

PE Curriculum Cohesion

	Autumn	Spring	Summer
Rec	<p><i>Move with Max Programme</i> Games and Gymnastics Story: Aliens love underpants This is an introduction to games and children will learn basic skills used in game including following rules. Children will begin to find a suitable space and increase spatial awareness to negotiate space and move carefully. Activities will include for the first time working with a partner. Games will involve learning how to aim to throw, jump and land.</p>	<p><i>Move with Max Programme</i> Dance Story: Jack and the Meanstalk Children will begin to think about changing speed, direction and beginning to control movements. They will have increase body awareness. Children will begin gymnastic skills as they learn how to hold a still shape, working on and around objects and increasing hand eye coordination.</p> <p>Move with Max Programme Games Story: The Gruffalo Children will develop their previous movement skills to vary their travel. They will learn to pick up and control an object. Children will develop their throwing skills from Autumn term to begin to aim at a target.</p>	<p><i>Move with Max Programme</i> Athletics Story: Tiny Whale and Fishy Tale Children will develop their skills they have been introduced to so far this year such as jumping, controlling a ball, kicking, rolling and throwing a ball with increased control. They will develop moving in a sequence of movements, in various directions and control their body in large and small scale movements.</p>
Year 1	<p>Games Ten Point Hoops The 'Ten point hoops' core task involves children scoring points by throwing beanbags to a choice of two targets. The children are introduced to the terms attacker and defender. They will develop skills from EYFS to change speed and direction. The concept of underarm throwing beginning with rolling will be introduced and the children will develop their skills from Reception class to throw at a target. In games the aim to outwitting opponents will</p>	<p>Dance Themes and Dreams Children take the basic skills learnt in Reception to create a dance based on a theme for the first time. They concentrate on how to start and finish their dance, and what shapes or actions they have in the middle ensuring these are always the same. Skills such as copying and exploring basic body actions, e.g. travel, jump, turn, gesture, stillness are introduced. The children will use different parts of the body to respond to stimuli. Safety messages from EYFS</p>	<p>OAA Where are we going Children will have a first introduction to outdoor adventure and activity (OAA). They will follow a trail marked by arrows, or a long piece of string that goes around the classroom or hall. When you find an object, picture or shape on the trail, match these up to the pictures on your check sheet. This links into other subjects such as Geography and Maths concepts. Skills are developed from EYFS as they recognise their own space and explore</p>

	<p>be introduced.</p>	<p>are developed as children use a range of movements, moving in all directions without bumping into others. In their final performance children will be able to compose and link movement phrases to make simple dances with clear beginning, middles and ends for the first time.</p>	<p>finding different places.</p>
	<p>Gymnastics Making Shapes The 'Making shapes' core task involves children creating a gymnastic sequence. They will build on the basic skills taught in EYFS to work on the floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping. The children will make straight shapes on the mat and floor and travel cross the mat in this position (log rolls, jumps, sliding). They will be introduced to specific gymnastic vocabulary to name the shapes they make e.g. straddle sit, tuck jump, spider walks. They will begin to use their bodies to roll in different ways (egg rolls, bunny hop and forward rolls) and work at different levels for the first time to make shapes on the apparatus.</p>	<p>Games Rollaball The aim of the game is to score points by rolling a ball underarm, over your opponent's line. The game is played two against two. They will continue to develop their skills using underarm throwing from last term. The children will be able to use a ball to pass it around the body and begin to find different ways to send a ball (e.g. rolling, pushing and throwing). Ball skills from EYFS are developed to find different ways to use their hand to carry, hit or dribble a ball. The children will become more body aware and retrieve and stop a ball using different parts of the body. The children will develop movement skills first taught in EYFS to move forwards, backwards and sideways. In games children will begin to understand the concept of defending and outwitting opponents.</p>	<p>Athletics Honey Pot In the 'Honey pot' core task children will build on work from previous units and use them in a game situation. They will be running in different directions to pick up objects as quickly as they can develop their control of speeds. They will continue to manoeuvre around objects safely whilst changing directions. These skills will be used in small games and races such as egg and spoon. Children will play games involving movements developed in EYFS such as walking, skipping or jumping as fast as possible.</p>
<p>Year 2</p>	<p>Games Piggy in the Middle The children will build on their knowledge of games from Year 1 to play 'Piggy in the Middle.' The core task involves throwing and catching of a ball, revising underarm and the</p>	<p>Dance: Cat Dance The 'Cat dance' core task involves children creating and performing short dances inspired by the movement and behaviour of a house (domestic) cat throughout the day. This is the</p>	<p>OAA: Gone Fishing This is the second unit of Outdoor Adventure Activities that the children will take part in at KS1. Once again links can be made to Geography and Maths work. The children must</p>

	<p>introduction of overarm throwing. Children will begin to move in games using dodging and swerving techniques. Children will develop knowledge of tactical choices, playing against opponents and think carefully about scoring and follow rules.</p>	<p>second unit of dance the children will have taken part in. This unit gives greater opportunity to explore and experiment with ways of expressing ideas, moods and feelings through movement. Working individually, in pairs or threes, they compose a variety of cat-like dance phrases that they link together to create a dance to music. Children will look at and respond to a facial expression with a movement and express different moods. This links to PSHE work on feelings. Also, children begin to work in pairs and groups to develop their own routines. Their final performance should involve a beginning, middle and end.</p>	<p>see how many things you can rescue from the “river” without putting any part of your body, including your hands, into the river area. Skills from Year 1 are built upon as they follow a simple map with apparatus marked as key features.</p>
	<p>Gymnastics: Families of actions In this unit the children will develop on previously taught aspects of gymnastics by linking a roll, a balance, a jump and travel into their own gymnastic sequence on floor, mats and apparatus. The children will continue to develop their balancing on large body parts both at an individual level and with a partner. Different types of jumps are explored and children will be able to perform these in a repeated sequence or perform three different jumps in succession. Additional gymnastic shapes to those learnt in Year 1 are performed (straight, tuck, star, straddle, twisted) and a greater variety of travelling movements are developed (spider walks, bunny hops, walking, skipping.)</p>	<p>Games: Kick Rounders In this unit children will build on skills previously used in games in Year 1 such as following rules and scoring. The feeder rolls the ball to the kicker, who then kicks it into the field which contains 4 hoops arranged in a semi-circle. Children will develop kicking skills to use different parts of the foot and learn the skill of retrieving a ball. The children will continue to develop ways of moving, Move forwards, backwards and sideways. The aim is for the kicker to kick the ball into the field, pick up a bean bag and then run as far as possible around the hoops before the fielding team returns the ball to the feeder’s base. This will be their first introduction to a game situation involving teams.</p>	<p>Athletics: Colour Match This core task develops skills developed earlier in KS1 in previous games and athletics tasks. The ‘Colour match’ core task involves children throwing different pieces of equipment as accurately as possible in order to hit targets. The children work in groups of three and take it in turns to be the thrower, scorer and collector. The children are introduced to different positions from which to throw the equipment as well as using different arm positions. Partner skills are developed as the children will work together to throw and catch from different heights and distances.</p>

Year 3	Invasion Games: Three Touch Ball The 'Three touch ball' core task involves children trying to score as many goals as possible by passing a ball at least three times before throwing it into a hoop. This links to the skills previously taught in Year 2 to send and receive the ball to a partner. Types of passing are developed as children will be introduced to bounce pass, kicking and hitting. Children will develop team games from Year 2 as games are played in small groups, 3 or 4 verses 1.	Dance: Round the clock The 'Round the clock' core task builds on skills from KS1 as the children create and perform as a group. The dance is inspired by clocks, their mechanisms and the important times they mark throughout the day. The children continue from Year 2 to work individually to create short dances inspired by clock mechanisms before beginning to work in small groups to create short dances that express a particular time of the day (e.g. waking up, lunchtime). They then draw these together into a final, whole-class performance. Children will use their skills from KS1 to use different parts of their body, at varying levels and speeds to compose a short movement phrase based on clock mechanisms or movements. They will increase size, change speed and rhythm. Children to experiment with performing their dance in unison.	OAA Where am I? Children have previously used OAA skills in KS1. It links to Geography work. As children begin the KS2 unit they use a simple map of the school or playground but have increased the controls. Team building skills are developed and the concept of planning out a task is introduced. Team work skills can be applied to other games situations.
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<p>Year 4</p>	<p>Invasion Games: On the Attack (Football or Basketball) The 'On the attack' core task builds on skills developed in KS1 and Year 3. It involves children trying to score goals using throwing and catching, kicking or striking techniques. Passing techniques are developed as they will progress from standing to moving passes with different size balls. They will practise keeping possession. Scoring skills are developed as they consider the best positions for shooting. As children build on team skills from Year 3 they begin to plan their role.</p>	<p>Dance: Indian Delight The 'Indian delight' core task develops work previously completed in Year 3 as children create a group dance inspired by the classical Indian dance style. Children will develop skills from Year 2 to work on their ideas and gain inspiration from watching Indian dances. In this dance style there is a particular focus on exploring movements of the hands. There is an increased opportunity from Year 3 to develop partner dances and linking movements. The children begin to explore timing (canon and unison), use of space and direction.</p>	<p>OAA: Communication Challenge In the second KS2 unit the children carry out this task with a partner. The task involves leading a partner around an area with a blindfold. The person without a blindfold should lead his or her partner around a safe area given by the teacher. This unit develops safety instructions from previous games units in KS1 as children begin to work with a partner safely. Listening skills are developed as they follow instructions from a partner. Children must plan and discuss how to complete the task without voice communication</p>
	<p>Gymnastics: Partner Work The 'Partner work' core task involves children developing skills from Year 3 to create a gymnastic sequence on floor, mats and</p>	<p>Net and Wall Games: Target Baggers The aim of the game is to score points by getting a small soft ball to land in one of two targets. The unit builds on work in Year 3 to</p>	<p>Athletics: Faster, Higher, Further In this unit skills from KS1 and Year 3 are developed as children work in small groups to run, jump and throw. They will investigate and</p>

	<p>apparatus. Children focus on how they work with a partner to perform actions together accurately and consistently. They will begin to use mirroring and matching with a partner completing actions over, along, on and off apparatus. Children will perform actions with tension, control and extension. The children will develop on work in Year 3 to use different level and direction in their sequence. Routines will involve the families of actions (travel, balance, jump, roll) previously taught.</p>	<p>send and receive a ball, choosing different ways to throw whilst moving forwards, sideways and backwards efficiently. A deeper understanding will be gained by the end of the unit as children learn about playing against opponents and choosing effective ways to defend and attack.</p>	<p>compare the effectiveness of different styles of running, jumping and throwing. Children will run at short and longer distances, exploring the pace required for the different distances. Five types of jump are used. Building on Year 3 work throwing techniques are developed to include using sling, pushing and pulling techniques to throw.</p>
Year 5	<p>Invasion Games: End Zone (Hockey) In this unit, a different game situation is explored to previous years as they are introduced to hockey. The aim of the core task is to pass the ball to a nominated player in the end zone of a pitch. Rolling skills from KS1 are developed as the children pass and receiving using a hockey stick. They will be taught to hold the stick correctly and pass and stop using their stick. Work on changing speed and direction from lower KS2 is extended as they use equipment to perform this whilst dribbling around obstacles. Work from lower KS2 on planning tactics, roles within the team and ways to score are also developed.</p>	<p>Dance: What's So Funny Create and perform dances based on characters and narrative building on skills from Year 2 and lower KS2. They will use the dance idea 'Welcome to the House of Fun'. The dance should have two or three sections. Children will develop characters from a range of stimuli. They will create dance motifs for character and dramatic effect. They will develop and vary dance phrases using canon, unison, repetition, and change of direction, level, speed and pathway.</p>	<p>OAA: Safely Across This unit builds on Year 4 as children move from working with a single partner to a team of 5. Additional equipment is introduced and working together, you must get the whole team and the equipment safely across the "river" / "swamp" to avoid anyone "falling in". Use the equipment (spots, carpet squares, crates) to act as stepping stones to get you to the other side. Problem solving skills are developed as well as speaking and listening skills.</p>
	<p>Gymnastics: Acrobatic Gymnastics Within this gymnastics unit previous skills are brought together to perform a pair sequence on floor, mats and apparatus that includes three basic acrobatic balances (a part-weight</p>	<p>Striking and Fielding Games: Runners (Cricket) Another game, cricket, will be explored during this unit. The aim of this game is for a pair (one batter and one runner) to score as many runs as possible. This builds on work from Year</p>	<p>Athletics: Three Jump Challenge This unit builds on the athletics taught in Year 4 with a focus on jumping skills. The 'Three jump challenge' core task involves children selecting and performing three consecutive jumps with</p>

	bearing balance, counter-tension and a counter-balance) and up to six other actions. Skills developed within the unit centre on part weight bearing balances with varying base options. Balances are paired and performed face to face and facing a different direction to a partner. Children will perform in canon for the first time.	3 to develop batting skills, including preparation, the grip, hitting and following through. Bowling skills are developed from Year 3 as children begin to bowl over arm. Tactics in fielding techniques are explored for intercepting, stopping, catching and throwing the ball.	the aim of travelling as far as possible. Children will consolidate basic jumps and learn to land correctly. Maths skills will be applied when measuring and recording the distance travelled in the different combinations. They will begin to combine jumps from a starting position and use a run up.
Year 6	<p>Invasion Games: Wide Attack</p> <p>The 'Wide attack' core task consolidates skills taught across KS2. They will play games using a netball, basketball, football or hockey ball. Team work develops from Year 5 as they organise their own teams to play small sided games. The children will consolidate skills of sending, receiving and travelling with the ball whilst using acceleration to outwit opponents. They play different games – complex tag and a variety of target games.</p>	<p>Dance: Making the Grade</p> <p>In the final dance unit the 'Making the grade' core task sees the children create and perform a group dance that portrays the routines and emotions involved in taking tests or exams. The final performance extends the work from Year 5 to be made up of five sections and uses a chair as a prop. Children will work both individually or in a pair to create an 8 count phrase for different sections of the dance. They will introduce an exit move to end a section.</p>	<p>OAA: Beat the clock and Electric Fence</p> <p>This is the final OAA unit. Skills from previous KS2 OAA units are revisited as the children complete an orienteering course in a given time. The children work in pairs or small groups to complete the task. Children have an increased number of controls to find in the quickest time. Children build on communication skills to plan and try out strategies before beginning the challenge. This links to Geography work as children will orientate a map of the whole school site, with 16 controls marked on, each control could be a punch, stamp, sticker or symbol. Children will complete the task within a time limit.</p>
	<p>Gymnastics: Group Dynamics</p> <p>The 'Group dynamics' core task is the final unit of gymnastics. It involves children working in larger groups, of four to six, to create and perform a sequence that shows their knowledge of gymnastic actions and compositional principles. They will recap skills from Year 5 developing their pair balances –</p>	<p>Net and Wall Games: Long, thin, Short, Fat (Tennis)</p> <p>The 'Long and thin or short and fat' core task develops skills previously taught in Year 5 and is the final games unit. It teaches a new way to strike as children use tennis shots to strike a ball accurately at targets, moving their opponent around the court in order to create</p>	<p>Athletics: Distance Challenge</p> <p>This core task involves skills previously taught in KS2 as the children will be travelling, throwing and jumping to complete tasks. By the end of the unit children will be proficient at running at different speeds and be able to maintain a steady pace. They will demonstrate a range of throwing techniques to those used</p>

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	counter-balances(pushing against), counter tension (pulling away) and part-weight bearing (front and back supports) and use these in groups and with apparatus. The children will link paired balances into a group performance.	spaces in which to attack. The children are introduced to shots at different heights and different barriers. Children work with a partner for single rallies using forehand, backhand and volley rallies then being to work in doubles.	in Year 4 and use different equipment. They will increase the speed of release of throws and show a good standing position to throw.
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