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| PE Planning | | | | |
| **Term and planning** | **3** | **4** | **5** | **6** |
| **Autumn 1**  **Follow recommended teaching sequence guide attached with this document. Will attach planning ideas on a weekly basis to shared area.**  **Curriculum teams > Physical Education > Resources** | **Data analysis (Cross country)** Explain how a 'personal best' can improve over time. A 'personal best' is the fastest time or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques. | **Data analysis (Cross country)**  Examine how changing variables can refine skills. Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used**.** | **Data analysis (Cross country)**  Estimate and investigate improvements in performance over time. Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity. | **Data analysis (Cross country)**  Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results. PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement and this can be due to specific factors, such as illness or injury, which have affected the outcome. |
| **Autumn 2**  **Real Gym:** [**https://real.jasmineactive.com/**](https://real.jasmineactive.com/)  **Login:**  **Username: mturner@piltonbluecoat.devon.sch.uk**  **Password: Year6realgym1%** | **Gymnastics**  Copy, explore and create a gymnastic sequence beginning to use flexibility, strength, technique and balance. A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles. | **Gymnastics**  Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine. A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. | **Gymnastics**  Create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength. A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction. | **Gymnastics**  Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine. A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions. |
| **Spring 1**  **Planning booklet which is uploaded on Google shared area.**  **Curriculum teams > Physical Education > Resources**  **There is planning for Year 3,4,5 & 6.** | **Invasion/team Games (Netball)**  Compete in a team game, communicating with others and using tactics. Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics. | **Invasion/team Games (Tag rugby)**  Play a well-known or invented competitive game, communicating with others, and developing and using team tactics. Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics. | **Invasion/team Games (Netball)**  Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control. A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements. | **Invasion/ team Games (Tag rugby)**  Develop and refine strategies and tactics for attacking and defending during competitive team games. Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback. |
| **Spring 2**  **Cross Curricula Orienteering package.**  **Online website:** [**https://www.crosscurricularorienteering.co.uk/**](https://www.crosscurricularorienteering.co.uk/) | **Outdoor or adventurous activities**  **(Orienteering)**  Work outdoors effectively as part of a team to safely navigate familiar places and solve problems. Working effectively as a team means working within a group to complete an activity well or achieve a shared goal. It involves following instructions, listening to others, taking turns and using people's strengths to achieve the goal. | **Outdoor or adventurous activities**  **(Orienteering)**  Respond positively to challenges and other team members, showing the ability to listen to and act on feedback. A challenge is an activity that tests a person's abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback. | **Outdoor or adventurous activities**  **(Orienteering)**  Plan routes and orientate maps, responding positively to increasing challenges, problems and working as a team. Orientating a map is positioning it so that it corresponds to the correct position of north and the land that it represents. | **Outdoor or adventurous activities**  **(Orienteering)**  Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities. When engaged in outdoor and adventurous activities, a range of problem-solving and resilience skills can be employed to help complete a task effectively, such as sharing ideas with others and asking questions. Being a good team player means working well with others to achieve a shared goal. It involves various skills, such as valuing the ideas and opinions of others, recognising others' strengths and involving everyone. |
| **Summer 1**  **Planning booklet which is uploaded on Google shared area.**  **Curriculum teams > Physical Education > Resources**  **There is planning for Year 3,4,5 & 6.** | **Athletics**  Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence. A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head. | **Athletics**  Run a range of distances, varying pace and for extended periods. Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. | **Athletics**  Understand how power and stamina are developed and how this improves performance. Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques. | **Athletics**  Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance. Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve. |
| **Summer 2**  **Chance to Shine cricket:** [**https://www.chancetoshine.org/**](https://www.chancetoshine.org/)  **Login:**  **Username: mturner@piltonbluecoat.devon.sch.uk**  **Password: Year6chancetoshince1%**  **Year 3 and 5 rounders planning booklet is uploaded on Google shared area.**  **Curriculum teams > Physical Education > Resources** | **Striking and fielding (Rounders)**  Use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy. Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or a sport, such as hockey, football or rounders. | **Striking and fielding (Cricket)**  Throw, catch, strike and field with control and accuracy. Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scorning by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket. | **Striking and fielding (Rounders)**  Use striking, fielding and racket skills confidently and consistently. Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders and cricket. All of these are required to enable a player to score points. | **Striking and fielding (Cricket)**  Use ball skills confidently and with some precision in a wide variety of competitive games. When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them. |
| **Swimming**  **Leapfrog book with planning/swim instructors from venue.** | **Swimming**   * Swim competently, confidently and proficiently over a distance of at least 25 metres. * Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). * Perform safe self-rescue in different water-based situations. | **Swimming**   * Swim competently, confidently and proficiently over a distance of at least 25 metres. * Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). *  Perform safe self-rescue in different water-based situations. | **Swimming**   * Swim competently, confidently and proficiently over a distance of at least 25 metres. * Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). *  Perform safe self-rescue in different water-based situations. | **Swimming**   * Swim competently, confidently and proficiently over a distance of at least 25 metres. * Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). *  Perform safe self-rescue in different water-based situations. |
| **Dance**  **Online BBC dance lessons with videos.**  [**https://www.bbc.co.uk/teach/school-radio/dance-ks1--ks2-home/zjn3xyc**](https://www.bbc.co.uk/teach/school-radio/dance-ks1--ks2-home/zjn3xyc)  **Pilton Bluecoat covered through Friday Sports** | **Dance**  Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece. Improvising means making up movements while listening and performing to music. Different pieces of music have different rhythms and create a range of feelings that can be shown through movement. | **Dance**  Compare, develop and adapt movements and motifs to create movement patterns in response to stimuli. Movement patterns can represent an important or recurring idea called a motif. They can be inspired by stimuli, such as music, a story, theme or topic. | **Dance**  Improvise and move with precision, control and fluency in response to a range of stimuli. Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. Precision means the movement is accurate and carefully performed. Control involves balance and awareness of the space. Fluency means movements flow smoothly. | **Dance**  Vary dynamics of movements or dance, developing actions in time to music with a partner or as a part of a group. In dance, dynamics means how the body moves, in terms of the speed, energy and flow of the movement. For example, the dynamics of a dance could be described as explosive or jerky. |