with good control when holding pens and pencils.</li> <li>n) To start to eat independently and learning how to use a knife and fork.</li> <li>o) m. To show a preference for a dominant hand.</li> </ol>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Demonstrate strength, balance and coordination when playing</li> <li>2. Play cooperatively and take turns with others</li> <li>3. Combine different movements with ease and fluency.</li> <li>4. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ol>	<ol style="list-style-type: none"> <li>a) To be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm; enjoy joining in with moving, dancing and ring games</li> <li>b) To create own movement patterns</li> <li>c) To start taking part in some group activities which they make up for themselves, or in teams.</li> <li>d) To match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>e) To choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>f) To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>g) Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</li> </ol>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ol>	<ol style="list-style-type: none"> <li>a) To be confident to try an increasing range of activities</li> <li>b) To apply new skills; to keep trying when things are tricky</li> <li>c) To be able to mirror the playful actions or movements of another adult or child</li> </ol>
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. Know and talk about the different factors that support their overall health and wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>a) To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ol>

Concept	Milestone	Learning
		<ul style="list-style-type: none"> <li>b) To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>c) To begin to develop a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important</li> <li>d) To gain more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>e) To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</li> <li>f) To make healthy choices, with support, about food, drink, activity and toothbrushing</li> <li>g) To be willing to try a range of different textures and tastes and expresses a preference.</li> <li>h) To tell adults when hungry, full up or tired or when they want to rest, sleep or play</li> <li>i) To be able to observe and describe in words or actions the effects of physical activity on their bodies.</li> <li>j) To be able to name and identify different parts of the body</li> <li>k) To observe and control breath, be able to take deep breaths, scrunching and releasing the breath</li> </ul>

**PE Learning (PSED, Physical Development, Expressive Arts and Design)**

**Reception**

Concept	Milestone	Learning
<p><b>Concept 1: Acquire and Develop Skills</b></p>	<p>1. Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>2. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>3. Develop overall body strength, co-ordination, balance and agility</p> <p>4. <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p>5. <i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></p>	<p>a) To have an awareness of space and others around them and be able to use the space safely, adjusting speed or changing direction</p> <p>b) To test out ideas and adapt movements to reduce risk</p> <p>c) To revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> <li>• Slithering</li> <li>• Shuffling</li> <li>• sliding</li> </ul> <p>d) To experiment with and develop new ways of moving e.g. through gymnastics, dance and games</p> <p>e) To choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement</p> <p>f) To travel with confidence and skill around, under, over, and through balancing and climbing equipment</p> <p>g) Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball or other object, including:</p> <ul style="list-style-type: none"> <li>• Throwing</li> <li>• Catching</li> <li>• Kicking</li> <li>• Passing</li> <li>• Batting</li> <li>• Aiming</li> <li>• Pushing</li> <li>• Patting</li> </ul> <p>h) To jump off an object and land appropriately using hands, arms, and body to stabilise and balance</p> <p>i) To be able to use a range of tools competently, safely and confidently.</p> <p>j) To be able to hold a pencil for writing</p> <p>k) To use their core muscle strength to achieve a good posture when sitting</p>
<p><b>Concept 2:</b></p>	<p>1. Demonstrate strength, balance and</p>	<p>a) <i>To be able to move with increasing strength and purpose</i></p> <p>b) <i>To be able to hold their balance using one or more parts of the body</i></p>



Concept	Milestone	Learning
<b>Select and Apply Skills</b>	coordination when playing 2. Play cooperatively and take turns with others 3. Combine different movements with ease and fluency. 4. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	c) <i>To be able to coordinate movements to create a desired affect/outcome e.g. travel along and object and jump off with stability and control</i> d) To be able to move in a variety of different ways e) <i>To be able to link movements together</i> f) To develop a more fluent style of moving, with developing control and grace g) To be able to use large and small apparatus appropriately, safely and with control h) To express and communicate ideas through movement and dance
<b>Concept 3: Evaluate and Improve Performance</b>	1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	a) To apply skills to a variety of different situations b) To adapt their technique to improve physical performance and reduce risk c) <i>To listen to feedback and to give feedback to others in relation to skills</i> d) To develop the foundations of a handwriting style which is fast, accurate and efficient.
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Know and talk about the different factors that support their overall health and wellbeing</i>	a) To manage their own basic hygiene and personal needs, including dressing, going to the toilet b) To know the importance of: <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time' having a good sleep routine</li> </ul> c) To understand how to be a safe pedestrian

**PE Learning**  
**Year 1 Autumn: 'Toys R Us!'**

Topic: **Gymnastics (balances, yoga)**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Master basic movements including: running, jumping, throwing and catching. 2. Develop balance, agility and co-ordination.	<i>a) To listen and follow instructions while in the hall.</i> <i>b) To develop awareness of the space around your body</i>
		<b>Gymnastics</b> <i>c) To be able to perform basic body shapes and movements at different heights.</i> <i>d) To perform quarter, half and whole turns in both directions (link to turns in Maths)</i> <i>e) To learn how to use and move mats safely.</i>
		<b>Yoga</b> <i>f) To develop static balance skills and control</i> <i>g) To hold balances on different body parts for increasing lengths of time</i>
<b>Concept 2: Select and Apply Skills</b>	1. Begin to apply the skills from Concept 1 in a range of activities. 2. Participate in co-operative and competitive team games, developing simple tactics for attacking and defending. 3. Perform dances using simple movement patterns.	<i>a) To use equipment appropriately and to move and land safely</i> <i>b) To apply static balance skills and control</i> <i>c) To apply dynamic balance skills</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. <i>Talk about choices made using some key language.</i> 2. <i>Begin to evaluate performance giving some reasons for how it could be improved or developed.</i> 3. <i>Begin to reflect on the effectiveness of their performance.</i>	<i>a) To perform in front of an audience</i> <i>b) To demonstrate an activity to others</i> <i>c) To tell others what they have done using relevant vocabulary for the learning and/or the context of the activity</i> <i>d) To explain which parts of their performance were their most or least favourite</i> <i>e) To say what they would do differently next time about one aspect of their performance</i>
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Understand the benefits of different activities and how they contribute to being active and healthy</i> 2. <i>Understand what makes a balanced, healthy diet</i>	<i>a) To be aware of the changes to the way I feel when I exercise</i> <i>b) To know how different actions and ways of moving use different muscles (non-specific)</i> <i>c) To be aware of why exercise is important for good health (links to Human body learning in Science: heart, lungs) and how exercise helps to keep the mind and body healthy</i> <i>d) To know what a diet is and what foods humans eat</i>

**PE Learning**  
**Year 1 Spring: 'Island Destinations'**

Topic: **Multiskills (Send and receive)** / **Dance** / **Gymnastics**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Master basic movements including: running, jumping, throwing and catching. 2. Develop balance, agility and co-ordination.	<b>Multiskills</b> <i>a) To be able to slide and receive a ball/beanbag</i> <i>b) To strike a ball in different ways.</i> <i>c) To be able to send a ball to a partner in different ways.</i> <i>d) To begin to be able to move in to position to return ball/beanbag and then return ball/beanbag.</i> <i>e) To explore which objects are easier to slide and to defend</i>
		<b>Dance</b> <i>a) To learn basic moves for a story telling dance</i> <i>b) To respond to different stimuli and types of music</i> <i>c) To experiment in creating actions and performing movements with different body parts</i> <i>d) To develop balance and coordination when performing dance moves.</i>
		<b>Gymnastics</b> <i>a) To perform and refine simple rolls.</i> <i>b) To begin to carry apparatus such as mats and benches</i> <i>c) To learn how to use and move new apparatus safely.</i> <i>d) To explore different ways of holding a balance whilst on gymnastic apparatus.</i> <i>e) To understand how use of body tension can develop strength and control</i>
<b>Concept 2: Select and Apply Skills</b>	1. Begin to apply the skills from Concept 1 in a range of activities. 2. Participate in co-operative and competitive team games, developing simple tactics for attacking and defending. 3. Perform dances using simple movement patterns.	<b>Multiskills</b> <i>a) To apply sending and receiving skills learned in a variety of co-operative and competitive game scenarios.</i>
		<b>Dance</b> <i>a) With support, choreograph and perform paired or group dance based on moves learned</i> <i>b) To develop a sequence of dance movements with high, middle and low positions</i>
		<b>Gymnastics</b> <i>a) To perform a variety of simple gymnastic actions with control (relevé, bridge, jumps, rolls)</i> <i>b) To apply basic strength to a range of gymnastics actions</i> <i>c) To devise and perform a sequence of 3 actions with rhythm.</i> <i>d) To move with control in a variety of different ways on a range of apparatus.</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. <b>Talk about choices</b> made using some key language. 2. <b>Begin to evaluate performance giving some reasons</b> for how it could be improved or developed. 3. <b>Begin to reflect</b> on the effectiveness of their performance.	<i>a) To perform in front of an audience</i> <i>b) To demonstrate an activity to others</i> <i>c) To tell others what they have done using relevant vocabulary for the learning and/or the context of the activity</i> <i>d) To explain which parts of their performance were their most or least favourite</i> <i>e) To say what they would do differently next time about one aspect of their performance</i>

Concept	Milestone	Learning
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Understand the benefits of different activities and how they contribute to being active and healthy</i> 2. <i>Understand what makes a balanced, healthy diet</i>	a) <i>To be aware of the changes to the way I feel when I exercise</i> b) <i>To know how different actions and ways of moving use different muscles (non-specific)</i> c) <i>To be aware of why exercise is important for good health (links to Human body learning in Science: heart, lungs) and how exercise helps to keep the mind and body healthy</i> d) <i>To know what a diet is and what foods humans eat</i>

**PE Learning**

**Year 1 Summer: 'If You Go Down To The Woods Today'**

**Topic:** Multiskills (Hit Catch Run); Athletics (jump, throw, run); Gymnastics (jumping and landing)

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Master basic movements including: running, jumping, throwing and catching. 2. Develop balance, agility and co-ordination.	<b>Multiskills</b> <i>a) To be able to hit objects with a hand or bat</i> <i>b) To track and retrieve a moving ball</i> <i>c) To throw and catch a variety of balls and objects</i> <i>d) To self-feed a ball in order to hit it</i>
		<b>Athletics</b> <i>a) To link jumping and running</i> <i>b) To explore a range of running including different speeds and pathways</i> <i>c) To explore throwing techniques to throw objects over varying distances</i>
		<b>Gymnastics</b> <i>a) To develop coordination (footwork) skills and static balance skills (balancing on one leg).</i> <i>b) To develop dynamic balance and agility skills (jumping and hopping)</i> <i>c) To jump forwards, backwards and sideways, maintaining balance throughout</i> <i>d) To incorporate 90 degree and 180 degree turns into jumps</i> <i>e) To hold seated balances whilst moving objects</i>
<b>Concept 2: Select and Apply Skills</b>	1. Begin to apply the skills from Concept 1 in a range of activities. 2. Participate in co-operative and competitive team games, developing simple tactics for attacking and defending. 3. Perform dances using simple movement patterns.	<b>Multiskills</b> <i>a) Describe and demonstrate the movements needed to strike a ball successfully</i> <i>b) To apply skills in competitive game</i>
		<b>Athletics</b> <i>a) To refine a range of running types including different speeds and pathways</i> <i>b) To refine throwing techniques to throw objects over varying distances</i>
		<b>Gymnastics</b> <i>a) To apply footwork and static balance skills on the floor and using apparatus</i> <i>b) To apply jumping and landing skills to the floor and using apparatus.</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. Talk about choices made using some key language. 2. Begin to evaluate performance giving some reasons for how it could be improved or developed. 3. Begin to reflect on the effectiveness of their performance.	<i>a) To perform in front of an audience</i> <i>b) To demonstrate an activity to others</i> <i>c) To tell others what they have done using relevant vocabulary for the learning and/or the context of the activity</i> <i>d) To explain which parts of their performance were their most or least favourite</i> <i>e) To say what they would do differently next time about one aspect of their performance</i>

Concept	Milestone	Learning
<b>Concept 4: Healthy Lifestyles</b>	1. Understand the benefits of different activities and how they contribute to being active and healthy 2. Understand what makes a balanced, healthy diet	a) To be aware of the changes to the way I feel when I exercise b) To know how different actions and ways of moving use different muscles (non-specific) c) To be aware of why exercise is important for good health (links to Human body learning in Science: heart, lungs) and how exercise helps to keep the mind and body healthy d) To know what a diet is and what foods humans eat

**PE Learning**  
**Year 2 Autumn: 'Fame, Fortune & Fire'**

Topic: **Gymnastics – agility, balance and coordination**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Master basic movements including: running, jumping, throwing and catching.</li> <li>2. Develop balance, agility and co-ordination.</li> </ol>	<ol style="list-style-type: none"> <li>a) To explore a variety of ways of travelling including different jumps and rolls</li> <li>b) To balance on different body parts and to control static balances</li> <li>c) To explore different shapes and height of balances</li> <li>d) To learn ways of generating power in jumps</li> </ol>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Begin to apply the skills from Concept 1 in a range of activities.</li> <li>2. Participate in co-operative and competitive team games, developing simple tactics for attacking and defending.</li> <li>3. Perform dances using simple movement patterns.</li> </ol>	<ol style="list-style-type: none"> <li>a) Learning to combine agility, balance and coordination in a simple sequence</li> <li>b) To create a sequence of basic actions and balances at different speeds and on different levels</li> <li>c) To transition between different elements of a sequence</li> </ol>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. Talk about choices made using some key language.</li> <li>2. Begin to evaluate performance giving some reasons for how it could be improved or developed.</li> <li>3. Begin to reflect on the effectiveness of their performance.</li> </ol>	<ol style="list-style-type: none"> <li>a) To perform with confidence and awareness of an audience</li> <li>b) To tell to others what they have done using <b>some of the key</b> vocabulary relating to the learning and/or the context of the activity</li> <li>c) To consider how aspects of a performance could be adapted to make it more or less challenging</li> <li>d) To explain which parts of their performance were <b>more or less effective</b></li> <li>e) To be able to say what they would do differently next time about <b>more than one</b> aspect of their performance</li> </ol>
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. Understand the benefits of different activities and how they contribute to being active and healthy</li> <li>2. Understand what makes a balanced, healthy diet</li> </ol>	<ol style="list-style-type: none"> <li>a) To be aware of the changes to the way I feel when I exercise</li> <li>b) To know how different actions and ways of moving use different muscles</li> <li>c) To know how different exercises affect my body</li> <li>d) To notice the muscles being used for different movement and balances</li> <li>e) To know that muscles can be strengthened</li> <li>f) To be aware of why exercise is important for good health (links to Human body learning in Science: heart, lungs) and how exercise helps to keep the mind and body healthy</li> <li>g) To be aware that exercise is a way to make friends</li> <li>h) To understand the importance of a balanced diet and how this helps us keep fit and active</li> </ol>

**PE: Context Learning**  
**Year 2 Autumn: 'Fame, Fortune & Fire'**

Topic: **Dance – Rats and Fire!**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Master basic movements including: running, jumping, throwing and catching. 2. Develop balance, agility and co-ordination.	a) <i>To work as part of a group to devise short movement sequences to music</i> b) <i>To perform a short sequence to music, considering transitions between different movements.</i> c) <i>To be able to transition from shapes to balances</i> <ul style="list-style-type: none"> <li>• <i>Turning</i></li> <li>• <i>Jumping</i></li> <li>• <i>Walking</i></li> <li>• <i>Twisting</i></li> </ul>
<b>Concept 2: Select and Apply Skills</b>	1. Begin to apply the skills from Concept 1 in a range of activities. 2. Participate in co-operative and competitive team games, developing simple tactics for attacking and defending. 3. Perform dances using simple movement patterns.	a) <i>To build simple movement patterns.</i> b) <i>To compose and link actions to make simple movement phrases.</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. <i>Talk about choices made using some key language.</i> 2. <i>Begin to evaluate performance giving some reasons for how it could be improved or developed.</i> 3. <i>Begin to reflect on the effectiveness of their performance.</i>	a) <i>To perform with confidence and awareness of an audience</i> b) <i>To tell to others what they have done using <b>some of the key</b> vocabulary relating to the learning and/or the context of the activity</i> c) <i>To consider how aspects of a performance could be adapted to make it more or less challenging</i> d) <i>To explain which parts of their performance were <b>more or less effective</b></i> e) <i>To be able to say what they would do differently next time about <b>more than one</b> aspect of their performance</i>
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Understand the benefits of different activities and how they contribute to being active and healthy</i> 2. <i>Understand what makes a balanced, healthy diet</i>	a) <i>To be aware of the changes to the way I feel when I exercise</i> b) <i>To know how different actions and ways of moving use different muscles</i> c) <i>To know how different exercises affect my body</i> d) <i>To notice the muscles being used for different movement and balances</i> e) <i>To know that muscles can be strengthened</i> f) <i>To be aware of why exercise is important for good health (links to Human body learning in Science: heart, lungs) and how exercise helps to keep the mind and body healthy</i> g) <i>To be aware that exercise is a way to make friends</i> h) <i>To understand the importance of a balanced diet and how this helps us keep fit and active</i>



**PE Learning**  
**Year 2 Spring: 'A World of Contrasts'**

Topic: Dance

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Master basic movements including: running, jumping, throwing and catching. 2. Develop balance, agility and co-ordination.	a) <i>To create actions and movements on a musical theme, responding to the themes and emotions of the music.</i> b) <i>To move in thoughtful response to music</i> c) <i>To perform a sequence of movements in time to music</i>
<b>Concept 2: Select and Apply Skills</b>	1. Begin to apply the skills from Concept 1 in a range of activities. 2. Participate in co-operative and competitive team games, developing simple tactics for attacking and defending. 3. Perform dances using simple movement patterns.	a) <i>To cooperate with a partner / group to create actions and a sequence in time together (synchronised)</i> b) <i>To perform a sequence of movements in time to music</i> c) <i>Show dynamic, rhythmic and expressive qualities</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. <b>Talk about choices</b> made using some key language. 2. <b>Begin to evaluate performance giving some reasons</b> for how it could be improved or developed. 3. <b>Begin to reflect</b> on the effectiveness of their performance.	a) <i>To perform with confidence and awareness of an audience</i> b) <i>To tell to others what they have done using <b>some of the key</b> vocabulary relating to the learning and/or the context of the activity</i> c) <i>To consider how aspects of a performance could be adapted to make it more or less challenging</i> d) <i>To explain which parts of their performance were <b>more or less effective</b></i> e) <i>To be able to say what they would do differently next time about <b>more than one</b> aspect of their performance</i>
<b>Concept 4: Healthy Lifestyles</b>	1. Understand the benefits of different activities and how they contribute to being active and healthy 2. Understand what makes a balanced, healthy diet	a) <i>To be aware of the changes to the way I feel when I exercise</i> b) <i>To know how different actions and ways of moving use different muscles</i> c) <i>To know how different exercises affect my body</i> d) <i>To notice the muscles being used for different movement and balances</i> e) <i>To know that muscles can be strengthened</i> f) <i>To be aware of why exercise is important for good health (links to Human body learning in Science: heart, lungs) and how exercise helps to keep the mind and body healthy</i> g) <i>To be aware that exercise is a way to make friends</i> h) <i>To understand the importance of a balanced diet and how this helps us keep fit and active</i>

**PE Learning**  
**Year 2 Spring: 'A World of Contrasts'**

**Topic: Gymnastics – balance and travel**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Master basic movements including: running, jumping, throwing and catching. 2. Develop balance, agility and co-ordination.	a) <i>To develop body management through floor exercises</i> b) <i>To travel on and across equipment safely</i> c) <i>To explore a range of movements as we travel across the apparatus</i>
<b>Concept 2: Select and Apply Skills</b>	1. Begin to apply the skills from Concept 1 in a range of activities. 2. Participate in co-operative and competitive team games, developing simple tactics for attacking and defending. 3. Perform dances using simple movement patterns.	a) <i>To build develop a sequence of movements and balances using apparatus.</i> b) <i>To travel on apparatus with balance and control.</i> c) <i>To explore and use rhythm while performing a sequence</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. <b>Talk about choices</b> made using some key language. 2. <b>Begin to evaluate performance giving some reasons</b> for how it could be improved or developed. 3. <b>Begin to reflect</b> on the effectiveness of their performance.	a) <i>To perform with confidence and awareness of an audience</i> b) <i>To tell to others what they have done using <b>some of the key</b> vocabulary relating to the learning and/or the context of the activity</i> c) <i>To consider how aspects of a performance could be adapted to make it more or less challenging</i> d) <i>To explain which parts of their performance were <b>more or less effective</b></i> e) <i>To be able to say what they would do differently next time about <b>more than one</b> aspect of their performance</i>
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Understand the benefits of different activities and how they contribute to being active and healthy</i> 2. <i>8. Understand what makes a balanced, healthy diet</i>	a) <i>To be aware of the changes to the way I feel when I exercise</i> b) <i>To know how different actions and ways of moving use different muscles</i> c) <i>To know how different exercises affect my body</i> d) <i>To notice the muscles being used for different movement and balances</i> e) <i>To know that muscles can be strengthened</i> f) <i>To be aware of why exercise is important for good health (links to Human body learning in Science: heart, lungs) and how exercise helps to keep the mind and body healthy</i> g) <i>To be aware that exercise is a way to make friends</i> h) <i>To understand the importance of a balanced diet and how this helps us keep fit and active</i>

**PE Learning**  
**Year 2 Summer: 'All Aboard!'**

Topic: Fitness circuits

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Master basic movements including: running, jumping, throwing and catching.</li> <li>2. Develop balance, agility and co-ordination.</li> </ol>	a) <i>To consider individual exercises/movements to target different parts of the body and different muscles</i>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Begin to apply the skills from Concept 1 in a range of activities.</li> <li>2. Participate in co-operative and competitive team games, developing simple tactics for attacking and defending.</li> <li>3. Perform dances using simple movement patterns.</li> </ol>	a) <i>To combine the individual exercises/movements into a sequence (involving balance, agility and co-ordination) that helps develop fitness and agility</i>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. <b>Talk about choices</b> made using some key language.</li> <li>2. <b>Begin to evaluate performance giving some reasons</b> for how it could be improved or developed.</li> <li>3. <b>Begin to reflect</b> on the effectiveness of their performance.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To perform with confidence and awareness of an audience</i></li> <li>b) <i>To tell to others what they have done using <b>some of the key</b> vocabulary relating to the learning and/or the context of the activity</i></li> <li>c) <i>To consider how aspects of a performance could be adapted to make it more or less challenging</i></li> <li>d) <i>To explain which parts of their performance were <b>more or less effective</b></i></li> <li>e) <i>To be able to say what they would do differently next time about <b>more than one</b> aspect of their performance</i></li> </ol>
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. <i>Understand the benefits of different activities and how they contribute to being active and healthy</i></li> <li>2. <i>Understand what makes a balanced, healthy diet</i></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be aware of the changes to the way I feel when I exercise</i></li> <li>b) <i>To know how different actions and ways of moving use different muscles</i></li> <li>c) <i>To know how different exercises affect my body</i></li> <li>d) <i>To notice the muscles being used for different movement and balances</i></li> <li>e) <i>To know that muscles can be strengthened</i></li> <li>f) <i>To be aware of why exercise is important for good health (links to Human body learning in Science: heart, lungs) and how exercise helps to keep the mind and body healthy</i></li> <li>g) <i>To be aware that exercise is a way to make friends</i></li> <li>h) <i>To understand the importance of a balanced diet and how this helps us keep fit and active</i></li> </ol>

**PE Learning**  
**Year 2 Summer: 'All Aboard!'**

**Topic: Multiskills - Send and return/ball skills**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Master basic movements including: running, jumping, throwing and catching. 2. Develop balance, agility and co-ordination.	a) <i>To send an object with increasing confidence with a hand or a bat.</i> b) <i>To move towards a moving ball to return.</i> c) <i>To identify a space to send a ball into.</i> d) <i>To work with a partner to send and return.</i> e) <i>To send and return a variety of balls.</i> f) <i>Use correct grip to hold a tennis racquet</i>
<b>Concept 2: Select and Apply Skills</b>	1. Begin to apply the skills from Concept 1 in a range of activities. 2. Participate in co-operative and competitive team games, developing simple tactics for attacking and defending. 3. Perform dances using simple movement patterns.	a) <i>To anticipate the flight of a ball fed from a partner.</i> b) <i>To track the line of the ball and move towards it.</i> c) <i>To perform with agility in conditioned games.</i> d) <i>To send, receive and stop ball using a racquet</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. <i>Talk about choices</i> made using some key language. 2. <i>Begin to evaluate performance giving some reasons</i> for how it could be improved or developed. 3. <i>Begin to reflect</i> on the effectiveness of their performance.	a) <i>To perform with confidence and awareness of an audience</i> b) <i>To tell to others what they have done using <b>some of the key</b> vocabulary relating to the learning and/or the context of the activity</i> c) <i>To consider how aspects of a performance could be adapted to make it more or less challenging</i> d) <i>To explain which parts of their performance were <b>more or less effective</b></i> e) <i>To be able to say what they would do differently next time about <b>more than one</b> aspect of their performance</i>
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Understand the benefits of different activities and how they contribute to being active and healthy</i> 2. <i>Understand what makes a balanced, healthy diet</i>	a) <i>To be aware of the changes to the way I feel when I exercise</i> b) <i>To know how different actions and ways of moving use different muscles</i> c) <i>To know how different exercises affect my body</i> d) <i>To notice the muscles being used for different movement and balances</i> e) <i>To know that muscles can be strengthened</i> f) <i>To be aware of why exercise is important for good health (links to Human body learning in Science: heart, lungs) and how exercise helps to keep the mind and body healthy</i> g) <i>To be aware that exercise is a way to make friends</i> h) <i>To understand the importance of a balanced diet and how this helps us keep fit and active</i>

**PE Learning**  
**Year 3 Autumn: 'Life Forces'**

**Topic: Gymnastics**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination. 2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.	a) <i>Modify actions independently using different pathways, directions and shapes.</i> b) <i>Master basic movements including leaping, jumping, balancing and stretching</i> c) <i>To demonstrate body control when rolling</i> d) <i>To know and use contrasting shapes</i> e) <i>To learn to see and use patterns in movement.</i>
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement. 3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b>	a) <i>To perform a sequence in unison</i> b) <i>To choose and apply contrasting shapes with a partner/ small group in a sequence</i> c) <i>To choose different ways to transition between elements of a sequence</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. <b>Talk about and give reasons for choices</b> made using activity specific vocabulary. 2. <b>Evaluate performance by giving some reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement. 3. <b>Reflect</b> on the effectiveness of their performance and <b>begin to</b> reflect on the effectiveness of the performances of others.	a) <i>To discuss with others what they have done during their performance, using activity specific vocabulary</i> b) <i>To explain some of the choices they made in their performance</i> c) <i>To notice the choices made by other performers</i> d) <i>To explain to others how one of their own performances is better than a previous one</i> e) <i>To give feedback to performers in your own group and other groups</i> f) <i>To discuss how certain parts of their performance were more or less effective</i> g) <i>To explain what they would do differently next time and how they would improve their performance</i> h) <i>To be open to, and consider, the feedback from others (adults and peers)</i>
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Begin to understand the role of different exercises in developing strength and fitness</i> 2. <i>Begin to understand the role of nutrition in being healthy</i>	a) <i>To describe how and why my body changes during and after exercise.</i> b) <i>To notice the muscles being used for different movements and balances.</i> c) <i>To know how different muscles can be strengthened.</i> d) <i>To identify activities that will exercise specific body parts</i> e) <i>To know how to prepare the body for exercise (e.g. stretching)</i> f) <i>To begin to understand the role of different exercises in developing strength and fitness</i> g) <i>To know how food and drink affects my body and the importance of a healthy diet.</i> h) <i>To understand the benefits of exercise on mental health</i> i) <i>To know that people use exercise as a way to connect with others</i>

**PE Learning**  
**Year 3 Autumn: 'Life Forces'**

Topic: **Hockey** / **Basketball** / **Rugby**

Concept	Milestone	Learning
<p><b>Concept 1:</b> <b>Acquire and Develop Skills</b></p>	<p>1. Use running, jumping, throwing and catching in isolation and in combination. 2. <b>Begin to</b> develop flexibility, strength, technique, control and balance</p>	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>a) To keep close control of the ball using the flat side of the stick</li> <li>b) To control a ball and pass it into space</li> <li>c) To use a defensive body position</li> <li>d) To stop a moving ball ready to pass or shoot</li> <li>e) To avoid feet from touching the ball</li> <li>f) To handle hockey sticks with ease and improve agility</li> </ul>
		<p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>a) To keep possession of the ball when dribbling.</li> <li>b) To work as a pair to move forward and attack.</li> <li>c) To use a defensive body position</li> <li>d) To perform a two-handed shot to score baskets</li> <li>e) To use a jump ball to restart a game</li> <li>f) To move into space to receive the ball</li> </ul>
		<p><b>Rugby:</b></p> <ul style="list-style-type: none"> <li>a) To use speed to run past defenders</li> <li>b) To be able to make a short pass</li> <li>c) To use agility to evade being tagged</li> <li>d) To be able to close down an attacker's space when defending</li> <li>e) To perform a backward pass when attacking</li> </ul>
<p><b>Concept 2:</b> <b>Select and Apply Skills</b></p>	<p>1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement. 3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b></p>	<p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>a) To apply Hockey skills to game situations</li> <li>b) To create attacking opportunities in games</li> <li>c) To keep possession of the ball and build an attack</li> <li>d) To defend against attacks in game situations</li> </ul> <p><b>Basketball:</b></p> <ul style="list-style-type: none"> <li>a) To apply basketball skills to game situations</li> <li>b) To create attacking opportunities in games</li> <li>c) To keep possession of the ball and build an attack</li> <li>d) To defend against attacks in game situations</li> </ul>

		<p><b>Rugby:</b></p> <ul style="list-style-type: none"> <li>a) To apply rugby skills to game situations</li> <li>b) To create attacking opportunities in games</li> <li>c) To keep possession of the ball and build an attack</li> <li>d) To defend against attacks in game situations</li> <li>e) To understand and apply the tag rules in game situations</li> </ul>
<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<ul style="list-style-type: none"> <li>1. <b>Talk about and give reasons for choices</b> made using activity specific vocabulary.</li> <li>2. <b>Evaluate performance by giving some reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</li> <li>3. <b>Reflect</b> on the effectiveness of their performance and <b>begin to</b> reflect on the effectiveness of the performances of others.</li> </ul>	<ul style="list-style-type: none"> <li>a) <i>To discuss with others what they have done during their performance, using activity specific vocabulary</i></li> <li>b) <i>To explain some of the choices they made in their performance</i></li> <li>c) <i>To notice the choices made by other performers</i></li> <li>d) <i>To explain to others how one of their own performances is better than a previous one</i></li> <li>e) <i>To give feedback to performers in your own group and other groups</i></li> <li>f) <i>To discuss how certain parts of their performance were more or less effective</i></li> <li>g) <i>To explain what they would do differently next time and how they would improve their performance</i></li> <li>h) <i>To be open to, and consider, the feedback from others (adults and peers)</i></li> </ul>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<ul style="list-style-type: none"> <li>1. <i>Begin to understand the role of different exercises in developing strength and fitness</i></li> <li>2. <i>Begin to understand the role of nutrition in being healthy</i></li> </ul>	<ul style="list-style-type: none"> <li>a) To describe how and why my body changes during and after exercise.</li> <li>b) To notice the muscles being used for different movements and balances.</li> <li>c) To know how different muscles can be strengthened.</li> <li>d) To identify activities that will exercise specific body parts</li> <li>e) To know how to prepare the body for exercise (e.g. stretching)</li> <li>f) <i>To begin to understand the role of different exercises in developing strength and fitness</i></li> <li>g) To know how food and drink affects my body and the importance of a healthy diet.</li> <li>h) <i>To understand the benefits of exercise on mental health</i></li> <li>i) <i>To know that people use exercise as a way to connect with others</i></li> </ul>

**PE Learning**  
**Year 3 Spring: 'Let There Be Light'**

Topic: Dance: Body shapes

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Use running, jumping, throwing and catching in isolation and in combination.</li> <li>2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.</li> </ol>	<ol style="list-style-type: none"> <li>a) To explore body shapes as a key component of dance</li> <li>b) To explore moving between different body shapes through turns and jumps</li> <li>c) To observe the movement of an object (silk, scarf) and move the body in a similar way</li> </ol>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement.</li> <li>3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) To develop shapes individually and progress them through partner work</li> <li>b) To move the body through circular shapes to build transitions.</li> <li>c) To select movements and shapes to join together into a sequence.</li> <li>d) To create a sequence of shapes and transitional movements to show to others</li> </ol>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. Talk about and give reasons for choices made using activity specific vocabulary.</li> <li>2. Evaluate performance by giving some reasons for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</li> <li>3. Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</li> </ol>	<ol style="list-style-type: none"> <li>a) To discuss with others what they have done during their performance, using activity specific vocabulary</li> <li>b) To explain some of the choices they made in their performance</li> <li>c) To notice the choices made by other performers</li> <li>d) To explain to others how one of their own performances is better than a previous one</li> <li>e) To give feedback to performers in your own group and other groups</li> <li>f) To discuss how certain parts of their performance were more or less effective</li> <li>g) To explain what they would do differently next time and how they would improve their performance</li> <li>h) To be open to, and consider, the feedback from others (adults and peers)</li> </ol>
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. <i>Begin to understand the role of different exercises in developing strength and fitness</i></li> <li>2. <i>Begin to understand the role of nutrition in being healthy</i></li> </ol>	<ol style="list-style-type: none"> <li>a) To describe how and why my body changes during and after exercise.</li> <li>b) To notice the muscles being used for different movements and balances.</li> <li>c) To know how different muscles can be strengthened.</li> <li>d) To identify activities that will exercise specific body parts</li> <li>e) To know how to prepare the body for exercise (e.g. stretching)</li> <li>f) <i>To begin to understand the role of different exercises in developing strength and fitness</i></li> <li>g) To know how food and drink affects my body and the importance of a healthy diet.</li> <li>h) <i>To understand the benefits of exercise on mental health</i></li> <li>i) <i>To know that people use exercise as a way to connect with others</i></li> </ol>



**PE Learning**  
**Year 3 Spring: 'Let There Be Light'**

Topic: Fitness

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Use running, jumping, throwing and catching in isolation and in combination.</li> <li>2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.</li> </ol>	<ol style="list-style-type: none"> <li>a) To describe the basic components of fitness</li> <li>b) To maintain balance on lines and low beams.</li> </ol>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement.</li> <li>3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) To perform balances with equipment in competition with others</li> <li>b) To explore different ways to travel through cone gateways.</li> <li>c) To travel in different ways whilst keeping control of a ball.</li> <li>d) To know how and why warming up helps to prevent injuries.</li> <li>e) To use equipment appropriately and move and land safely.</li> </ol>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. Talk about and give reasons for choices made using activity specific vocabulary.</li> <li>2. Evaluate performance by giving some reasons for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</li> <li>3. Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To discuss with others what they have done during their performance, using activity specific vocabulary</i></li> <li>b) <i>To explain some of the choices they made in their performance</i></li> <li>c) <i>To notice the choices made by other performers</i></li> <li>d) <i>To explain to others how one of their own performances is better than a previous one</i></li> <li>e) <i>To give feedback to performers in your own group and other groups</i></li> <li>f) <i>To discuss how certain parts of their performance were more or less effective</i></li> <li>g) <i>To explain what they would do differently next time and how they would improve their performance</i></li> <li>h) <i>To be open to, and consider, the feedback from others (adults and peers)</i></li> </ol>
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. <i>Begin to understand the role of different exercises in developing strength and fitness</i></li> <li>2. <i>Begin to understand the role of nutrition in being healthy</i></li> </ol>	<ol style="list-style-type: none"> <li>a) To describe how and why my body changes during and after exercise.</li> <li>b) To notice the muscles being used for different movements and balances.</li> <li>c) To know how different muscles can be strengthened.</li> <li>d) To identify activities that will exercise specific body parts</li> <li>e) To know how to prepare the body for exercise (e.g. stretching)</li> <li>f) <i>To begin to understand the role of different exercises in developing strength and fitness</i></li> <li>g) To know how food and drink affects my body and the importance of a healthy diet.</li> <li>h) <i>To understand the benefits of exercise on mental health</i></li> <li>i) <i>To know that people use exercise as a way to connect with others.</i></li> </ol>

**PE Learning**  
**Year 3 Spring: 'Let There Be Light'**

Topic: Dance – linked to Romans history learning

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Use running, jumping, throwing and catching in isolation and in combination.</li> <li>2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To follow instructions to perform actions on a theme</i></li> <li>b) <i>To move in response to music</i></li> <li>c) <i>To consider body positions, including the use of limbs in ways that suit the theme of the dance</i></li> </ol>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement.</li> <li>3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To cooperate with a partner / group to create actions and a sequence in synchronisation</i></li> <li>b) <i>To perform a sequence of movements in time to music</i></li> </ol>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. Talk about and give reasons for choices made using activity specific vocabulary.</li> <li>2. Evaluate performance by giving some reasons for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</li> <li>3. Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To discuss with others what they have done during their performance, using activity specific vocabulary</i></li> <li>b) <i>To explain some of the choices they made in their performance</i></li> <li>c) <i>To notice the choices made by other performers</i></li> <li>d) <i>To explain to others how one of their own performances is better than a previous one</i></li> <li>e) <i>To give feedback to performers in your own group and other groups</i></li> <li>f) <i>To discuss how certain parts of their performance were more or less effective</i></li> <li>g) <i>To explain what they would do differently next time and how they would improve their performance</i></li> <li>h) <i>To be open to, and consider, the feedback from others (adults and peers)</i></li> </ol>
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. <i>Begin to understand the role of different exercises in developing strength and fitness</i></li> <li>2. <i>Begin to understand the role of nutrition in being healthy</i></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To describe how and why my body changes during and after exercise.</i></li> <li>b) <i>To notice the muscles being used for different movements and balances.</i></li> <li>c) <i>To know how different muscles can be strengthened.</i></li> <li>d) <i>To identify activities that will exercise specific body parts</i></li> <li>e) <i>To know how to prepare the body for exercise (e.g. stretching)</i></li> <li>f) <i>To begin to understand the role of different exercises in developing strength and fitness</i></li> <li>g) <i>To know how food and drink affects my body and the importance of a healthy diet.</i></li> <li>h) <i>To understand the benefits of exercise on mental health</i></li> <li>i) <i>To know that people use exercise as a way to connect with others</i></li> </ol>

**PE Learning**  
**Year 3 Spring: 'Let There Be Light'**

Topic: **Hockey** / **Basketball** / **Rugby**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination. 2. <b>Begin to</b> develop flexibility, strength, technique, control and balance	<b>Hockey:</b> a) To perform a push pass with accuracy b) To use a slap pass for longer passes c) To dribble in a straight line d) To use reverse-stick to control a ball e) To keep the ball under control while turning and moving into space
		<b>Basketball:</b> a) To pressure attackers when defending b) To change direction using a crossover dribble c) To use man-to-man marking d) To perform a bounce pass e) To perform a jump shot f) To be able to pass and move with a teammate.
		<b>Rugby:</b> a) To combine attacking passes with team mates b) To pick up the ball off the floor and run with it c) To keep possession of the ball by making sure passes go to hand d) To use changes of speed to create gaps to run into
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement. 3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b>	<b>Hockey:</b> a) To apply Hockey skills to game situations b) To create attacking opportunities in games c) To keep possession of the ball and build an attack d) To defend against attacks in game situations
		<b>Basketball:</b> a) To apply basketball skills to game situations b) To create attacking opportunities in games c) To keep possession of the ball and build an attack d) To defend against attacks in game situations

		<p><b>Rugby:</b></p> <ul style="list-style-type: none"> <li>a) To apply rugby skills to game situations</li> <li>b) To create attacking opportunities in games</li> <li>c) To keep possession of the ball and build an attack</li> <li>d) To defend against attacks in game situations</li> <li>e) To understand and apply the tag rules in game situations</li> </ul>
<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<ol style="list-style-type: none"> <li>1. Talk about and give reasons for choices made using activity specific vocabulary.</li> <li>2. Evaluate performance by giving some reasons for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</li> <li>3. Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</li> </ol>	<ul style="list-style-type: none"> <li>a) <i>To discuss with others what they have done during their performance, using activity specific vocabulary</i></li> <li>b) <i>To explain some of the choices they made in their performance</i></li> <li>c) <i>To notice the choices made by other performers</i></li> <li>d) <i>To explain to others how one of their own performances is better than a previous one</i></li> <li>e) <i>To give feedback to performers in your own group and other groups</i></li> <li>f) <i>To discuss how certain parts of their performance were more or less effective</i></li> <li>g) <i>To explain what they would do differently next time and how they would improve their performance</i></li> <li>h) <i>To be open to, and consider, the feedback from others (adults and peers)</i></li> </ul>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<ol style="list-style-type: none"> <li>1. <i>Begin to understand the role of different exercises in developing strength and fitness</i></li> <li>2. <i>Begin to understand the role of nutrition in being healthy</i></li> </ol>	<ul style="list-style-type: none"> <li>a) To describe how and why my body changes during and after exercise.</li> <li>b) To notice the muscles being used for different movements and balances.</li> <li>c) To know how different muscles can be strengthened.</li> <li>d) To identify activities that will exercise specific body parts</li> <li>e) To know how to prepare the body for exercise (e.g. stretching)</li> <li>f) <i>To begin to understand the role of different exercises in developing strength and fitness</i></li> <li>g) To know how food and drink affects my body and the importance of a healthy diet.</li> <li>h) <i>To understand the benefits of exercise on mental health</i></li> <li>i) <i>To know that people use exercise as a way to connect with others</i></li> </ul>

**PE Learning**  
**Year 3 Summer: 'Our Local World'**

**Topic: Gymnastics**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Use running, jumping, throwing and catching in isolation and in combination.</li> <li>2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to safely put out / away basic gymnastics apparatus</i></li> <li>b) <i>To understand the safety issues relating to using apparatus in gymnastics</i></li> <li>c) <i>To begin to explore how to use apparatus as a group</i></li> <li>d) <i>To begin to explore what actions / movements can be achieved successfully / safely on each piece of apparatus</i></li> </ol>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement</li> <li>3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To devise a sequence based on a theme using the apparatus safely To be able to collaborate and agree on how to use the apparatus to show your 'theme'</i></li> <li>b) <i>To be able to add a range of transitions between movements on the apparatus</i></li> <li>c) <i>To show strength, flexibility and control in a sequence of movements</i></li> <li>d) <i>To use bounces and jumps in a sequence</i></li> <li>e) <i>To ensure that your movements/ routine show your 'theme' clearly</i></li> </ol>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. <b>Talk about and give reasons for choices</b> made using activity specific vocabulary.</li> <li>2. <b>Evaluate performance by giving some reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</li> <li>3. <b>Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To discuss with others what they have done during their performance, using activity specific vocabulary</i></li> <li>b) <i>To explain some of the choices they made in their performance</i></li> <li>c) <i>To notice the choices made by other performers</i></li> <li>d) <i>To explain to others how one of their own performances is better than a previous one</i></li> <li>e) <i>To give feedback to performers in your own group and other groups</i></li> <li>f) <i>To discuss how certain parts of their performance were more or less effective</i></li> <li>g) <i>To explain what they would do differently next time and how they would improve their performance</i></li> <li>h) <i>To be open to, and consider, the feedback from others (adults and peers)</i></li> </ol>
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. <i>Begin to understand the role of different exercises in developing strength and fitness</i></li> <li>2. <i>Begin to understand the role of nutrition in being healthy</i></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To describe how and why my body changes during and after exercise.</i></li> <li>b) <i>To notice the muscles being used for different movements and balances.</i></li> <li>c) <i>To know how different muscles can be strengthened.</i></li> <li>d) <i>To identify activities that will exercise specific body parts</i></li> <li>e) <i>To know how to prepare the body for exercise (e.g. stretching)</i></li> <li>f) <i>To begin to understand the role of different exercises in developing strength and fitness</i></li> <li>g) <i>To know how food and drink affects my body and the importance of a healthy diet.</i></li> <li>h) <i>To understand the benefits of exercise on mental health</i></li> <li>i) <i>To know that people use exercise as a way to connect with others</i></li> </ol>

**PE Learning**  
**Year 3 Summer: 'Our Local World'**

Topic: Dance – linked to Minibeasts science learning

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Use running, jumping, throwing and catching in isolation and in combination.</li> <li>2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To follow instructions to perform actions on a theme</i></li> <li>b) <i>To move in response to music</i></li> <li>c) <i>To consider body positions, including the use of limbs in ways that suit the theme of the dance</i></li> </ol>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement.</li> <li>3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To cooperate with a partner / group to create actions and a sequence in synchronisation</i></li> <li>b) <i>To perform a sequence of movements in time to music</i></li> </ol>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. Talk about and give reasons for choices made using activity specific vocabulary.</li> <li>2. Evaluate performance by giving some reasons for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</li> <li>3. Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To discuss with others what they have done during their performance, using activity specific vocabulary</i></li> <li>b) <i>To explain some of the choices they made in their performance</i></li> <li>c) <i>To notice the choices made by other performers</i></li> <li>d) <i>To explain to others how one of their own performances is better than a previous one</i></li> <li>e) <i>To give feedback to performers in your own group and other groups</i></li> <li>f) <i>To discuss how certain parts of their performance were more or less effective</i></li> <li>g) <i>To explain what they would do differently next time and how they would improve their performance</i></li> <li>h) <i>To be open to, and consider, the feedback from others (adults and peers)</i></li> </ol>
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. Begin to understand the role of different exercises in developing strength and fitness</li> <li>2. Begin to understand the role of nutrition in being healthy</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To describe how and why my body changes during and after exercise.</i></li> <li>b) <i>To notice the muscles being used for different movements and balances.</i></li> <li>c) <i>To know how different muscles can be strengthened.</i></li> <li>d) <i>To identify activities that will exercise specific body parts</i></li> <li>e) <i>To know how to prepare the body for exercise (e.g. stretching)</i></li> <li>f) <i>To begin to understand the role of different exercises in developing strength and fitness</i></li> <li>g) <i>To know how food and drink affects my body and the importance of a healthy diet.</i></li> <li>h) <i>To understand the benefits of exercise on mental health</i></li> <li>i) <i>To know that people use exercise as a way to connect with others</i></li> </ol>

PE Learning  
Year 3 Summer: 'Our Local World'

Topic: **Athletics: Running and Jumping** / **Athletics: Throwing and Skipping** / **Tennis**

Concept	Milestone	Learning
Concept 1: Acquire and Develop Skills	<ol style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Begin to develop flexibility, strength, technique, control and balance.</li> </ol>	<b>Athletics: Running and Jumping</b> a) To jump and hop in sequence. b) To run at different speeds. c) To approach and jump hurdles.
		<b>Athletics: Throwing and Skipping</b> a) To throw a javelin using the pull throw technique. b) To experiment with a variety of throws c) To learn a variety of skipping techniques.
		<b>Tennis</b> a) To use the ready position to return a ball. b) To hit the ball to different parts of the court using a forehand hit. c) To perform an underarm serve to start a rally. d) To move towards the ball and return it over the net. e) To return to the middle of the court after playing a shot f) To play a backhand shot with some control g) To combine the ready position and court movement to consistently return the serve
Concept 2: Select and Apply Skills	<ol style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>Perform dances using a range of movement patterns, linking them to make actions and sequences of movement.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team, applying the skills from Concept 1.</li> </ol>	<b>Athletics: Running and Jumping</b> a) To apply running and jumping skills in competitive events b) To vary speeds during races according to the event, distance and any obstacles c) To keep score accurately over a range of events.
		<b>Athletics: Throwing and Skipping</b> a) To apply running and jumping skills in competitive events b) To work as a team to compete in throwing and skipping challenges c) To keep score accurately over a range of events
		<b>Tennis</b> a) To play cooperatively with a partner to keep the ball moving over the net. b) To perform forehand and backhand shots to score points in a competition. c) To work with a partner to score points in a game
Concept 3: Evaluate and Improve Performance	<ol style="list-style-type: none"> <li>Talk about and give reasons for choices made using activity specific vocabulary.</li> <li>Evaluate performance by giving some reasons for how it could be improved or developed and comparing their</li> </ol>	a) To discuss with others what they have done during their performance, using activity specific vocabulary b) To explain some of the choices they made in their performance c) To notice the choices made by other performers d) To explain to others how one of their own performances is better than a previous one e) To give feedback to performers in your own group and other groups f) To discuss how certain parts of their performance were more or less effective g) To explain what they would do differently next time and how they would improve their performance

	<p>performances with previous ones and demonstrating improvement.</p> <p>3. Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</p>	<p>h) <i>To be open to, and consider, the feedback from others (adults and peers)</i></p>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<p>1. <i>Begin to understand the role of different exercises in developing strength and fitness</i></p> <p>2. <i>Begin to understand the role of nutrition in being healthy</i></p>	<p>a) To describe how and why my body changes during and after exercise.</p> <p>b) To notice the muscles being used for different movements and balances.</p> <p>c) To know how different muscles can be strengthened.</p> <p>d) To identify activities that will exercise specific body parts</p> <p>e) To know how to prepare the body for exercise (e.g. stretching)</p> <p>f) <i>To begin to understand the role of different exercises in developing strength and fitness</i></p> <p>g) To know how food and drink affects my body and the importance of a healthy diet.</p> <p>h) <i>To understand the benefits of exercise on mental health</i></p> <p>i) <i>To know that people use exercise as a way to connect with others</i></p>



**PE Learning**

**Year 4 Autumn: 'Water, Water Everywhere'**

Topic: Dance – Water/ocean theme; **Gymnastics - Balance**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination. 2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.	<b>Dance</b> a) To develop freeze frames in response to a visual stimulus. b) To use prior knowledge of ways to use the body when creating shapes that reflect the theme of the dance c) To work collaboratively to create freeze frame positions
		<b>Gymnastics</b> a) To explore different pathways of movement including straight, curved and followed. b) To develop compositional changes including height, speed and direction.
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement. 3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b>	a) To link actions and develop sequences of movements that express my own ideas. b) To Perform using a range of patterns and movements including freeze frames. c) To perform routines and sequences of movements to an audience.
		<b>Gymnastics</b> a) To create sequences using up to 6 elements on the floor and mats. b) To link actions together so they flow. c) To perform movements with control and good body tension including balances and jumps.
<b>Concept 3: Evaluate and Improve Performance</b>	1. <b>Talk about and give reasons for choices made using activity specific vocabulary.</b> 2. <b>Evaluate performance by giving some reasons for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</b> 3. <b>Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</b>	a) To devise and make use of criteria for judging performance b) To discuss with others what they have done during their performance, <b>making full use of</b> activity specific vocabulary c) To explain <b>what specific</b> choices they made in their performance d) To notice the <b>specific</b> choices made by other performers e) <b>To explain to others how their performance has developed over time</b> f) To discuss how <b>and why</b> certain parts of their performance were more or less effective g) To explain what they would do differently next time <b>about multiple aspects of their performance</b> and how they would improve their performance h) To be open to, <b>and act upon</b> , the feedback from others (adults and peers) i) To develop your own performance based on observing, and taking ideas from, the performances of others
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Begin to understand the role of different exercises in developing strength and fitness</i> 2. <i>Begin to understand the role of nutrition in being healthy</i>	a) To explain how specific activities or exercises will affect specific parts of my body during and after exercise. a) To know that muscles and joints work in tandem to perform specific movements during exercise. b) To know how to prepare the body for exercise and look after it afterwards (e.g. stretching and warming down) c) To identify specific exercises to develop my strength and fitness for certain sports d) To know how food and drink affects my body and the importance of a healthy diet. e) To explain why exercise is important in maintaining positive mental health

Concept	Milestone	Learning
		<p><i>f) To know that people use exercise as a way to connect with others and that healthy competition is a natural part of playing sport</i></p> <p><i>g) To know what foods and drink best support healthy exercise and a balanced diet</i></p> <p><i>h) Begin to understand the role of nutrition in being healthy</i></p>

**PE Learning**

**Year 4 Autumn: 'Water, Water Everywhere'**

Topic: **Football**, **Volleyball**, **Netball**

Concept	Milestone	Learning
<p><b>Concept 1: Acquire and Develop Skills</b></p>	<p>1. Use running, jumping, throwing and catching in isolation and in combination. 2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.</p>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>a) To use the inside of the foot to pass the ball</li> <li>b) To trap a ball that is moving along the ground with control</li> <li>c) To pass the ball accurately into space over short distances</li> <li>d) To identify and move into space to receive the ball</li> <li>e) To use the outside of the foot to control the ball and dribble</li> <li>f) To cushion the ball when receiving a pass</li> <li>g) To run onto the ball to receive it</li> <li>h) To explore front and goal-side marking techniques</li> <li>i) To perform a standing tackle to dispossess an attacker</li> <li>j) To dribble with control</li> <li>k) To pass and receive the ball over longer distances</li> </ul>
		<p><b>Volleyball</b></p> <ul style="list-style-type: none"> <li>a) To send a ball in a seated volleyball position</li> <li>b) To receive a high ball over their heads</li> <li>c) To serve overarm</li> <li>d) To use techniques to move in seated volleyball</li> </ul>
		<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>a) To perform quick accurate chest passes</li> <li>b) To use dodging to get free from an opponent</li> <li>c) To catch a netball</li> <li>d) To use a bounce pass</li> <li>e) To throw for distance using a shoulder pass</li> <li>f) To collect a loose ball</li> </ul>
<p><b>Concept 2: Select and Apply Skills</b></p>	<p>1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement. 3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b></p>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>a) To apply football skills to game situations</li> <li>b) To create attacking opportunities in games</li> <li>c) To keep possession of the ball and build an attack</li> <li>d) To defend against attacks in game situations</li> </ul>
		<p><b>Volleyball</b></p> <ul style="list-style-type: none"> <li>a) To apply volleyball skills to game situations</li> <li>b) To work with teammates to keep the volleyball in the air</li> <li>c) To understand the principles of having three 'contacts' (touches) per team</li> </ul>

		<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>d) To apply netball skills to game situations</li> <li>a) To create attacking opportunities in games</li> <li>b) To keep possession of the ball and build an attack</li> <li>c) To defend against attacks in game situations</li> <li>d) To demonstrate and implement some basic rules of high five</li> <li>e) To understand the positions of High 5 netball and the role of each one.</li> <li>f) Learning to play using court thirds</li> </ul>
<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<ol style="list-style-type: none"> <li>1. <b>Talk about and give reasons for choices</b> made using activity specific vocabulary.</li> <li>2. <b>Evaluate performance by giving some reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</li> <li>3. <b>Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</b></li> </ol>	<ul style="list-style-type: none"> <li>a) To devise and make use of criteria for judging performance</li> <li>b) To discuss with others what they have done during their performance, <b>making full use of</b> activity specific vocabulary</li> <li>c) To explain <b>what specific</b> choices they made in their performance</li> <li>d) To notice the <b>specific</b> choices made by other performers</li> <li>e) <b>To explain to others how their performance has developed over time</b></li> <li>f) To discuss how <b>and why</b> certain parts of their performance were more or less effective</li> <li>g) To explain what they would do differently next time <b>about multiple aspects of their performance</b> and how they would improve their performance</li> <li>h) To be open to, <b>and act upon</b>, the feedback from others (adults and peers)</li> <li>i) To develop your own performance based on observing, and taking ideas from, the performances of others</li> </ul>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<ol style="list-style-type: none"> <li>1. Begin to understand the role of different exercises in developing strength and fitness</li> <li>2. Begin to understand the role of nutrition in being healthy</li> </ol>	<ul style="list-style-type: none"> <li>a) To explain how specific activities or exercises will affect specific parts of my body during and after exercise.</li> <li>b) To know that muscles and joints work in tandem to perform specific movements during exercise.</li> <li>b) To know how to prepare the body for exercise and look after it afterwards (e.g. stretching and warming down)</li> <li>c) To identify specific exercises to develop my strength and fitness for certain sports</li> <li>d) To know how food and drink affects my body and the importance of a healthy diet.</li> <li>e) To explain why exercise is important in maintaining positive mental health</li> <li>f) To know that people use exercise as a way to connect with others and that healthy competition is a natural part of playing sport</li> <li>g) To know what foods and drink best support healthy exercise and a balanced diet</li> <li>h) Begin to understand the role of nutrition in being healthy</li> </ul>

**PE Learning**  
**Year 4 Spring: 'Sunshine Islands'**

Topic: **Gymnastics (body actions and shapes)** and **Jasmine Real P.E. Gym Unit 2**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination. 2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.	a) To practise a variety of movements and shapes with good body tension b) To develop techniques for jumps and leaps c) To land safely to absorb impact d) To practise and implement runs, leaps, jumps and locomotion.
		a) To develop an increased range of body actions and shapes. b) To take weight on small and large parts of the body. c) To define the muscle groups needed to support the body's core. d) To show body tension and control during a range of movements and body shapes. e) To practise front and side supports to control core muscles f) To develop balances for taking weight on shoulders
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement. 3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b>	a) To perform a variety of movements and skills with good body tension. b) To perform longer more complex sequences with controlled movement and clear shapes. c) To use equipment appropriately and move and land safely.
		a) To work with a partner to practise and refine transitions between movements b) To combine shapes and movements into a short progression of movements c) To combine elements taught into a controlled sequence
<b>Concept 3: Evaluate and Improve Performance</b>	1. <b>Talk about and give reasons for choices</b> made using activity specific vocabulary. 2. <b>Evaluate performance by giving some reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement. 3. <b>Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</b>	a) To devise and make use of criteria for judging performance b) To discuss with others what they have done during their performance, <b>making full use of</b> activity specific vocabulary c) To explain <b>what specific</b> choices they made in their performance d) To notice the <b>specific</b> choices made by other performers e) <b>To explain to others how their performance has developed over time</b> f) To discuss how <b>and why</b> certain parts of their performance were more or less effective g) To explain what they would do differently next time <b>about multiple aspects of their performance</b> and how they would improve their performance h) To be open to, <b>and act upon</b> , the feedback from others (adults and peers) i) To develop your own performance based on observing, and taking ideas from, the performances of others
<b>Concept 4: Healthy Lifestyles</b>	1. <b>Begin to understand the role of different exercises in developing strength and fitness</b>	a) To explain how specific activities or exercises will affect specific parts of my body during and after exercise. c) To know that muscles and joints work in tandem to perform specific movements during exercise. b) To know how to prepare the body for exercise and look after it afterwards (e.g. stretching and warming down)

Concept	Milestone	Learning
	2. <i>Begin to understand the role of nutrition in being healthy</i>	<ul style="list-style-type: none"> <li>c) <i>To identify specific exercises to develop my strength and fitness for certain sports</i></li> <li>d) <i>To know how food and drink affects my body and the importance of a healthy diet.</i></li> <li>e) <i>To explain why exercise is important in maintaining positive mental health</i></li> <li>f) <i>To know that people use exercise as a way to connect with others and that healthy competition is a natural part of playing sport</i></li> <li>g) <i>To know what foods and drink best support healthy exercise and a balanced diet</i></li> <li>h) <i>Begin to understand the role of nutrition in being healthy</i></li> </ul>

**PE Learning**  
**Year 4 Spring: 'Sunshine Islands'**

Topic: **Athletics** / **Volleyball** / **Netball**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination. 2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.	<b>Athletics</b> a) To challenge ourselves in running, jumping and throwing tasks. b) To accelerate over short distances. c) To run and jump using a one-footed take-off.
		<b>Volleyball</b> a) To move about the court and anticipate where the ball will be played b) To give our partner more time by playing the ball higher c) To move close to the net ready to receive the ball from our partner d) We are learning to serve underarm with correct volleyball technique.
		<b>Netball</b> a) To protect the ball once caught b) To acquire basic shooting techniques c) To pivot once the ball has been caught d) To develop the skills of marking and footwork
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement. 3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b>	<b>Athletics</b> a) To apply athletics skills learned in competitive events. b) To keep score accurately over a range of events c) To set and try to exceed personal best scores/times
		<b>Volleyball</b> a) To apply volleyball skills to game situations b) To work with teammates to keep the volleyball in the air using only one touch each c) To understand the principles of having three 'contacts' (touches) per team
		<b>Netball</b> a) To apply netball skills to game situations b) To create attacking opportunities in games c) To keep possession of the ball and build an attack d) To defend against attacks in game situations e) To demonstrate and implement some basic rules of high five f) To understand the positions of High 5 netball and the role of each one. g) Learning to play using court thirds
<b>Concept 3: Evaluate and Improve Performance</b>	1. <b>Talk about and give reasons for choices</b> made using activity specific vocabulary. 2. <b>Evaluate performance by giving some reasons</b> for how it could be improved or developed and comparing	a) To devise and make use of criteria for judging performance b) To discuss with others what they have done during their performance, <b>making full use of</b> activity specific vocabulary c) To explain <b>what specific</b> choices they made in their performance

	<p>their performances with previous ones and demonstrating improvement.</p> <p>3. <b>Reflect</b> on the effectiveness of their performance and <b>begin to reflect</b> of the effectiveness of the performances of others.</p>	<p>d) To notice the <b>specific</b> choices made by other performers</p> <p>e) <b>To explain to others how their performance has developed over time</b></p> <p>f) To discuss how <b>and why</b> certain parts of their performance were more or less effective</p> <p>g) To explain what they would do differently next time <b>about multiple aspects of their performance</b> and how they would improve their performance</p> <p>h) To be open to, <b>and act upon</b>, the feedback from others (adults and peers)</p> <p>i) To develop your own performance based on observing, and taking ideas from, the performances of others</p>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<p>1. <i>Begin to understand the role of different exercises in developing strength and fitness</i></p> <p>2. <i>Begin to understand the role of nutrition in being healthy</i></p>	<p>a) To explain how specific activities or exercises will affect specific parts of my body during and after exercise.</p> <p>d) To know that muscles and joints work in tandem to perform specific movements during exercise.</p> <p>b) To know how to prepare the body for exercise and look after it afterwards (e.g. stretching and warming down)</p> <p>c) <i>To identify specific exercises to develop my strength and fitness for certain sports</i></p> <p>d) To know how food and drink affects my body and the importance of a healthy diet.</p> <p>e) <i>To explain why exercise is important in maintaining positive mental health</i></p> <p>f) <i>To know that people use exercise as a way to connect with others and that healthy competition is a natural part of playing sport</i></p> <p>g) To know what foods and drink best support healthy exercise and a balanced diet</p> <p>h) <i>Begin to understand the role of nutrition in being healthy</i></p>



**PE Learning**  
**Year 4 Summer: 'On The Home Front'**

**Topic: Dance: Lindy Hop/1940s Dance and Evacuee Storytelling**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Use running, jumping, throwing and catching in isolation and in combination.</li> <li>2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To develop choreography and devise skills in relation to a theme. (War/Evacuees)</i></li> <li>b) <i>To explore dynamic qualities and formations to communicate character.</i></li> <li>c) <i>To use facial expression and focus to tell a story.</i></li> <li>d) <i>To suggest how professional work can shape our own.</i></li> </ol>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement.</li> <li>3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To show sensitivity when communicating a theme to an audience.</i></li> <li>b) <i>Work collaboratively in groups.</i></li> <li>c) <i>Perform routines to audiences.</i></li> <li>d) <i>Perform using a range of movements, patterns and set phrases confidently.</i></li> </ol>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. <b>Talk about and give reasons for choices</b> made using activity specific vocabulary.</li> <li>2. <b>Evaluate performance by giving some reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</li> <li>3. <b>Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To devise and make use of criteria for judging performance</i></li> <li>b) <i>To discuss with others what they have done during their performance, <b>making full use of</b> activity specific vocabulary</i></li> <li>c) <i>To explain <b>what specific</b> choices they made in their performance</i></li> <li>d) <i>To notice the <b>specific</b> choices made by other performers</i></li> <li>e) <b>To explain to others how their performance has developed over time</b></li> <li>f) <i>To discuss how <b>and why</b> certain parts of their performance were more or less effective</i></li> <li>g) <i>To explain what they would do differently next time <b>about multiple aspects of their performance</b> and how they would improve their performance</i></li> <li>h) <i>To be open to, <b>and act upon</b>, the feedback from others (adults and peers</i></li> <li>i) <i>To develop your own performance based on observing, and taking ideas from, the performances of others</i></li> </ol>
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. <i>Begin to understand the role of different exercises in developing strength and fitness</i></li> <li>2. <i>Begin to understand the role of nutrition in being healthy</i></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To explain how specific activities or exercises will affect specific parts of my body during and after exercise.</i></li> <li>b) <i>To know that muscles and joints work in tandem to perform specific movements during exercise.</i></li> <li>c) <i>To know how to prepare the body for exercise and look after it afterwards (e.g. stretching and warming down)</i></li> <li>d) <i>To identify specific exercises to develop my strength and fitness for certain sports</i></li> <li>e) <i>To know how food and drink affects my body and the importance of a healthy diet.</i></li> <li>f) <i>To explain why exercise is important in maintaining positive mental health</i></li> </ol>

Concept	Milestone	Learning
		<p><i>g) To know that people use exercise as a way to connect with others and that healthy competition is a natural part of playing sport</i></p> <p><i>h) To know what foods and drink best support healthy exercise and a balanced diet</i></p> <p><i>i) Begin to understand the role of nutrition in being healthy</i></p>

**PE Learning**  
**Year 4 Summer: 'On The Home Front'**

Topics: **Athletics**, **Rounders**, **Lacrosse**

Concept	Milestone	Learning
<p><b>Concept 1:</b> <b>Acquire and Develop Skills</b></p>	<p>1. Use running, jumping, throwing and catching in isolation and in combination. 2. <b>Begin to</b> develop flexibility, strength, technique, control and balance.</p>	<p><b>Athletics</b> a) To use a sling action to throw a discus. b) To run on a curve and exchange a baton in our team.</p>
		<p><b>Rounders</b> a) To get into position to field a ball b) To stop a moving ball with the long barrier technique c) To bowl with some consistency in a game d) To hit a moving ball with one hand e) To throw longer distances using the overarm technique f) To hit the ball in different directions g) To run between the posts and avoid being stumped h) To intercept the ball using one hand</p>
		<p><b>Lacrosse</b> a) To throw and catch underarm b) To throw and catch overarm c) To use the shovel technique to collect a groundball d) To pass accurately to a team mate e) To catch a passed ball f) To use the full cradle to protect the ball</p>
<p><b>Concept 2:</b> <b>Select and Apply Skills</b></p>	<p>1. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 2. Perform dances using a range of movement patterns, linking them to make actions and sequences of movement. 3. Take part in outdoor and adventurous activity challenges both individually and within a team, <b>applying the skills from Concept 1.</b></p>	<p><b>Athletics</b> a) To apply athletics skills learned in competitive events. b) To keep score accurately over a range of events c) To set and try to exceed personal best scores/times</p>
		<p><b>Rounders</b> a) To apply rounders skills in a competitive situation b) Identify different positions in rounders and the roles of those positions c) To know and apply rules of the game, including the rules of bowling d) To know the rounders scoring system and use it in a game</p>
		<p><b>Lacrosse</b> a) To apply lacrosse skills to game situations b) To create attacking opportunities in games c) To keep possession of the ball and build an attack d) To defend against attacks in game situations e) To use pacing when running to move continuously in a game</p>

<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<ol style="list-style-type: none"> <li>1. <i>Talk about and give reasons for choices made using activity specific vocabulary.</i></li> <li>2. <i>Evaluate performance by giving some reasons for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement.</i></li> <li>3. <i>Reflect on the effectiveness of their performance and begin to reflect of the effectiveness of the performances of others.</i></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To devise and make use of criteria for judging performance</i></li> <li>b) <i>To discuss with others what they have done during their performance, <b>making full use of</b> activity specific vocabulary</i></li> <li>c) <i>To explain <b>what specific</b> choices they made in their performance</i></li> <li>d) <i>To notice the <b>specific</b> choices made by other performers</i></li> <li>e) <i><b>To explain to others how their performance has developed over time</b></i></li> <li>f) <i>To discuss how <b>and why</b> certain parts of their performance were more or less effective</i></li> <li>g) <i>To explain what they would do differently next time <b>about multiple aspects of their performance</b> and how they would improve their performance</i></li> <li>h) <i>To be open to, <b>and act upon</b>, the feedback from others (adults and peers)</i></li> <li>i) <i>To develop your own performance based on observing, and taking ideas from, the performances of others</i></li> </ol>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<ol style="list-style-type: none"> <li>1. <i>Begin to understand the role of different exercises in developing strength and fitness</i></li> <li>2. <i>Begin to understand the role of nutrition in being healthy</i></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To explain how specific activities or exercises will affect specific parts of my body during and after exercise.</i></li> <li>b) <i>To know that muscles and joints work in tandem to perform specific movements during exercise.</i></li> <li>c) <i>To know how to prepare the body for exercise and look after it afterwards (e.g. stretching and warming down)</i></li> <li>d) <i>To identify specific exercises to develop my strength and fitness for certain sports</i></li> <li>e) <i>To know how food and drink affects my body and the importance of a healthy diet.</i></li> <li>f) <i>To explain why exercise is important in maintaining positive mental health</i></li> <li>g) <i>To know that people use exercise as a way to connect with others and that healthy competition is a natural part of playing sport</i></li> <li>h) <i>To know what foods and drink best support healthy exercise and a balanced diet</i></li> <li>i) <i>Begin to understand the role of nutrition in being healthy</i></li> </ol>

**PE Learning**  
**Year 5 Autumn: 'Humans Vs Nature'**

Topic: Dance (linked to Geography river learning)

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill.</b></li> <li>2. Develop flexibility, strength, technique, control and balance.</li> <li>3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres.</li> <li>4. <b>Use a range of strokes</b> effectively.</li> <li>5. <b>Perform safe self-rescue</b> in different water-based situations.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To develop and combine a variety of safe jumping techniques, including landing safely.</i></li> <li>b) <i>To think about transitions between balances and frozen shapes.</i></li> <li>c) <i>To experiment with fluidity of the transitions (staccato vs. smooth movements).</i></li> <li>d) <i>To recognise different and purposeful segments within the dance?</i></li> </ol>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication.</b></li> <li>2. Perform dances using a range of movement patterns <b>with precision and control</b>, linking them to make actions and sequences of movement.</li> <li>3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from Concept 1 with increasing confidence and dexterity.</i></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>Work collaboratively in groups to compose different dances.</i></li> <li>b) <i>To perform different styles of dance fluently and clearly</i></li> <li>c) <i>To consider impact on the audience when crating and performing the dance</i></li> </ol>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary</li> <li>2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b></li> <li>3. <b>Making considered suggestions</b> for how it could be improved or developed.</li> <li>4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to explain and begin to justify the choices made during a performance, using increasingly precise vocabulary</i></li> <li>b) <i>To use professional performances to evaluate and improve you own performance and that of others</i></li> <li>c) <i>To break down a performance into specific parts for analysis</i></li> <li>d) <i>To describe the specific choices they have made to develop their performance over time and begin to analyse the impact of the specific choices made</i></li> <li>e) <i>To know what their personal best looks like and why this is their current best</i></li> <li>f) <i>To make suggestions for ways to improve performance, based on analysis of their own and others' performances</i></li> <li>g) <i>To actively seek feedback about their performance (from adults and peers) and act upon this when improving performance</i></li> <li>h) <i>To give constructive feedback to peers that supports the effective development of their performances</i></li> </ol>

Concept	Milestone	Learning
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</i> 2. <i>Explain the role of nutrition in being healthy</i>	a) To explain how the circulatory and respiratory systems are affected by exercise. b) To understand that chemicals (endorphins) are released during exercise, which helps improve people’s mood and mental health c) To describe how different muscles and joints work in tandem to perform specific movements during exercise. d) To use activities as a way of targeting specific body parts for development e) To know how and why to look after the body properly before, during and after exercise f) <i>To select specific exercises to develop my strength and fitness for certain sports</i> g) To understand the impact drugs have on the body and how this can affect performance. h) <i>To identify in themselves what sports might be a good fit for them to try and how to go about finding opportunities to play in the local community.</i> i) <i>To be able to compete with others, while maintaining a positive relationships (e.g. by winning and losing with good grace)</i> j) To know what foods to consume to live a healthy life and maintain a healthy body k) <i>To understand the role of nutrition in being healthy</i>

**PE Learning**  
**Year 5 Autumn: 'Humans Vs Nature'**

Topic: **Hockey/Basketball/ Rugby**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill.</b>	<b>Hockey</b> <i>a) To perform a block tackle to dispossess an attacker</i> <i>b) To use fast, accurate passes to create scoring opportunities</i> <i>c) To mark an attacker closely to stop them from receiving the ball</i> <i>d) To perform a sweep hit to send the ball 'first time'</i> <i>e) To move the ball quickly from left to right to beat a defender</i>
	2. Develop flexibility, strength, technique, control and balance. 3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres. 4. <b>Use a range of strokes</b> effectively. 5. <b>Perform safe self-rescue</b> in different water-based situations.	<b>Basketball:</b> <i>a) To use blocking to stop an opponent from shooting</i> <i>b) To develop use of the front pivot</i> <i>c) To use a forward pass and wing play to build an attack</i> <i>d) To perform a one-handed push pass under pressure.</i> <i>e) To create space using the box-out technique to recover rebounds</i> <i>f) To catch the ball under pressure</i>
		<b>Rugby</b> <i>a) To use defensive positions to mark and tag an attacker</i> <i>b) To pass a ball accurately and consistently while on the move (w-grip)</i> <i>c) To defend as part of a team to deny space to the attacking team</i> <i>d) To use pop passes over short distances so teammates can run onto the ball at pace</i> <i>e) To move the ball quickly using the magic diamond formation</i> <i>f) To use the 3 steps then pass rule</i>
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication.</b>	<b>Hockey:</b> <i>a) To apply Hockey skills to game situations with increasing accuracy</i> <i>b) To use speed and agility when attacking an defending in games</i> <i>c) To use a variety of techniques to keep possession in a game</i> <i>d) To find and make use of space when attacking in a game</i> <i>e) To apply attacking and defending strategies when playing in game situations</i>
	2. Perform dances using a range of movement patterns <b>with precision and control</b> , linking them to make actions and sequences of movement.	<b>Basketball:</b> <i>a) To apply basketball skills to game situations with increasing accuracy</i> <i>b) To use speed and agility when attacking an defending in games</i> <i>c) To use a variety of techniques to keep possession in a game</i> <i>d) To find and make use of space when attacking in a game</i> <i>e) To apply attacking and defending strategies when playing in game situations</i>
	3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a	<b>Rugby:</b> <i>a) To apply rugby skills to game situations with increasing accuracy</i>

	<p>team, applying the skills from Concept 1 <b>with increasing confidence and dexterity.</b></p>	<p>b) To use speed and agility when attacking an defending in games  c) To use a variety of techniques to keep possession in a game  d) To find and make use of space when attacking in a game  e) To apply attacking and defending strategies when playing in game situations</p>
<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<p>1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary  2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b>  3. <b>Making considered suggestions</b> for how it could be improved or developed.  4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b></p>	<p>j) To be able to explain and begin to justify the choices made during a performance, using increasingly precise vocabulary  b) To use <b>professional performances</b> to evaluate and improve you own performance and that of others  c) To break down a performance into specific parts for analysis  d) To describe the specific choices they have made to develop their performance over time and begin to analyse the impact of the specific choices made  e) To know what their personal best looks like and why this is their current best  f) To make suggestions for ways to improve performance, based on analysis of their own and others' performances  g) To actively seek feedback about their performance (from adults and peers) and act upon this when improving performance  h) To give constructive feedback to peers that supports the effective development of their performances</p>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<p>1. Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)  2. Explain the role of nutrition in being healthy</p>	<p>a) To explain how the circulatory and respiratory systems are affected by exercise.  b) To understand that chemicals (endorphins) are released during exercise, which helps improve people's mood and mental health  c) To describe how different muscles and joints work in tandem to perform specific movements during exercise.  d) To use activities as a way of targeting specific body parts for development  e) To know how and why to look after the body properly before, during and after exercise  f) To select specific exercises to develop my strength and fitness for certain sports  g) To understand the impact drugs have on the body and how this can affect performance.  h) To identify in themselves what sports might be a good fit for them to try and how to go about finding opportunities to play in the local community.  i) To be able to compete with others, while maintaining a positive relationships (e.g. by winning and losing with good grace)  j) To know what foods to consume to live a healthy life and maintain a healthy body  k) To understand the role of nutrition in being healthy</p>



**PE Learning**  
**Year 5 Spring: 'Fit For Life'**

Topic: **Gymnastics (balance, sequence, symmetry)**

Concept	Milestone	Learning
<p><b>Concept 1: Acquire and Develop Skills</b></p>	<ol style="list-style-type: none"> <li>1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill.</b></li> <li>2. Develop flexibility, strength, technique, control and balance.</li> <li>3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres.</li> <li>4. <b>Use a range of strokes</b> effectively.</li> <li>5. <b>Perform safe self-rescue</b> in different water-based situations.</li> </ol>	<ol style="list-style-type: none"> <li>a) To complete a 4 element sequence containing actions at different heights and speeds.</li> <li>b) To take weight on hands to move forwards.</li> <li>c) To explore symmetry as applied to both balance and travel.</li> <li>d) To perform an over the shoulder roll.</li> <li>e) To develop a variety of jumping techniques (focus on safety when taking off, landing and jumping from heights).</li> </ol>
<p><b>Concept 2: Select and Apply Skills</b></p>	<ol style="list-style-type: none"> <li>1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication.</b></li> <li>2. Perform dances using a range of movement patterns <b>with precision and control</b>, linking them to make actions and sequences of movement.</li> <li>3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from Concept 1 with increasing confidence and dexterity.</i></li> </ol>	<ol style="list-style-type: none"> <li>a) To introduce partner counterbalances and create short sequences that contain counter balances.</li> <li>b) Apply compositional ideas to counterbalances and move smoothly from one balance to another with a partner.</li> <li>c) To compose an individual asymmetrical sequence and attempt to combine sequences with a partner to create paired asymmetrical sequences.</li> </ol>
<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<ol style="list-style-type: none"> <li>1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary</li> <li>2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) To be able to explain and begin to justify the choices made during a performance, using increasingly precise vocabulary</li> <li>b) To use <b>professional performances</b> to evaluate and improve you own performance and that of others</li> <li>c) To break down a performance into specific parts for analysis</li> <li>d) To describe the specific choices they have made to develop their performance over time and begin to analyse the impact of the specific choices made</li> <li>e) To know what their personal best looks like and why this is their current best</li> <li>f) To make suggestions for ways to improve performance, based on analysis of their own and others' performances</li> <li>g) To actively seek feedback about their performance (from adults and peers) and act upon this when improving performance</li> </ol>

Concept	Milestone	Learning
	3. <b><i>Making considered suggestions</i></b> for how it could be improved or developed. 4. <b><i>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</i></b>	h) <i>To give constructive feedback to peers that supports the effective development of their performances</i>
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</i> 2. <i>Explain the role of nutrition in being healthy</i>	a) To explain how the circulatory and respiratory systems are affected by exercise. b) To understand that chemicals (endorphins) are released during exercise, which helps improve people's mood and mental health c) To describe how different muscles and joints work in tandem to perform specific movements during exercise. d) To use activities as a way of targeting specific body parts for development e) To know how and why to look after the body properly before, during and after exercise f) <i>To select specific exercises to develop my strength and fitness for certain sports</i> g) To understand the impact drugs have on the body and how this can affect performance. h) <i>To identify in themselves what sports might be a good fit for them to try and how to go about finding opportunities to play in the local community.</i> i) <i>To be able to compete with others, while maintaining a positive relationships (e.g. by winning and losing with good grace)</i> j) To know what foods to consume to live a healthy life and maintain a healthy body k) <i>To understand the role of nutrition in being healthy</i>

**PE Learning**  
**Year 5 Spring: 'Fit For Life'**

Topic: **Basketball/Hockey/Rugby**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill.</b>	<b>Hockey</b> <i>a) To shoot under pressure from close range</i> <i>b) To perform long corner routines as part of a team</i> <i>c) To use goal-side marking to prevent an attacker from getting close to the goal</i> <i>d) To use a banana run to force an attacker out wide</i> <i>e) To use a hit out to successfully restart a game</i>
	2. Develop flexibility, strength, technique, control and balance. 3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres.	<b>Basketball</b> <i>a) To counter attack using a fast break</i> <i>b) To use the retreat dribble to maintain possession</i> <i>c) To perform a free throw with consistency</i> <i>d) To use a V-cut to get free from a defender</i> <i>e) To drive to the basket using strength and coordination</i> <i>f) To know about how points are awarded including the three point shot.</i>
	4. <b>Use a range of strokes</b> effectively. 5. <b>Perform safe self-rescue</b> in different water-based situations.	<b>Rugby</b> <i>a) To create attacking continuity by supporting the ball carrier</i> <i>b) To use sets plays in attack and create space for the ball carrier</i> <i>c) To use the 3 second pass rule and compare this to the 3 step pass rule</i> <i>d) To attack space as a ball carrier</i> <i>e) To change from an attacking to a defensive formation when you lose possession</i>
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication.</b>	<b>Hockey:</b> <i>a) To apply Hockey skills to game situations with increasing accuracy</i> <i>b) To use speed and agility when attacking an defending in games</i> <i>c) To use a variety of techniques to keep possession in a game</i> <i>d) To find and make use of space when attacking in a game</i> <i>e) To apply attacking and defending strategies when playing in game situations</i>
	2. Perform dances using a range of movement patterns <b>with precision and control</b> , linking them to make actions and sequences of movement.	<b>Basketball:</b> <i>a) To apply basketball skills to game situations with increasing accuracy</i> <i>b) To use speed and agility when attacking an defending in games</i> <i>c) To use a variety of techniques to keep possession in a game</i> <i>d) To find and make use of space when attacking in a game</i> <i>e) To apply attacking and defending strategies when playing in game situations</i>
	3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from</i>	<b>Rugby:</b> <i>a) To apply rugby skills to game situations with increasing accuracy</i> <i>b) To use speed and agility when attacking an defending in games</i>

	<p><i>Concept 1 with increasing confidence and dexterity.</i></p>	<p>c) <i>To use a variety of techniques to keep possession in a game</i>  d) <i>To find and make use of space when attacking in a game</i>  e) <i>To apply attacking and defending strategies when playing in game situations</i></p>
<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<p>1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary  2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b>  3. <b>Making considered suggestions</b> for how it could be improved or developed.  4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b></p>	<p>a) <i>To be able to explain and begin to justify the choices made during a performance, using increasingly precise vocabulary</i>  b) <i>To use <b>professional performances</b> to evaluate and improve you own performance and that of others</i>  c) <i>To break down a performance into specific parts for analysis</i>  d) <i>To describe the specific choices they have made to develop their performance over time and begin to analyse the impact of the specific choices made</i>  e) <i>To know what their personal best looks like and why this is their current best</i>  f) <i>To make suggestions for ways to improve performance, based on analysis of their own and others' performances</i>  g) <i>To actively seek feedback about their performance (from adults and peers) and act upon this when improving performance</i>  h) <i>To give constructive feedback to peers that supports the effective development of their performances</i></p>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<p>1. <i>Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</i>  2. <i>Explain the role of nutrition in being healthy</i></p>	<p>a) <i>To explain how the circulatory and respiratory systems are affected by exercise.</i>  b) <i>To understand that chemicals (endorphins) are released during exercise, which helps improve people's mood and mental health</i>  c) <i>To describe how different muscles and joints work in tandem to perform specific movements during exercise.</i>  d) <i>To use activities as a way of targeting specific body parts for development</i>  e) <i>To know how and why to look after the body properly before, during and after exercise</i>  f) <i>To select specific exercises to develop my strength and fitness for certain sports</i>  g) <i>To understand the impact drugs have on the body and how this can affect performance.</i>  h) <i>To identify in themselves what sports might be a good fit for them to try and how to go about finding opportunities to play in the local community.</i>  i) <i>To be able to compete with others, while maintaining a positive relationships (e.g. by winning and losing with good grace)</i>  j) <i>To know what foods to consume to live a healthy life and maintain a healthy body</i>  k) <i>To understand the role of nutrition in being healthy</i></p>

**PE Learning**  
**Year 5 Summer: 'Innovation & Inspiration'**

Topic: **Dance Summer 1** and **Gymnastics Summer 2**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill.</b>	a) <i>To respond creatively to four set movement tasks.</i> b) <i>To learn a set phrase of movement as a group.</i> c) <i>To refine, exaggerate and/or soften movements by using all parts of the body</i>
	2. Develop flexibility, strength, technique, control and balance. 3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres. 4. <b>Use a range of strokes</b> effectively. 5. <b>Perform safe self-rescue</b> in different water-based situations.	a) <i>To create a 6 element sequence with the creative use of space along a pathway.</i> b) <i>To refine round off technique with the focus on extension of lift.</i> c) <i>To practise, refine and perform an over the shoulder roll into a handstand. Attempt a full turn and half turn jumps with control.</i> d) <i>To be able to link cartwheels.</i>
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication.</b>	a) <i>To observe how tasks can be assembled to make a piece.</i> b) <i>To work in pairs and trios to create short sequences.</i> c) <i>To use a variety of movement patterns within a sequence to enhance the performance</i> d) <i>To perform with precision and control.</i> e) <i>To try and incorporate the movements and style of professional dancers into the dance.</i>
	2. Perform dances using a range of movement patterns <b>with precision and control</b> , linking them to make actions and sequences of movement. 3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from Concept 1 with increasing confidence and dexterity..</i>	a) <i>To combine the above in a sequenced routine.</i> b) <i>To consider the entry into and exit from individual movements, to combine them in a fluid way.</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary 2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b> 3. <b>Making considered suggestions</b> for how it could be improved or developed.	a) <i>To be able to explain and begin to justify the choices made during a performance, using increasingly precise vocabulary</i> b) <i>To use <b>professional performances</b> to evaluate and improve you own performance and that of others</i> c) <i>To break down a performance into specific parts for analysis</i> d) <i>To describe the specific choices they have made to develop their performance over time and begin to analyse the impact of the specific choices made</i> e) <i>To know what their personal best looks like and why this is their current best</i> f) <i>To make suggestions for ways to improve performance, based on analysis of their own and others' performances</i> g) <i>To actively seek feedback about their performance (from adults and peers) and act upon this when improving performance</i>

Concept	Milestone	Learning
	4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b>	h) <i>To give constructive feedback to peers that supports the effective development of their performances</i>
<b>Concept 4: Healthy Lifestyles</b>	1. <i>Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</i> 2. <i>Explain the role of nutrition in being healthy</i>	a) To explain how the circulatory and respiratory systems are affected by exercise. b) To understand that chemicals (endorphins) are released during exercise, which helps improve people's mood and mental health c) To describe how different muscles and joints work in tandem to perform specific movements during exercise. d) To use activities as a way of targeting specific body parts for development e) To know how and why to look after the body properly before, during and after exercise f) <i>To select specific exercises to develop my strength and fitness for certain sports</i> g) To understand the impact drugs have on the body and how this can affect performance. h) <i>To identify in themselves what sports might be a good fit for them to try and how to go about finding opportunities to play in the local community.</i> i) <i>To be able to compete with others, while maintaining a positive relationships (e.g. by winning and losing with good grace)</i> j) To know what foods to consume to live a healthy life and maintain a healthy body k) <i>To understand the role of nutrition in being healthy</i>

**PE Learning**  
**Year 5 Summer: 'Innovation & Inspiration'**

Topic: **Tennis, Track Athletics, Field Athletics**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill</b> . 2. Develop flexibility, strength, technique, control and balance. 3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres. 4. <b>Use a range of strokes</b> effectively. 5. <b>Perform safe self-rescue</b> in different water-based situations.	<b>Tennis</b> a) To recap and perform a range of different shots with accuracy and control b) To move quickly to the ball to perform a volley c) To play an overhead shot and know when you might use this d) To attempt a two-handed backhand shot with control e) To perform a lob over an opponent's head
		<b>Athletics (Track)</b> a) To run for speed and distance on our own and as part of a team b) To pace to run over longer distances c) To exchange a baton within a restricted area
		<b>Athletics (Field)</b> a) To trial different jumping styles and explore which ones we can jump further with b) To use the push throw techniques c) To design a running, jumping or throwing activity for others
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication</b> . 2. Perform dances using a range of movement patterns <b>with precision and control</b> , linking them to make actions and sequences of movement. 3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from Concept 1 with increasing confidence and dexterity</i> .	<b>Tennis</b> a) To use different court formations during doubles play b) To use different court formations during doubles play c) To refine court movement to hit the ball before the second bounce d) To perform a diagonal serve to begin a game in competitive situations e) To communicate clearly with a partner to score points during doubles play f) To apply the correct rules and scoring system in games g) To discuss and apply a range of tactics in singles and doubles play
		<b>Athletics (Track)</b> a) To apply athletics skills learned in competitive events. b) To keep score accurately over a range of events c) To set and try to exceed personal best scores/times d) To contribute to a team in competitive events
		<b>Athletics (Field)</b> a) To apply athletics skills learned in competitive events. b) To keep score accurately over a range of events c) To set and try to exceed personal best scores/times d) To contribute to a team in competitive events

<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<ol style="list-style-type: none"> <li>1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary</li> <li>2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b></li> <li>3. <b>Making considered suggestions</b> for how it could be improved or developed.</li> <li>4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) To be able to explain and begin to justify the choices made during a performance, using increasingly precise vocabulary</li> <li>b) To use <b>professional performances</b> to evaluate and improve you own performance and that of others</li> <li>c) To break down a performance into specific parts for analysis</li> <li>d) To describe the specific choices they have made to develop their performance over time and begin to analyse the impact of the specific choices made</li> <li>e) To know what their personal best looks like and why this is their current best</li> <li>f) To make suggestions for ways to improve performance, based on analysis of their own and others' performances</li> <li>g) To actively seek feedback about their performance (from adults and peers) and act upon this when improving performance</li> <li>h) To give constructive feedback to peers that supports the effective development of their performances</li> </ol>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<ol style="list-style-type: none"> <li>1. Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</li> <li>2. Explain the role of nutrition in being healthy</li> </ol>	<ol style="list-style-type: none"> <li>a) To explain how the circulatory and respiratory systems are affected by exercise.</li> <li>b) To understand that chemicals (endorphins) are released during exercise, which helps improve people's mood and mental health</li> <li>c) To describe how different muscles and joints work in tandem to perform specific movements during exercise.</li> <li>d) To use activities as a way of targeting specific body parts for development</li> <li>e) To know how and why to look after the body properly before, during and after exercise</li> <li>f) To select specific exercises to develop my strength and fitness for certain sports</li> <li>g) To understand the impact drugs have on the body and how this can affect performance.</li> <li>h) To identify in themselves what sports might be a good fit for them to try and how to go about finding opportunities to play in the local community.</li> <li>i) To be able to compete with others, while maintaining a positive relationships (e.g. by winning and losing with good grace)</li> <li>j) To know what foods to consume to live a healthy life and maintain a healthy body</li> <li>k) To understand the role of nutrition in being healthy</li> </ol>



**PE Learning**  
**Year 6 Autumn: 'Think Green'**

**Topic: Dance: Plant Lifecycle Dances (Autumn 1) & Rhythmic Gymnastics (Autumn 2)**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill.</b>	a) <i>To respond creatively to music when creating dance movements</i> b) <i>To refine, exaggerate and/or soften movements by using all parts of the body</i> c) <i>To reflect the musical phrasing when creating body movements.</i>
	2. Develop flexibility, strength, technique, control and balance. 3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres. 4. <b>Use a range of strokes</b> effectively. 5. <b>Perform safe self-rescue</b> in different water-based situations.	a) <i>Explore floor based movement and diagonal pathways</i> b) <i>Explore ways to combine prior skills with increasing control and precision</i> c) <i>Work independently in / pairs / groups to create short phrases</i> d) <i>Observe how tasks can be assembled to make a piece</i>
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication.</b>	a) <i>To observe how tasks can be assembled to make a piece.</i> b) <i>To work in pairs and trios to create short sequences.</i> c) <i>To use a variety of movement patterns within a sequence to enhance the performance</i> d) <i>To perform with precision and control.</i> e) <i>To try and incorporate the movements and style of professional dancers into the dance.</i>
	2. Perform dances using a range of movement patterns <b>with precision and control</b> , linking them to make actions and sequences of movement. 3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from Concept 1 with increasing confidence and dexterity.</i>	a) <i>To perform a 10-element sequence using both floor and apparatus</i> b) <i>To perform with equipment and respond creatively to music</i> c) <i>To create judging criteria and assess performance against t</i> d) <i>To create interesting patterns as part of a group</i> e) <i>To select and apply the appropriate walk presentation to start a sequence</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary 2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b> 3. <b>Making considered suggestions</b> for how it could be improved or developed. 4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b>	a) <i>To be able to articulate and justify the choices made during a performance, using precise vocabulary</i> b) <i>To break down a performance into its constituent parts for thoughtful analysis</i> c) <i>To describe the specific choices they have made to develop their performance over time and analyse the impact of the specific choices made</i> d) <i>To know what their personal best looks like and why this is their current best</i> e) <i>To make considered suggestions for specific ways to improve performance, based on analysis of their own and others' performances</i> f) <i>To actively seek feedback about their performance (from adults and peers) and act upon this when improving performance</i> g) <i>To give considered and constructive feedback to peers that supports the effective development of their performances</i>

Concept	Milestone	Learning
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. <i>Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</i></li> <li>2. <i>Explain the role of nutrition in being healthy</i></li> </ol>	<ol style="list-style-type: none"> <li>a) To understand the importance of taking personal responsibility for living an active and healthy life.</li> <li>b) To understand how to connect with others and why this benefits mental health</li> <li>c) To reflect on ways to help others live a healthy and active life</li> <li>d) To understand what professional athletes do to prepare their bodies and minds for competition, including the psychological aspect of high performance</li> </ol>

**PE Learning**  
**Year 6 Autumn: 'Think Green'**

Topic: **Football** / **Volleyball** / **Netball**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill</b> . 2. Develop flexibility, strength, technique, control and balance. 3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres. 4. <b>Use a range of strokes</b> effectively. 5. <b>Perform safe self-rescue</b> in different water-based situations.	<b>Football</b> a) <i>To turn with the ball</i> b) <i>To travel quickly when running with the ball</i> c) <i>To combine running with the ball and passing it into space</i> d) <i>To perform a step over to beat a defender</i> e) <i>To control a bouncing ball and keep it close to the body (using feet, thighs, chest or head)</i>
		<b>Volleyball</b> a) <i>To use the 'dig' to parry an opponent's shot</i> b) <i>To use the 'set' to create a shooting opportunity</i> c) <i>To 'spike' the ball over the net into the opponent's half from a standing position</i> d) <i>To serve with accuracy to put opponent's under pressure</i> e) <i>To block an opponent's shot by raising arms above the net</i>
		<b>Netball</b> a) <i>To choose the appropriate pass for different scenarios</i> b) <i>To find space to receive the ball</i> c) <i>To use different dodging techniques to get free from a defender</i> d) <i>To perform pivots and turns quickly</i> e) <i>To get into close shooting positions</i>
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication</b> . 2. Perform dances using a range of movement patterns <b>with precision and control</b> , linking them to make actions and sequences of movement. 3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from Concept 1 with increasing confidence and dexterity</i> .	<b>Football</b> a) <i>To apply football skills to game situations with increasing accuracy</i> b) <i>To use speed and agility when attacking and defending in games</i> c) <i>To use a variety of techniques to keep possession in a game</i> d) <i>To find and make use of space when attacking in a game</i> e) <i>To apply attacking and defending strategies when playing in game situations</i>
		<b>Volleyball</b> a) <i>To apply volleyball skills to game situations</i> b) <i>To apply the three 'contacts' (touches) principle when playing games</i> c) <i>To only have one touch per player</i> d) <i>To develop attacking and positioning skills to successfully defend and attack</i>

		<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>a) To apply netball skills to game situations with increasing accuracy</li> <li>b) To use speed and agility when attacking and defending in games</li> <li>c) <i>To use a variety of techniques to keep possession in a game</i></li> <li>d) To find and make use of space when attacking in a game</li> <li>e) To apply attacking and defending strategies when playing in game situations</li> <li>f) To understand and follow the rules of seven aside netball, including positions and court rules defining each role</li> </ul>
<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<ul style="list-style-type: none"> <li>1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary</li> <li>2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b></li> <li>3. <b>Making considered suggestions</b> for how it could be improved or developed.</li> <li>4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b></li> </ul>	<ul style="list-style-type: none"> <li>a) To be able to articulate and <b>justify</b> the choices made during a performance, using <b>precise</b> vocabulary</li> <li>b) To break down a performance into its <b>constituent</b> parts for <b>thoughtful</b> analysis</li> <li>c) To describe the <b>specific</b> choices they have made to develop their performance over time and <b>analyse</b> the impact of the specific choices made</li> <li>d) To know what their personal best looks like and why this is their current best</li> <li>e) To make <b>considered</b> suggestions for <b>specific</b> ways to improve performance, based on analysis of their own and others' performances</li> <li>f) To <b>actively</b> seek feedback about their performance (from adults and peers) and act upon this when improving performance</li> <li>g) To give <b>considered</b> and constructive feedback to peers that supports the effective development of their performances</li> </ul>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<ul style="list-style-type: none"> <li>1. Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</li> <li>2. Explain the role of nutrition in being healthy</li> </ul>	<ul style="list-style-type: none"> <li>a) To understand the importance of taking personal responsibility for living an active and healthy life.</li> <li>b) To understand how to connect with others and why this benefits mental health</li> <li>c) To reflect on ways to help others live a healthy and active life</li> <li>d) To understand what professional athletes do to prepare their bodies and minds for competition, including the psychological aspect of high performance</li> </ul>

**PE Learning**  
**Year 6 Spring: 'Save The Planet'**

Topic: **Gymnastics (Balances) / Dance (Tribal Dance)**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill.</b>	a) <i>To link actions and develop sequence of movements that express own ideas.</i> b) <i>To practice using gymnastic skills developed over the Key Stage so they can be applied with precision and control.</i>
	2. Develop flexibility, strength, technique, control and balance. 3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres. 4. <b>Use a range of strokes</b> effectively. 5. <b>Perform safe self-rescue</b> in different water-based situations.	a) <i>To closely observe and replicate the movements of a ritualistic dance</i> b) <i>To explore the use of the body to create staccato movements</i> c) <i>To create specific movements by making controlled and specific use of parts of the body</i>
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication.</b>	a) <i>To accurately reflect the nature of a tribal dance through the combination of carefully selected movements.</i> b) <i>To embrace being in role as a member of the tribe to create a genuine performance.</i>
	2. Perform dances using a range of movement patterns <b>with precision and control</b> , linking them to make actions and sequences of movement. 3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from Concept 1 with increasing confidence and dexterity.</i> • 1.	a) <i>To use variety and creativity to create a sequence of movements that engages an audience</i> b) <i>To apply gymnastic skills developed over the Key Stage with precision and control.</i>
<b>Concept 3: Evaluate and Improve Performance</b>	1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary 2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b>	a) <i>To be able to articulate and justify the choices made during a performance, using precise vocabulary</i> b) <i>To break down a performance into its constituent parts for thoughtful analysis</i> c) <i>To describe the specific choices they have made to develop their performance over time and analyse the impact of the specific choices made</i> d) <i>To know what their personal best looks like and why this is their current best</i> e) <i>To make considered suggestions for specific ways to improve performance, based on analysis of their own and others' performances</i> f) <i>To actively seek feedback about their performance (from adults and peers) and act upon this when improving performance</i>

Concept	Milestone	Learning
	3. <b>Making considered suggestions</b> for how it could be improved or developed. 4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b>	g) To give <b>considered</b> and constructive feedback to peers that supports the effective development of their performances
<b>Concept 4: Healthy Lifestyles</b>	1. Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body) 2. Explain the role of nutrition in being healthy	a) To understand the importance of taking personal responsibility for living an active and healthy life. b) To understand how to connect with others and why this benefits mental health c) To reflect on ways to help others live a healthy and active life d) To understand what professional athletes do to prepare their bodies and minds for competition, including the psychological aspect of high performance

**PE Learning**  
**Year 6 Spring: 'Save The Planet'**

Topic: Outdoor PE: **Football/ Volleyball / Netball**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill.</b> 2. Develop flexibility, strength, technique, control and balance. 3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres.	<b>Football</b> <i>a) To dribble in different directions using different parts of the foot</i> <i>b) To pass accurately over a distance</i> <i>c) To develop movements and skills when running at speed</i> <i>d) To set up a shooting opportunity for a teammate</i> <i>e) To restrict an opponent's space by defending with my partner</i> <i>f) To perform a penalty kick with accuracy and power</i> <i>g) To use close control to keep possession under pressure</i>
	4. <b>Use a range of strokes</b> effectively. 5. <b>Perform safe self-rescue</b> in different water-based situations.	<b>Volleyball</b> <i>a) To use the 'dig' to parry an opponent's shot, including 'rolling' to get underneath a shot away from the body</i> <i>b) To use the 'set' to create a shooting opportunity</i> <i>c) To 'spike' the ball over the net into the opponent's half while jumping</i> <i>d) To serve with accuracy to put opponent's under pressure</i> <i>e) To block an opponent's shot by raising arms above the net while jumping</i> <i>f) To increase the accuracy and power of shots, including lofting shots over blocking defenders into space</i>
		<b>Netball</b> <i>a) To be able to mark a pass or shot</i> <i>b) To compete to win a rebounding ball</i> <i>c) To use awareness and positioning to intercept passes</i> <i>d) To pass at speed to build attacking play and create shooting opportunities</i>
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication.</b> 2. Perform dances using a range of movement patterns <b>with precision and control</b> , linking them to make actions and sequences of movement.	<b>Football</b> <i>a) To apply football skills to game situations with increasing accuracy</i> <i>b) To use speed and agility when attacking and defending in games</i> <i>c) To use a variety of techniques to keep possession in a game</i> <i>d) To find and make use of space when attacking in a game</i> <i>e) To apply attacking and defending strategies when playing in game situations</i>
	3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from Concept 1</i>	<b>Volleyball</b> <i>a) To apply volleyball skills to game situations</i> <i>b) To apply the three 'contacts' (touches) principle when playing games</i> <i>c) To only have one touch per player</i> <i>d) To develop attacking and positioning skills to successfully defend and attack</i>

	<p><i>with increasing confidence and dexterity.</i></p>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>a) To apply netball skills to game situations with increasing accuracy</li> <li>b) To use speed and agility when attacking and defending in games</li> <li>c) To use a variety of techniques to keep possession in a game</li> <li>d) To find and make use of space when attacking in a game</li> <li>e) To apply attacking and defending strategies when playing in game situations</li> <li>f) To understand and follow the rules of seven aside netball, including positions and court rules defining each role</li> </ul>
<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<ul style="list-style-type: none"> <li>1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary</li> <li>2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b></li> <li>3. <b>Making considered suggestions</b> for how it could be improved or developed.</li> <li>4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b></li> </ul>	<ul style="list-style-type: none"> <li>a) To be able to articulate and <b>justify</b> the choices made during a performance, using <b>precise</b> vocabulary</li> <li>b) To break down a performance into its <b>constituent</b> parts for <b>thoughtful</b> analysis</li> <li>c) To describe the <b>specific</b> choices they have made to develop their performance over time and <b>analyse</b> the impact of the specific choices made</li> <li>d) To know what their personal best looks like and why this is their current best</li> <li>e) To make <b>considered</b> suggestions for <b>specific</b> ways to improve performance, based on analysis of their own and others' performances</li> <li>f) To <b>actively</b> seek feedback about their performance (from adults and peers) and act upon this when improving performance</li> <li>g) To give <b>considered</b> and constructive feedback to peers that supports the effective development of their performances</li> </ul>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<ul style="list-style-type: none"> <li>1. Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</li> <li>2. Explain the role of nutrition in being healthy</li> </ul>	<ul style="list-style-type: none"> <li>a) To understand the importance of taking personal responsibility for living an active and healthy life.</li> <li>b) To understand how to connect with others and why this benefits mental health</li> <li>c) To reflect on ways to help others live a healthy and active life</li> <li>d) To understand what professional athletes do to prepare their bodies and minds for competition, including the psychological aspect of high performance</li> </ul>



**PE Learning**  
**Year 6 Summer: 'Eureka!'**

Topic: Devising a Game

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	<ol style="list-style-type: none"> <li>1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill.</b></li> <li>2. Develop flexibility, strength, technique, control and balance.</li> <li>3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres.</li> <li>4. <b>Use a range of strokes</b> effectively.</li> <li>5. <b>Perform safe self-rescue</b> in different water-based situations.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to devise their own indoor gam, including rules and instructions for participants.</i></li> <li>b) <i>To consider the skills required and to be developed during play</i></li> <li>c) <i>To design aspects of the game to challenge and/or target specific skills or parts of the body</i></li> <li>d) <i>To ensure the game has sufficient challenge to make it engaging for peers</i></li> </ol>
<b>Concept 2: Select and Apply Skills</b>	<ol style="list-style-type: none"> <li>1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication.</b></li> <li>2. Perform dances using a range of movement patterns <b>with precision and control</b>, linking them to make actions and sequences of movement.</li> <li>3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within a team, <i>applying the skills from Concept 1 with increasing confidence and dexterity.</i></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To successfully implement the devised game with peers</i></li> </ol>
<b>Concept 3: Evaluate and Improve Performance</b>	<ol style="list-style-type: none"> <li>1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary</li> <li>2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b></li> <li>3. <b>Making considered suggestions</b> for how it could be improved or developed.</li> <li>4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to articulate and <b>justify</b> the choices made during a performance, using <b>precise</b> vocabulary</i></li> <li>b) <i>To break down a performance into its <b>constituent</b> parts for <b>thoughtful</b> analysis</i></li> <li>c) <i>To describe the <b>specific</b> choices they have made to develop their performance over time and <b>analyse</b> the impact of the specific choices made</i></li> <li>d) <i>To know what their personal best looks like and why this is their current best</i></li> <li>e) <i>To make <b>considered</b> suggestions for <b>specific</b> ways to improve performance, based on analysis of their own and others' performances</i></li> <li>f) <i>To <b>actively</b> seek feedback about their performance (from adults and peers) and act upon this when improving performance</i></li> <li>g) <i>To give <b>considered</b> and constructive feedback to peers that supports the effective development of their performances</i></li> </ol>
<b>Concept 4: Healthy Lifestyles</b>	<ol style="list-style-type: none"> <li>1. <i>Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</i></li> <li>2. <i>Explain the role of nutrition in being healthy</i></li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To understand the importance of taking personal responsibility for living an active and healthy life.</i></li> <li>b) <i>To understand how to connect with others and why this benefits mental health</i></li> <li>c) <i>To reflect on ways to help others live a healthy and active life</i></li> <li>d) <i>To understand what professional athletes do to prepare their bodies and mines for competition, including the psychological aspect of high performance</i></li> </ol>

**PE Learning**  
**Year 6 Summer: 'Eureka!'**

Topic: **Athletics** / **Rounders** / **Lacrosse**

Concept	Milestone	Learning
<b>Concept 1: Acquire and Develop Skills</b>	1. Use running, jumping, throwing and catching in isolation and in combination, <b>with precision, control and skill</b> . 2. Develop flexibility, strength, technique, control and balance. 3. <b>Swim competently, confidently and proficiently</b> over a distance of at least 25 metres. 4. <b>Use a range of strokes</b> effectively. 5. <b>Perform safe self-rescue</b> in different water-based situations.	<b>Athletics</b> <i>a) To use the sprint start technique to increase running speed</i> <i>b) To combine the three phases of triple jump</i> <i>c) To know the heave throw technique and what it is used for</i> <i>d) To assess our own ability to play our role in parlauf</i> <i>e) To know the scissor jump technique and when it would be used</i>
		<b>Rounders</b> <i>a) To judge how many posts you can run to based on the distance you have hit the ball</i> <i>b) To throw over short distances with power and accuracy to get batters out</i> <i>c) To follow the path of the ball to ensure it is fielded</i> <i>d) To hit the ball into gaps to maximise the chance of scoring</i> <i>e) To use attacking bowling (e.g. by varying speed, direction) to make it harder for batters to hit the ball</i> <i>f) To track and catch a high ball</i> <i>g) To work in tandem with other fielders to restrict scoring</i>
		<b>Lacrosse</b> <i>a) To pass over long distances to move the ball into space</i> <i>b) To perform quick, accurate passes</i> <i>c) To follow a pass to create more space for teammates</i> <i>d) To use the half cradle techniques to guard the ball while manoeuvring</i> <i>e) To run with the ball under pressure</i> <i>f) To use a range of passes to maintain possession</i> <i>g) To shoot from close range with power and accuracy</i> <i>h) To receive the ball and turn with it into space</i>
<b>Concept 2: Select and Apply Skills</b>	1. Play competitive games, modified where appropriate, and apply principles suitable for attacking and defending with <b>increasing sophistication</b> . 2. Perform dances using a range of movement patterns <b>with precision and control</b> , linking them to make actions and sequences of movement. 3. Take part <b>confidently and competently</b> in outdoor and adventurous activity challenges both individually and within	<b>Athletics.</b> <i>a) To apply, evaluate and refine running, throwing and jumping skills during competitive events to improve distance/score/time.</i> <i>b) To participate in a parlauf event</i> <i>c) To record and relay results over a range of track and field events.</i>
		<b>Rounders</b> <i>a) To apply rounders skills in a competitive situation</i> <i>b) To set different fields to limit batters' scoring</i> <i>c) To apply tactics when running bases to avoid overtakes and put fielders under pressure</i>

	<p>a team, applying the skills from Concept 1 <b>with increasing confidence and dexterity.</b></p>	<p>d) To apply attacking and defensive tactics during games</p> <p><b>Lacrosse</b></p> <p>a) To apply lacrosse skills to game situations  b) To create attacking opportunities in games  c) To keep possession of the ball and build an attack  d) To defend against attacks in game situations  e) To use pacing when running to move continuously in a game</p>
<p><b>Concept 3: Evaluate and Improve Performance</b></p>	<ol style="list-style-type: none"> <li>1. <b>Explain and justify choices</b> made using increasingly fluent activity specific vocabulary</li> <li>2. <b>Effectively evaluate performance by giving thoughtful reasons</b> for how it could be improved or developed and comparing their performances with previous ones and demonstrating improvement <b>to achieve their personal best.</b></li> <li>3. <b>Making considered suggestions</b> for how it could be improved or developed.</li> <li>4. <b>Reflect on the effectiveness of the their own and others' performances, using increasingly sophisticated reasoning.</b></li> </ol>	<ol style="list-style-type: none"> <li>a) To be able to articulate and <b>justify</b> the choices made during a performance, using <b>precise</b> vocabulary</li> <li>b) To break down a performance into its <b>constituent</b> parts for <b>thoughtful</b> analysis</li> <li>c) To describe the <b>specific</b> choices they have made to develop their performance over time and <b>analyse</b> the impact of the specific choices made</li> <li>d) To know what their personal best looks like and why this is their current best</li> <li>e) To make <b>considered</b> suggestions for <b>specific</b> ways to improve performance, based on analysis of their own and others' performances</li> <li>f) To <b>actively</b> seek feedback about their performance (from adults and peers) and act upon this when improving performance</li> <li>g) To give <b>considered</b> and constructive feedback to peers that supports the effective development of their performances</li> </ol>
<p><b>Concept 4: Healthy Lifestyles</b></p>	<ol style="list-style-type: none"> <li>1. Explain the role of different exercises and activities in developing strength and fitness (including specific parts of the body)</li> <li>2. Explain the role of nutrition in being healthy</li> </ol>	<ol style="list-style-type: none"> <li>a) To understand the importance of taking personal responsibility for living an active and healthy life.</li> <li>b) To understand how to connect with others and why this benefits mental health</li> <li>c) To reflect on ways to help others live a healthy and active life</li> <li>d) To understand what professional athletes do to prepare their bodies and minds for competition, including the psychological aspect of high performance</li> </ol>