

Craven PE Long Term Plan, Key Objectives and Cross Curricular Links (New Curriculum) KS1 – Year 1 and Year 2

Term	Area of Skills (2x Curriculum hours)	Key Objectives	Activities/ Resources	Curriculum Links	Termly Competition / Gym fitness focus / Games Fitness focus
Autumn 1	Gym (balances, movement, travel, apparatus) Football (Kicking / Aiming, ball control)	<p>Can listen and accurately respond to instructions Can demonstrate differences in levels, speeds and shapes Can go and stop with control Can move safely Can observe and copy the movements of others work cooperatively with a partner 'side by side' and 'follow my leader' Is aware of different parts of the body and can balance on large/small body parts or combination of both</p> <p>Displays good footwork Can control and dribble a ball with the inside of the foot Can engage in competitive and cooperative activities against self and others Can travel safely forwards, backwards and sideways Can aim to hit a target with increasing consistency using kicking</p>	<p>Val Sabin KS1 Gymnastics File Red Light / Green Light DVD Game Alphabet game</p> <p>Use cones and hoops for goals and markers. Play kick cricket and speedball / penalty shootouts / dribble relays</p> <p>www.coachingsoccer101.com www.teachpe.com</p>	<p><u>Literacy</u> Letter sounds / Phonics / sentence structure</p> <p><u>Mathematics</u> Measure distance between cones. Counting comparing numbers – less than / more than vocabulary.</p> <p><u>Science</u> Changes to the body</p> <p><u>PHSE</u> Safety in the community / signs of danger</p>	<p>In pairs – how many passes through a gap of 1m made with cones can they make in 30 seconds? Each person to be 1m away from the cones.</p> <p>Fitness focus - Bunny hop jumps, traveling on hands and feet / tig</p> <p>Rocket Jumps – touch toes followed by two footed jump.</p>
Autumn 2	Dance (Theme movements, time) Netball (Throwing and catching)	<p>Can remember and repeat movement phrases/patterns Can demonstrate differences in levels, speeds and shapes Can respond to a variety of stimuli and improvise to an idea</p> <p>Can throw accurately to a partner with a bean bag, quoit and ball Can bounce a ball accurately to a partner Can catch accurately from a partner Use space well in a variety of activities</p>	<p>Val Sabin Dance file for KS1. Children to be given a sequence linked on a topic theme. Movements created to suit the theme.</p> <p>Lowered netball hoops or games using hoops as targets.</p> <p>Circle throw and aim, skittle ball, Bin Man Throw</p> <p>www.sportplan.co.uk www.physicaleducator.co.uk</p>	<p><u>Literacy</u> space, class story characters, visits to the seaside etc.</p> <p><u>Mathematics</u> Odd and even, which scores are odd, which scores are even? How many more than?</p> <p><u>Science</u> Recap on forces – pass is made with a push (push and pulls) Big force, small force etc.</p> <p><u>PHSE</u> Throwing rubbish in the bin – looking after community.</p>	<p>Fitness Cone command – children to alternate between running around and within cones, using jumps and various footwork skills.</p> <p>Bleep Test Assessment</p>

Spring 1	<p>Gym (Apparatus, Jumping Landing, routines)</p> <p>Games (Hockey – using sticks and bats)</p>	<p>Can travel safely and with confidence and increasing competence on different parts of the body Can travel following specific pathways straight, zig zag and curving</p> <p>Can aim to hit a target with increasing consistency using rolling, throwing, kicking equipment and Can perform a controlled hit with a bat and ball Is active throughout the lesson and willing to practice to improve</p> <p>Can skip without and with a rope</p>	<p>Val Sabin Gym File Tops Cards www.primaryresources.co.uk <a href="http://www.wirral-
mbc.gov.uk/pe/wirral-schemesks1.asp">http://www.wirral- mbc.gov.uk/pe/wirral-schemesks1.asp Jumping from benches, repeating sequences, moving in specific directions, creating sequences of hops and jumps.</p> <p>Tops cards www.physicaleducator.co.uk Planning from PE Mentor</p> <p>Pinch the treasure Numbers Game Drills / passing and shooting Collect the cone game</p>	<p><u>Literacy</u> Letter sounds / Phonics</p> <p><u>Mathematics</u> Shape and space – move in shapes / sit in shapes. Vocab – Wide / width, vertical, horizontal Instructional writing / SPAG – adjectives to describe the shape</p> <p>Odd and even, which scores are odd, which scores are even? How many more than?</p> <p>Subtraction – how many cones have been taken away? How many are left?</p> <p>Sharing hockey sticks – how many are needed if each group needs 2 balls etc.</p>	<p>Skipping activity based on continuous running circle.</p> <p>Shuttle square</p> <p>Rocket Jumps – touch toes followed by two footed jump.</p> <p>Skipping contest – most skips in 30seconds.</p> <p>Sport Relief - multicultural</p>
Spring 2	<p>Dance(Theme movements, time, formation, creating)</p> <p>Rugby/ basketball introducing attacking / defending) Throwing and catching</p>	<p>Can show dynamic, expressive and rhythmic qualities in their movement that reflect mood, feeling and expression Can travel following specific pathways – straight, zig zag and curving Can recognise and describe how their bodies feel when fully extended Can choose appropriate movements or skills and create short sequences with a clear beginning, middle and end Can land safely when jumping on the floor and from low apparatus</p> <p>Can bounce a ball continuously Can engage in competitive and cooperative activities against self and others Can travel safely forwards, backwards and sideways Displays good footwork</p>	<p>Val Sabin KS1 Dance file. Children to be given a sequence linked on a topic theme. Movements created to suit the theme.</p> <p>See planning from PE Mentor – will need adapting for KS1. Moving with the ball. Avoiding obstacles. Relay races, use of ladders to warm up. Stop and pass drill. Various types of passing – bounce pass, chest pass. Aiming for hoops.</p>	<p><u>Literacy.</u> SPAG – verbs What are the characters / objects doing in the dance? – Differences in the seasons/acting as animals – carnivores / herbivores (New Curriculum) class story characters, visits to the seaside etc.</p> <p><u>Mathematics</u> Counting passes and counting in multiples – in basketball, each point worth two or three.</p> <p>Graphs of speed bounce competition. Graphs warm up game.</p> <p><u>Science</u> Forces / Friction / materials and properties of materials – grip, bounce etc. Do the balls change shape – why?</p>	<p>Speed Bounce – most in 30 seconds</p> <p>Speed bounce interval drills. (30secs). Children to set up cones, speed bounce, then run to a different set – all to change.</p>

Summer 1	<p>Athletics Engage in competitive challenges against peers, use equipment safely)</p> <p>Bat and ball / tennis (controlled hits)</p>	<p>Can observe activity to identify, describe recognise and recall movement relevant to the LO</p> <p>Understanding the effect that physical activity has on the body to improve fitness and health</p> <p>Can perform a controlled hit with a bat and ball</p> <p>Is active throughout the lesson and willing to practice to improve</p>	<p>Tops Cards Primary Resources Focus on sprinting, throwing and jumping. Standing long jump, javelin, speed bounce jumping, chest throw</p> <p>Kick ball rounder / rounder using tennis racquets Danish Rounder Quick cricket</p>	<p>Literacy Report and evaluation on improvement / news report on Sports day.</p> <p><u>Mathematics</u> Measure Comparing results.</p> <p><u>Science (New Curriculum)</u></p> <p>Finding out about useful materials and who made them – look at development of running shoes, swim suits etc.</p> <p>Importance of exercise on health</p>	<p>Sprint Race 50m</p> <p>Fitness Focus – Acceleration. Sprint races, A’s and B’s Give children time to beat. Extend to from seated position – Gladiator Races / staggered start.</p> <p>Throwing event – chest push throw.</p> <p>Two footed jump races over ½ width of the astro turf. Children to count number of jumps to set weekly personal best.</p>
Summer 2	<p>Athletics / Fielding /Cricket / rounder</p>	<p>Understands simple strategies to defend and attack in a game</p> <p>Is active throughout the lesson and willing to practice to improve</p> <p>Can aim to hit a target with increasing consistency using rolling, throwing, kicking equipment and Can perform a controlled hit with a bat and ball</p>			

By the end of Year 2. Children will be expected to be able to.

Recognise and understand how their work is similar to and different from others’ and use this to improve
Give reasons why it is important to warm up
Explain why physical activity is good for health

LOCOMOTION

Select appropriate fundamental skills , actions and ideas and apply them with coordination and control

OBJECT CONTROL

Demonstrate understanding of tactics by beginning to vary how to response

STABILITY

Demonstrate understanding of composition by beginning to vary how to response

Craven PE Long Term Plan, Key Objectives and Cross Curricular Links (New Curriculum) KS1 – Year 3 and Year 4

KS2 – Year 3 and Year 4

Term	Area of Skills (2x Curriculum hours)	Key Objectives	Activities/ Resources	Curriculum Links	Termly Competition / Gym fitness focus / Games Fitness focus
Autumn 1	<p>Gym (balances, movement, travel, apparatus, sequences)</p> <p>Football (Kicking / Aiming, ball control, differing techniques) Playing own modified games, intra competition</p>	<p>Can use different parts of the body to support weight e.g. hands Can move into and from a range of movements and skills with control Take responsibility for the safe moving, construction and use of apparatus</p> <p>Demonstrate control when dribbling with the feet Can pass confidently with the inside of the foot Work cooperatively passing and receiving in sequence signalling for the ball Understands and demonstrates how to warm up and cool down safely Can play modified versions of a range of competitive games</p>	<p>Val Sabin Gym file. Planning from PE Mentor</p> <p>Begin to introduce contact points, still balances, height of balances, width etc. Link balances together showing control. Short floor sequences.</p> <p>http://www.wirral-mbc.gov.uk/pe/wirralschemesks2.asp</p> <p>www.coachingsoccer101.com www.teachpe.com www.sportplan.com www.thephysicaleducator.com http://www.wirral-mbc.gov.uk/pe/wirralschemesks2.asp</p> <p>PE Mentor planning. 2 v 1 drills / dribbling relays / turning http://www.primaryresources.co.uk/pe/pe.htm#invasion Tops Cards</p>	<p><u>Literacy</u> Use of verbs, adjectives – doing words, describing balances. Making shapes of punctuation. Using letters and words to make shapes.</p> <p>To take part in debates is football the best sport debate / discussion – persuasive speech.</p> <p><u>Mathematics</u> Describing movement / coordinates to describe position.</p> <p>Understanding of shape and perimeter – warm up using ‘perimeter’ of playing area. Discuss measuring perimeter in running steps. SCI- Forces and friction</p> <p>Recognising right angles and vertical and horizontal lines</p>	<p>In pairs – how many passes through a gap of 1m made with cones can they make in 30 seconds? Each person to be 1m away from the cones.</p> <p>Burpees jump focus – number in 1minute</p> <p>Superman hold / iron man seating position hold using running circle.</p> <p>5 minute run challenge around marked area – children to run for 5 minutes – when children have run to their potential – child to develop skills in central area (see above).</p>
Autumn 2	<p>Dance (Theme movements, time, height, formation)</p> <p>Netball (Throwing and catching)</p>	<p>Can travel fluently in a variety of ways demonstrating different speeds, directions, levels and pathways Can run on the balls of the feet and make a</p>	<p>Val Sabin Dance file for KS2. Children to be given a sequence linked on a topic theme. Movements created to suit the theme.</p> <p>Circle dance, children to move across the circle in pairs or threes to suit the music</p>	<p><u>Literacy</u> Describing the dance, creating posters and evaluation of performance.</p>	<p>Cone command – children to alternate between running around and within cones, using jumps and</p>

	<p>Playing own modified games, intra competition</p>	<p>controlled stop Can improvise freely and respond imaginatively to a range of movement stimuli Can structure simple movement phrases/patterns on their own, with a partner and in a group</p> <p>Accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder pass.</p> <p>Work cooperatively playing with confidence in a variety of game formations e.g. 2v1, 3v1, 3v2, 2v2, 3v3</p>	<p>Give children themed moves – allow to order and create into a sequence, differing heights movements and positions.</p> <p>http://www.wirral-mbc.gov.uk/pe/wirralschemesks2.asp www.teachpe.com www.sportplan.com www.thephysicaleducator.com http://www.wirral-mbc.gov.uk/pe/wirralschemesks2.asp</p> <p>PE Mentor planning. 2 v 1 drills / dribbling relays / turning http://www.primaryresources.co.uk/pe/pe.htm#invasion Tops Cards</p> <p>Defend the pin. Circle pass challenge Dodge Ball Passing drills with consequences</p>	<p>Mathematics – Fractions (a netball court is split into 3rds) show diagrams. Work out amount as fractions of players in each 3rd part of the court. Half, more than half, ¼, 2/4 etc. 5v5 begin to understand each player would be a 10th.</p> <p>Know the number of seconds in a minute – warm up, activities lasting 30 seconds, 1 minute</p> <p><u>Science</u> Sound and hearing sound. How can we describe the different sounds in the music? What causes sound?</p>	<p>various footwork</p>
Spring 1	<p>Gym (Apparatus, Jumping Landing, linked sequences, differing balances routines)</p> <p>Games (Hockey – using sticks and bats) Playing own modified games, intra competition</p>	<p>Can compare their performance with previous ones and know what to do to improve Can move and balance demonstrating an awareness of body shape e.g. tuck, star, straddle, twisted, pike Work cooperatively and creatively with a partner on floor to balance and match/mirror/contrast Use space and more complex apparatus safely – in pairs and small groups</p> <p>Strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders' bat</p>	<p>Val Sabin gym file for KS2. Children to be given a sequence linked on a topic theme. Movements created to suit the theme.</p> <p>Introduce using arms to spring onto feet and higher apparatus. Look at shoulder balances, headstands and movement from one position to another.</p> <p>www.teachpe.com www.sportplan.com www.thephysicaleducator.com http://www.wirral-mbc.gov.uk/pe/wirralschemesks2.asp</p> <p>Hockey Position 3 v 3 games Marking, defence and attack Passing Dribbling and ball control. Aiming at cones Pirate ball using hockey</p>	<p><u>Mathematics</u> Recognise angles. Make shapes with a right angle, acute, obtuse. Symmetry – can they make symmetrical balances?</p> <p>Division. Dividing into teams, sharing equipment and finding multiples mentally. Make each goal worth 3 or 4 etc. so pupils have to multiply to work out score.</p>	<p>Skipping contest – most skips in 30 seconds.</p> <p>Skipping activity based on continuous running circle.</p> <p>Burpees Jumps</p> <p>Agility Circuit of athletics.</p> <p>Sport Relief - multicultural</p>
Spring 2	<p>Dance(Theme movements, time, cannons, various formation, creating, holiday dances)</p>	<p>Can compare their performance with previous ones and know what to do to improve Can repeat, remember</p>	<p>Topic based dance – introduce cannons. Children repeat movements one after the other (Mexican wave is a cannon). Create dances to songs based on a theme.</p> <p>www.teachpe.com</p>	<p><u>Literacy</u> Safety posters and information leaflets about staying safe in the sun</p> <p><u>Mathematics</u></p>	<p>Speed Bounce – most in 30 seconds</p>

	Rugby/ basketball introducing attacking / defending) Throwing and catching Playing own modified games, intra competition	<p>and perform movement phrases/patterns clearly and fluently Understand and demonstrate different 'fronts 'and directions Show dynamic, rhythmic and expressive movement clearly and with control Bounce and jump to receive and transfer body weight safely</p> <p>Accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder pass.</p> <p>Work cooperatively playing with confidence in a variety of game formations e.g. 2v1, 3v1, 3v2, 2v2, 3v3</p>	<p>www.sportplan.com www.thephysicaleducator.com http://www.wirral-mbc.gov.uk/pe/wirralchemesks2.asp http://www.primaryresources.co.uk/pe/pe.htm#invasion</p> <p>PE mentor basketball planning. – shooting, defence drill and warm up. 3v3 mini game, shoot to the hoop. Defend the hoop. (Netball hoops in the hall can be turned into basketball hoops, ask PE mentor or Tim) Tops Cards and teaching tag rugby file.</p> <p>Play tag bull dog; defend the tag, hares and hounds chase, rugby kick rounder, ball handling skills.</p>	<p>Use different units of measure – 180 degree turns, 360 degree turns in warm up drills and passing drills.</p> <p>Releasing ball 110degrees' backwards' in Rugby.</p> <p><u>Science</u> Light Topic. Shadow dances, reflection.</p>	<p>Speed bounce interval drills. (45secs). Children to set up cones, speed bounce, and then run to a different set – all to change.</p> <p>Bleep Test Assessment</p>
Summer 1	Athletics (comparing performance)/ Bat and ball / tennis	<p>Can sustain concentration and practice to improve Use running, jumping, throwing and catching in isolation and in combination</p> <p>Strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders' bat</p> <p>Understand and explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle.</p>	<p>http://www.primaryresources.co.uk/pe/pdfs/mini_olympics_activities.pdf</p> <p>Norwich Union Athletics resource.</p> <p>Tennis ideas: http://www.primaryresources.co.uk/pe/pdfs/tennis_games.pdf http://www.lta.org.uk/clubs-schools/Schools-tennis/Schools-Tennis-Lesson-Plans--Activity-Cards/ http://www.tennis4you.com/workshop/beginners/beginners.htm http://tennis.about.com/cs/beginners/a/peeweetips.htm</p> <p>Continuous rally – children to line up opposite a net – children then to hit the ball over the net and run to the back of the opposite line.</p> <p>Hit into the hoop – children take it in turns to let the ball bounce and aim into the hoop.</p>	<p><u>Literacy</u> Report and evaluation on improvement / news report on Sports day.</p> <p><u>Mathematics</u> Statistics – Interpret data of class results. Create graphs. Use different units of measure / minutes, seconds, metres, centimetres. Study results working out fractions. Understand 10ths and 100ths using decimal place (results of sprint)</p> <p><u>Science</u> Understand purpose of skeleton and muscles. Identify importance of nutrition.</p>	<p><u>Sprint Race 50m</u></p> <p>Fitness Focus – Acceleration. Sprint races, A's and B's Give children time to beat. Extend to from seated position – Gladiator Races / staggered start</p>
Summer 2	Athletics(comparing performance through evaluation) Fielding /Cricket /	<p>Use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique,</p>	<p>http://www.primaryresources.co.uk/pe/pe.htm#striking – rounder ideas</p> <p>Class competition – long jump, triple jump, javelin, long distance,</p>	<p>Understand purpose of skeleton and muscles. Identify importance of nutrition.</p>	<p><u>Throwing event – chest throw</u></p> <p>Two footed jump</p>

	rounder	<p>control and balance Enjoy competing with each other</p> <p>Strike a ball with reasonable control using a large headed bat/racquet, a hockey stick or rounders' bat</p> <p>Can take part in outdoor and adventure challenges</p>	<p>sprint, discuss, relay race, sprint start.</p> <p>Pacing, sprinting to the line.</p> <p>Play quick cricket / French cricket / www.teachpe.com www.sportplan.com http://www.wirral-mbc.gov.uk/pe/wirralschemesks2.asp http://static.icc-cricket.com/ugc/documents/DOC_8C896FBC96021EAE60187E38CDA10876_1300711074909_143.pdf</p> <p>Team building exercises – problem solving. Orienteering, following maps, designing routes. Turning the carpet, interlinked chain of arms, drainpipe ball move, farmer and his corn, pass the ball only using feet but ball can't touch the floor, pass the hoop.</p>		<p>races over full width of the astro turf. Children to count number of jumps to set weekly personal best.</p> <p>Bleep Test Assessment</p>
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<p><u>By the end of Year 4. Children will be expected to be able to.</u></p>	<p>Compare and comment on skills, techniques and ideas in their own and other's work and use this understanding to improve</p> <p>Explain and apply basic safety principles in preparing for exercise</p> <p>Describe the effects exercise has on the body</p> <p>Explain the value of physical exercise and activity to fitness and health</p> <p><u>LOCOMOTION</u></p> <p>Perform fundamental skills with precision, control and fluency</p> <p>Apply skills, techniques and ideas appropriately with increasing accuracy</p> <p><u>OBJECT CONTROL</u></p> <p>Use a variety of skills to be able to implement an understating of tactical ideas</p> <p><u>STABILITY</u></p> <p>Link skills, techniques and ideas with coordination and control</p> <p>Increased understanding and application of compositional ideas</p>
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PE Mentor. Long Term Plan, Key Objectives and Cross Curricular Links (New Curriculum).

KS2 – Year 5 and Year 6

Term	Area of Skills (2x Curriculum hours)	Key Objectives	Activities/ Resources	Curriculum Links	Termly Competition / Gym fitness focus / Games Fitness focus
Autumn 1	<p>Gym (balances,, rolls, headstands, axis, synchronisation, movement, travel, apparatus, sequences)</p> <p>Football (Kicking / Aiming, ball control, differing techniques) Playing own modified games, intra and inter competition</p>	<p>Understands and can demonstrate the 5 basic jumps Perform basic movements with fluency and control Understands and demonstrates that a sequence contains elements of all categories of movement i.e. travel, turn, jump and balance Can adapt and transfer work from floor to apparatus</p> <p>Works cooperatively playing with increasing confidence in a variety of game formations e.g. 2v1, 3v1, 3v2, 2v2, 3v3 Works cooperatively passing and receiving in sequence and on the move signalling for the ball Can pass confidently with the inside, the front and outside of the foot Demonstrates increasing control when dribbling with the feet Consistently apply attacking and defending principles</p>	<p>Val Sabin Gym file. Planning from PE Mentor</p> <p>Begin to introduce contact points, still balances, height of balances, width etc. Link balances together showing control. Short floor sequences.</p> <p>http://www.wirral-mbc.gov.uk/pe/wirralchemesks2.asp</p> <p>www.coachingsoccer101.com www.teachpe.com www.sportplan.com www.thephysicaleducator.com http://www.wirral-mbc.gov.uk/pe/wirralchemesks2.asp</p> <p>PE Mentor planning. 2 v 1 drills / dribbling relays / turning http://www.primaryresources.co.uk/pe/pe.htm#invasion Tops Cards</p>	<p><u>Literacy</u> Reading text books on gymnastic methods. Gymnastic routines making shapes of letters, letter formation, fluid joins and use of punctuation. Use appropriate vocabulary – instructional writing</p> <p>Articulate and justify answers and opinions. Debate – Do football players get paid too much money? Are they good role models for children?</p> <p><u>Numeracy</u> Illustrate and label parts of a circle During warm ups – use language radius, diameter, circumference.</p> <p>Knowledge of angles in still balances</p> <p>Calculate area using formulae – discuss finding area of playing area. What measurement would be used?</p> <p><u>Science</u> Study how our muscles and skeletons grow as we get older</p> <p>Recognise stages in growth and relate to staying safe when training / lifting etc.</p>	<p>In pairs – how many passes through a gap of 1m made with cones can they make in 30 seconds? Each person to be 1m away from the cones.</p> <p>Burpees jump focus – number in 1.30minutes</p> <p>Superman hold / iron man seating position hold using running circle.</p> <p>5 minute run challenge around marked area – children to run for 5 minutes – when children have run to their potential – child to develop skills in central area (see above).</p>
Autumn 2	<p>Dance (Theme movements, time, height, formation,</p>	<p>Can work creatively and imaginatively on their own, with a</p>	<p>Val Sabin Dance file for KS2. Children to be given a sequence linked on a topic theme. Movements created to suit the theme.</p>	<p><u>Literacy</u> Describing dance (SPAG) clear understanding of adjectives, nouns and</p>	<p>Cone command – children to alternate between running around and within cones,</p>

	<p>independent routines)</p> <p>Netball (Throwing and catching) Playing own modified games, varying techniques, differing parts of the body, accuracy, positions intra competition</p>	<p>partner and in a group to compose motifs and structure simple dances Can use appropriate criteria to evaluate and refine their own and others' work</p> <p>Can use pivot in a game situation Can change direction to either dodge or mark an opponent Accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder, overarm, overhead and 2 handed underarm Can throw or pass to a moving target using hands or feet</p>	<p>Circle dance, children to move across the circle in pairs or threes to suit the music</p> <p>Give children themed moves – allow to order and create into a sequence, differing heights movements and positions.</p> <p>http://www.wirral-mbc.gov.uk/pe/wirralchemesks2.asp www.teachpe.com www.sportplan.com www.thephysicaleducator.com http://www.wirral-mbc.gov.uk/pe/wirralchemesks2.asp</p> <p>PE Mentor planning. 2 v 1 drills / dribbling relays / turning http://www.primaryresources.co.uk/pe/pe.htm#invasion Tops Cards</p> <p>Defend the pin. Circle pass challenge Dodge Ball Passing drills with consequences</p>	<p>verbs etc. Using written stories and written topic work to inspire theme of dance.</p> <p><u>Mathematics</u></p> <p>Solve problems involving the calculation of percentages Measure class kit – all children with kit = 100%. Work out % of pupils with their kit each week.</p> <p><u>Science</u></p> <p>Identify main parts of human circulatory system and the impact of healthy eating on their body.</p>	<p>using jumps and various footwork – introduce colour touch.</p> <p>Bleep Test Assessment</p>
Spring 1	<p>Gym (Apparatus, Jumping Landing, linked sequences, differing balances, paired, mirror, symmetry, routines)</p> <p>Games (Hockey – using sticks and bats) Playing modified games with increased control and understanding, using different parts of the body to pass and receive balls, intra and inter competition</p>	<p>Observes and describes the movements of others using appropriate language and terminology Work cooperatively with a partner to travel over/under/around and move in synchronisation or canon Understands and can demonstrate rotation around 2 different axes Can balance to demonstrate specific planned shapes e.g. symmetry and asymmetry Warms up and cools down independently Understands and demonstrates the principles of using apparatus safely in twos and small groups</p>	<p>Val Sabin file for KS2. Children to be given a sequence linked on a topic theme. Movements created to suit the theme.</p> <p>Introduce using arms to spring onto feet and higher apparatus. Look at shoulder balances, headstands and movement from one position to another.</p> <p>www.teachpe.com www.sportplan.com www.thephysicaleducator.com http://www.wirral-mbc.gov.uk/pe/wirralchemesks2.asp</p> <p>Hockey Position 3 v 3 games Marking, defence and attack Passing Dribbling and ball control. Aiming at cones Pirate ball using hockey</p>	<p><u>LITERACY</u> Use dictionaries to check spellings and find meanings of specific words – vocabulary linked to gym and games – recap types of words, such as homophones where possible.</p> <p><u>Mathematics</u> Interpret and construct pie charts Calculate and interpret the mean Convert units of measure</p> <p><u>Science</u> Light. Discuss how we can see things, discuss light sources and reflections in playing area</p>	<p>Skipping contest – most skips in one minute.</p> <p>Sport Relief – multicultural</p> <p>Skipping activity based on continuous running circle.</p> <p>Burpees Jumps – work in partners A and B 30 seconds at a time. Who can get the most – set PB</p> <p>Agility Circuit of athletics – increased distance.</p>

		Strikes a ball with increasing control using a large headed bat/racquet, a hockey stick or rounders' bat Can play modified versions of a range of competitive games			
Spring 2	<p>Dance(Theme movements, time, cannons, various formation, Dynamics, levels and Space, creating)</p> <p>Rugby/ basketball introducing attacking / defending) Throwing and catching Playing modified games confidently and in small groups, intra and inter competition</p>	<p>Can adapt and refine the use of weight, space and rhythm in dances to express themselves in the style of dance.</p> <p>Perform dances using a range of stimuli and more complex movement patterns</p> <p>Can throw or pass to a moving target using hands or feet Can play modified versions of a range of competitive games Accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder, overarm, overhead and 2 handed underarm Consistently apply attacking and defending principles</p>	<p>Topic based dance – introduce cannons. Children repeat movements one after the other (Mexican wave is a cannon). Create dances to songs based on a theme.</p> <p>www.teachpe.com www.sportplan.com www.thephysicaleducator.com http://www.wirral-abc.gov.uk/pe/wirralchemesks2.asp http://www.primaryresources.co.uk/pe/pe.htm#invasion PE mentor basketball planning. – shooting, defence drill and warm up. 3v3 mini game, shoot to the hoop. Defend the hoop. (Netball hoops in the hall can be turned into basketball hoops, ask PE mentor or Tim) Tops Cards and teaching tag rugby file.</p> <p>Play tag bull dog; defend the tag, hares and hounds chase, rugby kick rounder, ball handling skills.</p>		<p>Speed bounce interval drills. (1minute). Children to set up cones, speed bounce, and then run to a different set – all to change.</p> <p>Bleep Test Assessment</p>
Summer 1	<p>Athletics comparing performance through evaluation, be able to practice and improve /</p> <p>Bat and ball / tennis / Outdoor adventure (Residential, Map work, Orienteering, problem solving)</p>	<p>Master basic movements of running, jumping and throwing and link them together</p> <p>Can take part in outdoor and adventure challenges – individually and within a team Can 'field' a rolling ball</p>	<p>http://www.primaryresources.co.uk/pe/pdfs/mini_olympics_activities.pdf</p> <p>Norwich Union Athletics resource.</p> <p>Tennis ideas: http://www.primaryresources.co.uk/pe/pdfs/tennis_games.pdf http://www.lta.org.uk/clubs-schools/Schools-tennis/Schools-Tennis-Lesson-Plans--Activity-Cards/ http://www.tennis4you.com/workshop/beginners/beginners.htm http://tennis.about.com/cs/beginners/a/peeweehints.htm</p> <p>Continuous rally – children to line up opposite a net – children then to hit the ball over the net and run to the back of the opposite line.</p> <p>Hit into the hoop – children take it in turns to let the ball bounce and aim into the hoop.</p>	<p><u>Literacy</u> Participate in discussions and presentations. Children to present to the class how they have improved their performance. Develop short presentation using ICT and statistics (see numeracy links)</p> <p><u>Mathematics</u> Interpret and construct pie charts Calculate and interpret the mean Convert units of measure</p> <p>Use data from 50m sprints (How many</p>	<p>Sprint Race 50m</p>

<p>Summer 2</p>	<p>Athletics (comparing performance through evaluation, identify ways to improve and be able to practise and improve)</p> <p>Fielding /Cricket / rounders (Consistent and accurate use of skills.</p>	<p>Develop strength and flexibility Compare performances and demonstrate improvements to achieve their best.</p> <p>Can throw or pass to a moving target using hands or feet Can play modified versions of a range of competitive games Can 'field' a rolling ball Strikes a ball with increasing control using a large headed bat/racquet, a hockey stick or rounders' bat</p> <p>Understands and can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle in school, after school and in the community</p>	<p>http://www.primaryresources.co.uk/pe/pe.htm#striking – rounder ideas</p> <p>Class competition – long jump, triple jump, javelin, long distance, sprint, discuss, relay race, sprint start.</p> <p>Pacing, sprinting to the line.</p> <p>Play quick cricket / French cricket / www.teachpe.com www.sportplan.com http://www.wirral-mbc.gov.uk/pe/wirralchemesks2.asp http://static.icc-cricket.com/ugc/documents/DOC_8C896FBC96021EAE60187E38CDA10876_1300711074909_143.pdf</p> <p>Team building exercises – problem solving. Orienteering, following maps, designing routes. Turning the carpet, interlinked chain of arms, drainpipe ball move, farmer and his corn, pass the ball only using feet but ball can't touch the floor, pass the hoop. Climbing circle. Blind fold battle ships / water fight</p>	<p>children took 8 seconds, 9 seconds, 10 seconds) and other athletic results, create pie chart using data – calculate mean, median, mode etc.</p> <p>Convert distance of throws from metres into cm</p> <p>Co – ordinates use of maps and discussing position of an object</p> <p><u>Science</u></p> <p>Forces – explain objects fall to the earth due to gravitational forces acting between the earth and the object.</p> <p>Identify the effect of air resistance and friction on improving results in athletics events.</p>	<p>Throwing event – chest throw</p> <p>Bleep Test Assessment</p> <p>Two footed jump races over full width of the astro turf. Children to count number of jumps to set weekly personal best.</p>
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<p><u>By the end of Year 6. Children will be expected to be able to.</u></p>	<ul style="list-style-type: none"> Analyse and comment on skills, techniques and their application in their own and other's work Modify and refine skills and techniques to improve performance Warm up and cool down in a way appropriate to the activity Explain how the body reacts during different activities Explain why regular, Safe exercise is good for fitness and health <p><u>LOCOMOTION</u></p> <ul style="list-style-type: none"> Perform skills consistently showing precision, control and fluency. Select and combine appropriate skills, techniques and ideas and apply them accurately and consistently <p><u>OBJECT CONTROL</u></p> <p>Demonstrate a knowledge and understanding about strategy and tactics through clear control and movement of objects and equipment and apply accurately and consistently.</p> <p><u>STABILITY</u></p> <p>Demonstrate a clear knowledge and understanding about strategy and composition through clearly linking skills, techniques and ideas together.</p>
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Chris Quigley Objectives for NC2014

Year/term and unit	Objective
KS1 Autumn (C1) Once Upon A Time	<ul style="list-style-type: none"> • Copy and remember moves and positions. ZD1-1 • Move with careful control and coordination. ZD1-2 • Link two or more actions to perform a sequence. ZD1-3 • Choose movements to communicate a mood, feeling or idea. ZD1-4
	<ul style="list-style-type: none"> • Copy and remember actions. ZGY1-1 • Move with some control and awareness of space. ZGY1-2 • Link two or more actions to make a sequence. ZGY1-3 • Show contrasts (such as small/tall, straight/curved and wide/narrow). ZGY1-4 • Travel by rolling forwards, backwards and sideways. ZGY1-5 • Hold a position whilst balancing on different points of the body. ZGY1-6 • Climb safely on equipment. ZGY1-7 • Stretch and curl to develop flexibility. ZGY1-8 • Jump in a variety of ways and land with increasing control and balance. ZGY1- • Use the terms 'opponent' and 'team-mate'. ZG1-1 • Use rolling, hitting, running, jumping, catching and kicking skills in combination. ZG1-2 • Develop tactics. ZG1-3 • Lead others when appropriate. ZG1-4
KS1 Spring (C1) The Sea	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. ZG1-1 • Use rolling, hitting, running, jumping, catching and kicking skills in combination. ZG1-2 • Develop tactics. ZG1-3 • Lead others when appropriate. ZG1-4
	<ul style="list-style-type: none"> • Copy and remember actions. ZGY1-1 • Move with some control and awareness of space. ZGY1-2 • Link two or more actions to make a sequence. ZGY1-3 • Show contrasts (such as small/tall, straight/curved and wide/narrow). ZGY1-4 • Travel by rolling forwards, backwards and sideways. ZGY1-5 • Hold a position whilst balancing on different points of the body. ZGY1-6 • Climb safely on equipment. ZGY1-7 • Stretch and curl to develop flexibility. ZGY1-8 • Jump in a variety of ways and land with increasing control and balance. ZGY1-9
KS1 Summer (C1) World Kitchen	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. ZG1-1 • Use rolling, hitting, running, jumping, catching and kicking skills in combination. ZG1-2 • Develop tactics. ZG1-3 • Lead others when appropriate. ZG1-4

	<ul style="list-style-type: none"> • Copy and remember moves and positions. ZD1-1 • Move with careful control and coordination. ZD1-2 • Link two or more actions to perform a sequence. ZD1-3 • Choose movements to communicate a mood, feeling or idea. ZD1-4
	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. ZA1-1
KS1 Autumn (C2) Long Ago and Far Away	<ul style="list-style-type: none"> • Copy and remember moves and positions. ZD1-1 • Move with careful control and coordination. ZD1-2 • Link two or more actions to perform a sequence. ZD1-3 • Choose movements to communicate a mood, feeling or idea. ZD1-4
	<ul style="list-style-type: none"> • Copy and remember actions. ZGY1-1 • Move with some control and awareness of space. ZGY1-2 • Link two or more actions to make a sequence. ZGY1-3 • Show contrasts (such as small/tall, straight/curved and wide/narrow). ZGY1-4 • Travel by rolling forwards, backwards and sideways. ZGY1-5 • Hold a position whilst balancing on different points of the body. ZGY1-6 • Climb safely on equipment. ZGY1-7 • Stretch and curl to develop flexibility. ZGY1-8 • Jump in a variety of ways and land with increasing control and balance. ZGY1-9 • Copy and remember moves and positions. ZD1-1 • Move with careful control and coordination. ZD1-2 • Link two or more actions to perform a sequence. ZD1-3 • Choose movements to communicate a mood, feeling or idea. ZD1-4
KS1 Spring (C2) London's Burning	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. ZG1-1 • Use rolling, hitting, running, jumping, catching and kicking skills in combination. ZG1-2 • Develop tactics. ZG1-3 • Lead others when appropriate. ZG1-4
	<ul style="list-style-type: none"> • Copy and remember actions. ZGY1-1 • Move with some control and awareness of space. ZGY1-2 • Link two or more actions to make a sequence. ZGY1-3 • Show contrasts (such as small/tall, straight/curved and wide/narrow). ZGY1-4 • Travel by rolling forwards, backwards and sideways. ZGY1-5 • Hold a position whilst balancing on different points of the body. ZGY1-6 • Climb safely on equipment. ZGY1-7 • Stretch and curl to develop flexibility. ZGY1-8 • Jump in a variety of ways and land with increasing control and balance. ZGY1-9
KS1 Summer (C2) Ourselves and	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. ZG1-1 • Use rolling, hitting, running, jumping, catching and kicking skills in combination. ZG1-2 • Lead others when appropriate. ZG1-4

Other Living Things	
	<ul style="list-style-type: none"> • Copy and remember moves and positions. ZD1-1 • Move with careful control and coordination. ZD1-2 • Link two or more actions to perform a sequence. ZD1-3 • Choose movements to communicate a mood, feeling or idea. ZD1-4
	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. ZA1-1
Year 3 Autumn Footprints from the Past	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. ZG2-1 • Strike a ball and field with control. ZG2-2 • Choose appropriate tactics to cause problems for the opposition. ZG2-3 • Follow the rules of the game and play fairly. ZG2-4 • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). ZG2-5 • Pass to team mates at appropriate times. ZG2-6 • Lead others and act as a respectful team member. ZG2-7
	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. ZD2-1 • Move in a clear, fluent and expressive manner. ZD2-2 • Refine movements into sequences. ZD2-3 • Create dances and movements that convey a definite idea. ZD2-4 • Change speed and levels within a performance. ZD2-5 • Develop physical strength and suppleness by practising moves and stretching. ZD2-6
	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. ZGY2-1 • Move in a clear, fluent and expressive manner. ZGY2-2 • Refine movements into sequences. ZGY2-3 • Show changes of direction, speed and level during a performance. ZGY2-4 • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. ZGY2-5 • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). ZGY2-6 • Swing and hang from equipment safely (using hands). ZGY2-7
Year 3 Spring Get Me Out of Here!	<ul style="list-style-type: none"> • Choose appropriate tactics to cause problems for the opposition. ZG2-3 • Follow the rules of the game and play fairly. ZG2-4
	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. ZD2-1 • Move in a clear, fluent and expressive manner. ZD2-2 • Refine movements into sequences. ZD2-3 • Create dances and movements that convey a definite idea. ZD2-4 • Change speed and levels within a performance. ZD2-5 • Develop physical strength and suppleness by practising moves and stretching. ZD2-6

	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. ZGY2-1 • Move in a clear, fluent and expressive manner. ZGY2-2 • Refine movements into sequences. ZGY2-3 • Show changes of direction, speed and level during a performance. ZGY2-4 • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. ZGY2-5 • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). ZGY2-6 • Swing and hang from equipment safely (using hands). ZGY2-7
	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. ZA2-1 • Run over a longer distance, conserving energy in order to sustain performance. ZA2-2 • Use a range of throwing techniques (such as under arm, over arm). ZA2-3 • Throw with accuracy to hit a target or cover a distance. ZA2-4 • Jump in a number of ways, using a run up where appropriate. ZA2-5 • Compete with others and aim to improve personal best performances. ZA2-6
Year 3 Summer Contrasts	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. ZG2-1 • Strike a ball and field with control. ZG2-2 • Choose appropriate tactics to cause problems for the opposition. ZG2-3 • Follow the rules of the game and play fairly. ZG2-4 • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). ZG2-5 • Pass to team mates at appropriate times. ZG2-6 • Lead others and act as a respectful team member. ZG2-7
	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. ZA2-1 • Run over a longer distance, conserving energy in order to sustain performance. ZA2-2 • Use a range of throwing techniques (such as under arm, over arm). ZA2-3 • Throw with accuracy to hit a target or cover a distance. ZA2-4 • Jump in a number of ways, using a run up where appropriate. ZA2-5 • Compete with others and aim to improve personal best performances. ZA2-6
	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. ZO2-1 • Understand the need to show accomplishment in managing risks. ZO2-2 • Show an ability to both lead and form part of a team. ZO2-3 • Support others and seek support if required when the situation dictates. ZO2-4 • Show resilience when plans do not work and initiative to try new ways of working. ZO2-5
Year 4 Autumn Thrills and Spills	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. ZG2-1 • Strike a ball and field with control. ZG2-2 • Choose appropriate tactics to cause problems for the opposition. ZG2-3 • Follow the rules of the game and play fairly. ZG2-4 • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). ZG2-5 • Pass to team mates at appropriate times. ZG2-6

	<ul style="list-style-type: none"> • Lead others and act as a respectful team member. ZG2-7
	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. ZD2-1 • Move in a clear, fluent and expressive manner. ZD2-2 • Refine movements into sequences. ZD2-3 • Create dances and movements that convey a definite idea. ZD2-4 • Change speed and levels within a performance. ZD2-5 • Develop physical strength and suppleness by practising moves and stretching. ZD2-6
	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. ZGY2-1 • Move in a clear, fluent and expressive manner. ZGY2-2 • Refine movements into sequences. ZGY2-3 • Show changes of direction, speed and level during a performance. ZGY2-4 • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. ZGY2-5 • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). ZGY2-6 • Swing and hang from equipment safely (using hands). ZGY2-7
Year 4 Spring The Things People Do	<ul style="list-style-type: none"> • Choose appropriate tactics to cause problems for the opposition. ZG2-3 • Follow the rules of the game and play fairly. ZG2-4
	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. ZD2-1 • Move in a clear, fluent and expressive manner. ZD2-2 • Refine movements into sequences. ZD2-3 • Create dances and movements that convey a definite idea. ZD2-4 • Change speed and levels within a performance. ZD2-5 • Develop physical strength and suppleness by practising moves and stretching. ZD2-6
	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. ZA2-1 • Run over a longer distance, conserving energy in order to sustain performance. ZA2-2 • Use a range of throwing techniques (such as under arm, over arm). ZA2-3 • Throw with accuracy to hit a target or cover a distance. ZA2-4 • Jump in a number of ways, using a run up where appropriate. ZA2-5 • Compete with others and aim to improve personal best performances. ZA2-6
Year 4 Summer Let's Get Moving	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. ZG2-1 • Strike a ball and field with control. ZG2-2 • Choose appropriate tactics to cause problems for the opposition. ZG2-3 • Follow the rules of the game and play fairly. ZG2-4 • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). ZG2-5 • Pass to team mates at appropriate times. ZG2-6 • Lead others and act as a respectful team member. ZG2-7

	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. ZA2-1 • Run over a longer distance, conserving energy in order to sustain performance. ZA2-2 • Use a range of throwing techniques (such as under arm, over arm). ZA2-3 • Throw with accuracy to hit a target or cover a distance. ZA2-4 • Jump in a number of ways, using a run up where appropriate. ZA2-5 • Compete with others and aim to improve personal best performances. ZA2-6
	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. ZO2-1 • Understand the need to show accomplishment in managing risks. ZO2-2 • Show an ability to both lead and form part of a team. ZO2-3 • Support others and seek support if required when the situation dictates. ZO2-4 • Show resilience when plans do not work and initiative to try new ways of working. ZO2-5
Year 5 Autumn Hull	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). ZG3-1 • Work alone, or with team mates in order to gain points or possession. ZG3-2 • Strike a bowled or volleyed ball with accuracy. ZG3-3 • Use forehand and backhand when playing racket games. ZG3-4 • Field, defend and attack tactically by anticipating the direction of play. ZG3-5 • Choose the most appropriate tactics for a game. ZG3-6 • Uphold the spirit of fair play and respect in all competitive situations. ZG3-7 • Lead others when called upon and act as a good role model within a team. ZG3-8
	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. ZGY3-1 • Hold shapes that are strong, fluent and expressive. ZGY3-2 • Include in a sequence set pieces, choosing the most appropriate linking elements. ZGY3-3 • Vary speed, direction, level and body rotation during floor performances. ZGY3-4 • Practise and refine the gymnastic techniques used in performances (listed above). ZGY3-5 • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). ZGY3-6 • Use equipment to vault and to swing (remaining upright). ZGY3-7
Year 5	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. ZA3-1

Spring Greece	<ul style="list-style-type: none"> • Choose the best place for running over a variety of distances. ZA3-2 • Throw accurately and refine performance by analysing technique and body shape. ZA3-3 • Show control in take off and landings when jumping. ZA3-4 • Compete with others and keep track of personal best performances, setting targets for improvement. ZA3-5
Year 5 Summer Americas	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. ZO3-1 • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. ZO3-2 • Embrace both leadership and team roles and gain the commitment and respect of a team. ZO3-3 • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. ZO3-4 • Remain positive even in the most challenging circumstances, rallying others if need be. ZO3-5 • Use a range of devices in order to orientate themselves. ZO3-6 • Quickly assess changing conditions and adapt plans to ensure safety comes first. ZO3-7
	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. ZD3-1 • Perform expressively and hold a precise and strong body posture. ZD3-2 • Perform and create complex sequences. ZD3-3 • Express an idea in original and imaginative ways. ZD3-4 • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. ZD3-5 • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). ZD3-6
Year 6 Autumn Yorkshire	
Year 6 Spring Italy	
Year 6 Summer Americas	