

St Gregory's Medium Term Plan

<b>Year Group: EYFS</b>		<b>Term:</b>		<b>Subject: Movement and Handling</b>	
<b>Key Vocabulary</b>		<b>Key Questions</b>		<b>Resources</b>	
<b>Cross Curricular Links</b>					
<b>National Curriculum Objectives:</b>					
<b>Year A</b>					
<b>Unit 1</b>		<b>Unit 2</b>		<b>Unit 3</b>	
<b>Year B</b>					
<b>Unit 1</b>		<b>Unit 2</b>		<b>Unit 3</b>	
<b>AFL opportunities:</b>					

<b>Year Group: Year 1 and 2</b>		<b>Term:</b>	<b>Subject: PE</b>	
<b>Key Vocabulary</b>	<b>Key Questions</b>	<b>Resources</b>		<b>Cross Curricular Links</b>
<p><b>National Curriculum Objectives:</b>  <b>Pupils should be taught dance and PE by:</b></p> <ul style="list-style-type: none"> <li>• <b>Developing flexibility, strength, technique, control and balance through dance</b></li> <li>• <b>Respond to a range of stimuli and accompaniment through dance</b></li> <li>• <b>Create and perform dances using a range of movements patterns, including those from different times, places and cultures</b></li> <li>• <b>Mastering basic movements such as throwing, catching, running, jumping, balance, agility and co-ordination to apply in a range of activities.</b></li> <li>• <b>Participate in team games, developing simple tactics for attacking and defending.</b></li> </ul>				
<b>Year A</b>				
<b>Unit 1: Dance and Evaluating and Improving</b>		<b>Unit 2: Gymnastics</b>		<b>Unit 3: Games (Invasion), Health and Fitness</b>
<ul style="list-style-type: none"> <li>• Move to music and copy dance moves including dances from different cultures, times and place</li> <li>• Perform dance moves</li> <li>• Change rhythm, speed, level and direction as required</li> <li>• Develop flexibility, control and technique</li> <li>• Evaluate and improve their dance by talking about they or someone else did and say how to improve.</li> </ul>		<ul style="list-style-type: none"> <li>• Make their body tense, relaxed, curled and stretched</li> <li>• Copy and repeat sequences</li> <li>• Develop balance, flexibility and control</li> </ul>		<ul style="list-style-type: none"> <li>• Move and stop safely to develop agility and co-ordination</li> <li>• Catch with both hands</li> <li>• Throw in different ways</li> <li>• Participate in team games</li> <li>• Develop simple tactics for attacking and defending</li> <li>• Describe how their body feels before, during and after an activity</li> </ul> <p><i>Eg; football, tag rugby, basketball, netball</i></p>
<b>Unit 4: Games (Striking and Fielding)</b>		<b>Unit 5: Athletics</b>		
<ul style="list-style-type: none"> <li>• Move and stop safely to develop agility and co-ordination</li> <li>• Catch with both hands</li> <li>• Use rolling in a game</li> <li>• Throw in different ways</li> <li>• Participate in team games</li> </ul> <p><i>Eg: rounders, cricket, softball, baseball</i></p>		<ul style="list-style-type: none"> <li>• Throw in different ways</li> <li>• Master running</li> <li>• Master jumping</li> </ul> <p><i>Eg: foam javelin, beanbags</i></p>		

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<b>Year B</b>		
<b>Unit 1: Dance and Evaluating and Improving</b>	<b>Unit 2: Gymnastics</b>	<b>Unit 3 Games (Invasion)</b>
<p><b>Unit 1:</b></p> <ul style="list-style-type: none"> <li>• Link sections together to make a sequence</li> <li>• Link some movement to show a mood or feeling</li> <li>• Dance with control and coordination</li> <li>• Develop flexibility, control and technique</li> <li>• Create a sequence by either working on their own or with a partner</li> <li>• Evaluate and improve their dance by talking about they or someone else did and say how to improve.</li> </ul>	<p><b>Unit 2:</b></p> <ul style="list-style-type: none"> <li>• Roll and travel in different ways</li> <li>• Control their body when balancing</li> <li>• Copy and repeat sequences</li> </ul>	<p><b>Unit 3:</b></p> <ul style="list-style-type: none"> <li>• Develop agility and co-ordination and balance and apply them in activities</li> <li>• Use kicking in a game</li> <li>• Use rolling in a game</li> <li>• Participate in team games</li> <li>• Describe the best place to be during a game</li> </ul> <p><i>Eg; football, tag rugby, basketball, netball, dodgeball</i></p>
<b>Unit 4: Games (Striking and Fielding)</b>	<b>Unit 5: Games (Athletics)</b>	
<ul style="list-style-type: none"> <li>• Develop agility and co-ordination and balance and apply them in activities</li> <li>• Use hitting in a game</li> <li>• Participate in team games</li> <li>• Describe the best place to be during a game</li> </ul> <p><i>Eg; cricket, rounders, softball, baseball</i></p>	<ul style="list-style-type: none"> <li>• Throw in different ways</li> <li>• Master running</li> <li>• Master jumping</li> </ul> <p><i>Eg: foam javelin, beanbags</i></p>	
<b>AFL opportunities:</b>		

<b>Year Group: Year 3 and 4</b>	<b>Term:</b>	<b>Subject: PE</b>	
<b>Key Vocabulary</b>	<b>Key Questions</b>	<b>Resources</b>	<b>Cross Curricular Links</b>
<p><b>National Curriculum Objective</b>  <b>Pupils should be taught PE by:</b></p> <ul style="list-style-type: none"> <li>• Using running, jumping, catching and throwing in isolation and in combination</li> <li>• Playing competitive games, modified where appropriate, such as rounders, hockey, basketball, tennis, and apply basic principles suitable for attacking and defending</li> <li>• Developing flexibility, strength, technique, control and balance, for example through gymnastics and athletics</li> <li>• Performing dances using a range of movement patterns</li> <li>• Taking part in outdoor and adventurous activity challenges both individually and within a team</li> </ul> <p><b>Pupils should be taught swimming by:</b></p> <ul style="list-style-type: none"> <li>• Swimming competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Using a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>			
<b>Year A</b>			
<b>Unit 1: Dance and Evaluating and Improving</b>	<b>Unit 2: Gymnastics</b>	<b>Unit 3: Games (Invasion) and Health and Fitness</b>	
<ul style="list-style-type: none"> <li>• Improvise freely, translating ideas from a stimulus into movement</li> <li>• Share and create up to 3 phrases with a partner and in small groups</li> <li>• Evaluate and improve their dance by talking about their performances could be improved</li> </ul>	<ul style="list-style-type: none"> <li>• Use a greater number of their own ideas for movement in response to a task</li> <li>• Include change of speed and movement in their routines</li> <li>• Work with a partner to create, repeat and improve sequences with at least 3 phases</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why it is important to warm-up and cool down.</li> <li>• Show awareness of space and use it to support team-mates and cause problems for the opposition</li> <li>• Run at fast, medium and slow speeds, changing direction and speed</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Apply basic principles suitable for attacking and defending</li> <li>• Keep possession with some success when using equipment that is not used for throwing and catching skills</li> <li>• Participate in team games</li> </ul> <p><i>Eg; football, tag rugby, basketball, netball, dodgeball</i></p>
<b>Unit 4: Games (Net and Wall)</b>	<b>Unit 5: Swimming</b>	
<ul style="list-style-type: none"> <li>• Show awareness of space (and, if applicable, use it to support team-mates) and cause problems for the opposition</li> <li>• Describe the best place to be during a game</li> </ul> <p><i>Eg: tennis, badminton, squash</i></p>	<ul style="list-style-type: none"> <li>• Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds</li> <li>• Use three different strokes, swimming on their front and back</li> <li>• Control their breathing</li> <li>• Swim confidently and fluently on the surface</li> <li>• Swim confidently and fluently underwater</li> </ul>	
<b>Year B</b>		
<b>Unit 1: Dance and Evaluating and Improving</b>	<b>Unit 2: Gymnastics</b>	<b>Unit 3: Games (Striking and Fielding)</b>
<ul style="list-style-type: none"> <li>• Perform dance using a range of movement patterns</li> <li>• Ensure dances are clear and fluent</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt sequences to suit different types of apparatus and their partner's ability</li> </ul>	<ul style="list-style-type: none"> <li>• Apply basic principles suitable for attacking and defending</li> </ul>

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<ul style="list-style-type: none"> <li>Evaluate and improve their dance by talking about their performances could be improved and working on refining movements</li> </ul>	<ul style="list-style-type: none"> <li>Include a range of shapes to develop flexibility, strength, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>Keep possession with some success when using equipment that is not used for throwing and catching skills</li> <li>Show awareness of space and use it to support team-mates and cause problems for the opposition</li> <li>Describe the best place to be during a game</li> <li>Participate in team games</li> </ul> <p><i>Eg; cricket, rounders, softball, baseball</i></p>
<p><b>Unit 4: Athletics</b></p>	<p><b>Unit 5: Swimming</b></p>	<p><b>Unit 6: Outdoor and Adventurous (Class Trip)</b></p>
<ul style="list-style-type: none"> <li>Take part in a relay activity, remembering when to run and what to do.</li> <li>Run over a long distance</li> <li>Link running and jumping activities</li> <li>Throw a variety of objects, changing their action for accuracy and distance</li> </ul> <p><i>Eg: foam javelin, beanbags</i></p>	<ul style="list-style-type: none"> <li>Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds</li> <li>Use three different strokes, swimming on their front and back</li> <li>Control their breathing</li> <li>Swim confidently and fluently on the surface</li> <li>Swim confidently and fluently underwater</li> </ul>	<ul style="list-style-type: none"> <li>Follow a map in a more demanding familiar context</li> <li>Move from one location to another following a map safely</li> <li>Use clues to follow a route</li> </ul>
<p><b>AFL opportunities:</b></p>		

<b>Year Group: Year 5 and 6</b>	<b>Term:</b>	<b>Subject: PE</b>	
<b>Key Vocabulary</b>	<b>Key Questions</b>	<b>Resources</b>	<b>Cross Curricular Links</b>
<p><b>National Curriculum Objective</b>  <b>Pupils should be taught PE:</b></p> <ul style="list-style-type: none"> <li>• Using running, jumping, catching and throwing in isolation and in combination</li> <li>• Playing competitive games, modified where appropriate, such as rounders, hockey, basketball, tennis, and apply basic principles suitable for attacking and defending</li> <li>• Developing flexibility, strength, technique, control and balance, for example through gymnastics and athletics</li> <li>• Performing dances using a range of movement patterns</li> <li>• Taking part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones to achieve their personal best</li> </ul>			
<b>Year A</b>			
<b>Unit 1: Dance and Evaluating and Improving</b>	<b>Unit 2: Gymnastics</b>	<b>Unit 3: Games (Invasion) and Health and Fitness</b>	
<ul style="list-style-type: none"> <li>• Compose own dances in a creative and imaginative way</li> <li>• Ensure dances show clarity, fluency, accuracy and consistency</li> <li>• Evaluate and improve their dance by comparing and commenting on skills, techniques and ideas that they and others have used</li> </ul>	<ul style="list-style-type: none"> <li>• Combine action, balance and shape either by working alone or with others to continue to develop flexibility, strength, control and balance</li> <li>• Link sequences to specific timings</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why it is important to warm-up and cool down.</li> <li>• Explain why we need regular and safe exercise</li> <li>• Explain why exercise is important</li>   <li>• Choose the best tactics for attacking and defending</li> </ul>	

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<ul style="list-style-type: none"> <li>• Create their own success criteria for evaluating</li> </ul>		<ul style="list-style-type: none"> <li>• Gain possession by working as a team</li> <li>• Pass in different ways</li> <li>• Use a number of techniques to pass, dribble and shoot</li> <li>• Apply basic principles suitable for attacking and defending</li> <li>• Choose appropriate warm-ups and cool downs</li> <li>• Play competitively</li> </ul> <p><i>Eg; football, tag rugby, basketball, netball, dodgeball</i></p>
<p><b>Unit 4: Games (Net and Wall)</b></p>		
<ul style="list-style-type: none"> <li>• Use forehand and backhand with a racquet</li> <li>• Play competitively</li> <li>• Compare performances with previous ones to achieve personal best</li> </ul> <p><i>Eg: tennis, badminton, squash</i></p>		
<p><b>Year B</b></p>		
<p><b>Unit 1: Dance and Evaluating and Improving</b></p>	<p><b>Unit 2: Gymnastics</b></p>	<p><b>Unit 3: Games (Striking and Fielding)</b></p>

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<ul style="list-style-type: none"> <li>• Choose their own music, style and dance to perform expressively and sensitively</li> <li>• Perform dances using a range of movement</li> <li>• Evaluate and improve their dance by using their observations to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure movements are accurate, clear and consistent and to continue to develop flexibility, strength, control and balance</li> <li>• Create complex or extended sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Apply basis principles suitable for attacking and defending</li> <li>• Choose the best tactics for attacking and defending</li> <li>• Field</li> <li>• Gain possession by working as a team</li> <li>• Play competitively</li> </ul> <p><i>Eg; cricket, rounders, softball, baseball</i></p>
<p><b>Unit 4: Athletics</b></p>	<p><b>Unit 5: Outdoor and Adventurous</b></p>	
<ul style="list-style-type: none"> <li>• Run at fast, medium and slow speeds, changing direction and speed</li> <li>• Take part in a relay activity, remembering when to run and what to do.</li> <li>• Run over a long distance</li> <li>• Compete competitively</li> <li>• Demonstrate stamina</li> <li>• Throw with accuracy</li> <li>• Compare performances with previous ones to achieve personal best</li> </ul>	<p><b>(RESIDENTIAL)</b></p> <ul style="list-style-type: none"> <li>• Follow a map in an unknown location either individually or within a team</li> <li>• Use clues and compass directions to navigate a route either individually or within a team</li> <li>• Plan a safe route and a series of clues for someone else</li> </ul>	
<p><b>AFL opportunities:</b></p>		