

Units of Work Overview for PESSPA 2023-2024

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Fundamental Skills	Fundamental Skills	Gymnastics	Dance	Ball Skills	Ball Skills and Games
<u>Year 1</u>	Gymnastics	Dance	Fundamental Skills	Net and Wall Games	Athletics	Striking and Fielding Games
<u>Year 2</u>	Gymnastics	Dance	Fundamental Skills	Net and Wall Games	Athletics	Striking and Fielding Games
<u>Year 3</u>	Introduction to PE Theory and Fitness	Dance	Swimming	Swimming/Net and Wall Games	Swimming/Athletics	Swimming/Striking and Fielding Games
<u>Year 4</u>	Fitness and PE Theory	Dance	Gymnastics	Net and Wall Games	Athletics	Striking and Fielding Games
<u>Year 5</u>	Fitness and PE Theory	Dance	Invasion Games	Net and Wall Games	OAA/Athletics	Striking and Fielding Games
<u>Year 6</u>	Fitness and PE Theory	Dance	Invasion Games	Net and Wall Games	OAA/Athletics	Striking and Fielding Games

Units of Work Overview for PESSPA 2023-2024

Athletics

National Curriculum Aims		
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National Curriculum Statement:		
Key Stage 1	Key Stage 2	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	
Objectives		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Develop Fundamental Movement Skills, becoming increasingly competent and confident, and access a broad range of activities to extend their Agility, Balance and Coordination.</p>	<p>Become increasingly competent and confident, and access a broad range of opportunities to extend their Agility, Balance and Coordination.</p>	<p>Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success.</p>

Units of Work Overview for PESSPA 2023-2024

Learning Outcomes					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be able to evaluate their performance using time.</p> <p>Know and understand quicker and slower ways of travelling.</p> <p>Develop fundamental movement skills. E.g. hopping, skipping.</p> <p>Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p>	<p>Be able to attempt a variety of throwing techniques in order to improve accuracy.</p> <p>Know and understand how the position of the body affects throwing performance.</p> <p>Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination.</p>	<p>Run at fast, medium and slow speeds, changing speed and direction.</p> <p>Be able to run, jump and throw using a variety of techniques.</p> <p>Know and understand how altering the movement of any parts of the body during performance affects end results.</p> <p>Learn to use skills in different ways and link them to make actions.</p>	<p>Link running and jumping activities with some fluency, control and consistency.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing their action for accuracy and distance.</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods.</p> <p>Know and demonstrate a range of throwing techniques.</p> <p>Throw with some accuracy and power into a target area; Perform a range of jumps, showing consistent technique and sometimes using a short run-up.</p> <p>Play different roles in small groups.</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target.</p> <p>Show control at take-off in jumping activities.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Organise and manage an athletic event well.</p>

Units of Work Overview for PESSPA 2023-2024

	<p>Engage in competitive and cooperative physical Activities in a range of increasingly challenging situations. Be able to perform 1:2, 2:2, 2:1 and 1:1 jumps.</p> <p>Know and understand how different jumping techniques affect distance travelled.</p>	<p>Develop an understanding of how to improve in different physical activities.</p>	<p>Recognize how and when their heart rate, temperature and breathing rate have changed and be able to explain why.</p>	<p>Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up.</p> <p>Compare and contrast performances using appropriate language.</p>	<p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria.</p>
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Units of Work Overview for PESSPA 2023-2024

Dance

National Curriculum Aims		
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National Curriculum Statement:		
Key Stage 1	Key Stage 2	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	
Objectives		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Be able to link and perform a series of movements based on an imaginary character. Develop fundamental movement skills, becoming increasingly competent and confident. Access a</p>	<p>Know and understand how to demonstrate personalities by making powerful face and body movement changes. Become increasingly competent and confident. Access a broad range of opportunities to extend Agility, Balance and Coordination. Continue to apply and develop a broad range of skills, learning how to use them in</p>	<p>Continue to apply and develop a broad range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. Become more competent, confident and expert in techniques, and understand what makes a</p>

Units of Work Overview for PESSPA 2023-2024

broad range of opportunities to extend Agility, Balance and Coordination.	different ways and link them together to create sequences of movement.	performance effective and how to apply these principles to their own and others work.
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Learning Outcomes					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform basic actions.	Perform actions with control and coordination.	Improvise freely, translating ideas from a stimulus into movement.	Respond imaginatively to a range of stimuli related to character and narrative.	Compose motifs and plan dances creatively and collaboratively in groups.	Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.
Use different parts of the body singly and in combination.	Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.	Create dance phrases that communicate ideas.	Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group.	Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use.	Perform to an accompaniment expressively and sensitively.
Show some sense of dynamic, expressive and rhythmic qualities in their own dance.	Link actions to create sequences.	Share and create dance phrases with a partner and in a small group.	Refine, repeat and remember dance phrases and dances.	Perform different styles of dance clearly and fluently.	Perform dances fluently and with control.
Choose appropriate movements for different dance ideas.	Remember and repeat dance phrases.	Repeat, remember and perform these phrases in a dance.	Perform dances clearly and fluently.	Organise their own warmup and cool-down	Warm up and cool down independently.
Remember and repeat short dance phrases	Perform short dances, showing an understanding	Use dynamic, rhythmic and			Understand how dance helps to

Units of Work Overview for PESSPA 2023-2024

<p>and simple dances.</p> <p>Move with control; Vary the way they use space.</p> <p>Describe basic body actions and simple expressive and dynamic qualities of movement.</p>	<p>of expressive qualities.</p> <p>Describe how dancing affects their body.</p> <p>Know why it is important to be active.</p> <p>Suggest ways they could improve their work.</p> <p>Be able to link and perform a series of Movements based on imaginary characters.</p>	<p>expressive qualities clearly and with control.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Recognise and talk about the movements used and the expressive qualities of dance.</p> <p>Suggest improvements to their own and other people's dances.</p>	<p>Show sensitivity to the dance idea and the accompaniment.</p> <p>Show a clear understanding of how to warm up and cool down safely.</p> <p>Describe, interpret and evaluate dance. Using appropriate language.</p>	<p>exercises; Show an understanding of safe exercising.</p> <p>Recognise and comment on dances, showing an understanding of style.</p> <p>Suggest ways to improve their own and other people's work.</p>	<p>keep them healthy.</p> <p>Use appropriate criteria to evaluate and refine their own and others' work.</p> <p>Talk about dance with understanding, using appropriate language and terminology.</p>
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Units of Work Overview for PESSPA 2023-2024

Games - Fundamental

National Curriculum Aims		
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National Curriculum Statement:		
Key Stage 1	Key Stage 2	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>The Fundamental Skills developed in Key Stage 1 are then applied and improved upon in Key Stage 2 through their application in team and individual games, and is not taught as a separate or specific unit in Key Stage 2.</p>	
Objectives		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Develop fundamental movement skills, becoming increasingly competent and confident. Access a broad range of opportunities to extend Agility, Balance,</p>	<p>Please see the Objectives for Invasion Games, Net and Wall Games, and Striking and Fielding Games to understand how the Objectives from Key Stage 1 evolve and are met in Key Stage 2.</p>	

Units of Work Overview for PESSPA 2023-2024

Coordination, Flexibility, Quickness, Speed and Strength.					
Learning Outcomes					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use basic underarm, rolling and hitting skills.</p> <p>Sometimes use overarm skills e.g. throwing a bean bag.</p> <p>Intercept, retrieve and stop a beanbag and a medium - sized ball with some consistency.</p> <p>Sometimes catch a beanbag and a medium -sized ball.</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it.</p>	<p>Show awareness of opponents and team -mates when playing games.</p> <p>Perform basic skills of rolling, striking and kicking with more confidence.</p> <p>Apply these skills in a variety of simple games.</p> <p>Be able to throw and catch a ball with a team member.</p> <p>Know and understand the term intercept.</p> <p>Make choices about appropriate</p>	<p>Please see the Learning Outcomes for Invasion Games, Net and Wall Games, and Striking and Fielding Games to ascertain how the Learning Objectives for Fundamental Skills taught in Key Stage 1 are applied throughout Key Stage 2.</p>			

Units of Work Overview for PESSPA 2023-2024

<p>Throw, hit and kick a ball in a variety of ways, depending on the needs of the game.</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball.</p> <p>Decide where to stand to make it difficult for their opponent and to understand the term defend.</p> <p>Describe what they and others are doing.</p> <p>Describe how their body feels during games</p>	<p>targets, space and equipment.</p> <p>Use a variety of simple tactics. Describe how their bodies work and feel when playing games.</p> <p>Work well with a partner and in a small group to improve their skills.</p> <p>Be able to catch and control a moving ball.</p> <p>Know and understand terms such as “feed” and “intercept”.</p> <p>Be aware of space and use it to support team-mates and cause problems for the opposition.</p>	
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Units of Work Overview for PESSPA 2023-2024

Games - Invasion

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National Curriculum Statement:		
Key Stage 1	Key Stage 2	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	
Objectives		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Develop fundamental movement skills, becoming increasingly competent and confident. Access a broad range of</p>	<p>Continue to develop fundamental movement skills and become increasingly confident and competent. Apply a broader range of skills, learning how to use them in</p>	<p>Apply and develop a broader range of skills, using them in different ways and linking them to make actions and sequences of movement.</p>

Units of Work Overview for PESSPA 2023-2024

<p>opportunities to extend Agility, Balance, Coordination, Flexibility, Quickness, Speed and Strength.</p>	<p>different ways. Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations. Enjoy communicating, collaborating and competing with each other.</p>	<p>Develop and understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success. Further develop and understand values such as resilience and fairness in sport.</p>			
Learning Outcomes					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To understand the role of defenders and attackers.</p> <p>To understand what being in possession means and how to support a teammate in this context.</p> <p>To understand who to pass to and why.</p> <p>To understand that scoring is an attacking skill and exploring how to do this.</p> <p>To understand that stopping goals is a defending skill and</p>	<p>To move towards the goal with a ball.</p> <p>Supporting teammates when in attack.</p> <p>Exploring ways to gain possession.</p> <p>To move into space and show awareness of defenders.</p> <p>To mark an opponent and understand that this is a defending skill.</p>	<p>Throw and catch with control to keep possession and score 'goals'.</p> <p>Pass and dribble with control without opponent.</p> <p>Be able to bounce the ball in the direction of a target.</p> <p>Know and use rules fairly to keep games going.</p> <p>Say when a player has moved to help others.</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques.</p> <p>Pass and dribble with control under pressure.</p> <p>Find ways of attacking successfully when using other skills.</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting</p>	<p>Pass, dribble and shoot with control in games.</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>Identify tactics that present opportunities to score goals.</p> <p>Mark opponents and help each other in defence.</p> <p>Pick out things that could be improved in performances</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games.</p> <p>Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence.</p> <p>Play effectively as part of a team.</p> <p>Know what position they are playing in and how to</p>

Units of Work Overview for PESSPA 2023-2024

<p>exploring how to do this.</p>	<p>To stay with an opposing player when defending.</p> <p>To learn and apply basic tactics for attacking and defending.</p>	<p>Apply this knowledge to their own play.</p> <p>Suggest warm-up activities.</p>	<p>into positions to score.</p> <p>Know the rules of the games.</p> <p>Understand that they need to defend as well as attack.</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games.</p> <p>Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.</p> <p>Be able to move to the correct position</p>	<p>and suggest ideas and practices to make them better.</p> <p>To develop their own game and to be able to agree and teach the rules of it.</p> <p>Know how to make games safe.</p> <p>Be able to attempt to intercept Be able to participate in small sided game e.g. 5 a-side.</p> <p>Understand the need for warming up and working on body strength, tone and flexibility.</p> <p>Lead small groups in warm-up activities.</p>	<p>contribute when attacking and defending.</p> <p>Recognise their own and others' strengths and weaknesses in games.</p> <p>Suggest ideas that will improve performance.</p> <p>Be able to describe an attacking position and a defending position within a game situation.</p> <p>Know and understand positions that help attacking and defending positions within a game.</p>
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Units of Work Overview for PESSPA 2023-2024

			<p>in order to attempt to score or defend.</p> <p>Lead a partner through short warm-up routines.</p>		<p>Understand the importance of warming up and cooling down.</p>
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Games – Net and Wall

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National Curriculum Statement:	
Key Stage 1	Key Stage 2
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>
Objectives	

Units of Work Overview for PESSPA 2023-2024

Key Stage 1	Lower Key Stage 2		Upper Key Stage 2		
Develop fundamental movement skills, becoming increasingly competent and confident. Access a broad range of opportunities to extend Agility, Balance, Coordination, Flexibility, Quickness, Speed and Strength.	Know and understand how to position themselves to make defending an area easier. Continue to develop fundamental movement skills and become increasingly confident and competent. Apply and develop a broader range of skills, learning how to use them in different way. Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success.		Continue to apply and develop a broader range of skills, learning how to use them in different ways. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success.		
Learning Outcomes					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Be able to send an object with increased confidence using hand or bat. Moves towards a moving ball to return with hand or bat. Score points against opposition over a line or net. Select and apply appropriate skills to win points.	Demonstrate basic sending skills in isolation and in small games. Track the path of a ball over a line or net, and move towards it. Hit a ball using both hand and racquet with some consistency. Returns a ball coming towards them using hand or racquet.	Attempt to serve to begin a game e.g. underarm. Play a continuous game using throwing and catching or some simple hitting. Keep count/score of a game Play within boundaries of a court or playing field.	Explore shots on both sides of the body and attempt them with confidence. Use a small range of racquet and hand skills, introducing the forehand and backhand. Work with a partner or in small groups to return a served ball. Play competitively with and against	Play a range of basic shots on both sides of the body, moving feet to hit ball. Play modified games sending and returning a ball. Play with others with some flow to the game, keeping track of their own scores. Recognise where they should stand on the court when	Uses forehand, backhand and overhead shots with more confidence in games; Makes appropriate choices in games about the best shot to use; Starts games with the appropriate serve; Begins to use full scoring systems; Develops doubles play (team play for volleyball); Applies tactics in games effectively; Understand the

Units of Work Overview for PESSPA 2023-2024

<p>Chase, stop and control balls and other objects such as beanbags and hoops.</p> <p>Identify space to send a ball to.</p> <p>Move towards a moving ball to return it with hand or bat.</p> <p>Be able to demonstrate basic sending skills in isolation.</p>	<p>Play in a modified game sending and returning the ball over a line, net or barrier.</p> <p>Decide on and play with dominant hand.</p> <p>Be able to send a ball in small games with increased confidence</p> <p>Tracks the path of a ball over a line or net, and moves towards it.</p>	<p>Uses a small range of basic racquet skills.</p> <p>Moves towards a ball to return over a line or net.</p> <p>Plays over a net.</p> <p>Suggest warm-up activities.</p>	<p>others in modified games.</p> <p>Uses basic defensive tactics to defend the court i.e. moving to different positions on the court.</p> <p>Choose different ways to send the ball to make it difficult for opponent to return.</p> <p>Suggest and lead warm ups that prepare the body appropriately for net/wall activities.</p> <p>Enjoy communicating, collaborating and competing with each other</p> <p>Lead a partner through short warm-up routines.</p>	<p>playing on their own and with others.</p> <p>Apply some control when returning the ball including foot placement, shot selection and aim.</p> <p>Be able to describe their scoring system.</p> <p>Understand the need for warming up and working on body strength, tone and flexibility.</p> <p>Lead small groups in warm - up activities.</p>	<p>importance of warming up and cooling down;</p>
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Units of Work Overview for PESSPA 2023-2024

Games - Striking and Fielding

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National Curriculum Statement:	
Key Stage 1	Key Stage 2
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Units of Work Overview for PESSPA 2023-2024

Objectives					
Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Develop fundamental movement skills, becoming increasingly competent and confident. Access a broad range of opportunities to extend Agility, Balance, Coordination, Flexibility, Quickness, Speed and Strength.		Apply and develop a broader range of skills, learning how to use them in different ways. Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoying communicating and collaborating and competing with each other. Start to develop and understand how to improve, and learn to evaluate and recognise their own success.		Continue to develop fundamental movement skills and become increasingly competent and confident. To know and understand the tactics in a range of striking and fielding games, e.g. in cricket multiple fielders attempt to stop the batter's play. Apply and develop a broader range of skills, learning how to use them in different ways. Be able to engage in competitive and cooperative activities in a range of increasingly challenging situations, and enjoying communicating, collaborating and competing with each other.	
Learning Outcomes					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Apply learning from fundamental Skills, such as underarm throwing.</p> <p>Develop an understanding of why aiming is important when throwing.</p>	<p>Continue to develop sending and stopping skills.</p> <p>Apply prior knowledge of where we send a ball.</p> <p>Understand why scoring more points than an opponent wins the game, exploring ways to do this.</p> <p>Continue to develop fundamental skills.</p>	<p>Use a range of skills e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy.</p> <p>Continue to develop fundamental movement skills and become increasingly competent and confident.</p> <p>Understand the need for tactics.</p>	<p>Use a range of skills e.g. throwing, striking, intercepting and stopping a ball, with good control and accuracy.</p> <p>Choose and vary skills and tactics to suit the situation in a game.</p> <p>Carry out tactics successfully.</p> <p>Be able to pass and catch within a small team.</p>	<p>Strike a bowled ball with some accuracy.</p> <p>Use a range of fielding skill, e.g. catching, throwing, bowling, intercepting, with growing control and consistency.</p> <p>Work collaboratively in pairs, group activities and small-sided games.</p> <p>Use and apply the basic rules consistently and fairly.</p>	<p>Strike a bowled ball with precision.</p> <p>Use a range of fielding skills e.g. catching, throwing, bowling, intercepting, with growing control and consistency.</p> <p>Continue to work collaboratively in pairs, group activities and small-sided games.</p> <p>Continue to use and apply the</p>

Units of Work Overview for PESSPA 2023-2024

		<p>Be able to pass and catch within pairs.</p> <p>Know and understand rules of the game.</p> <p>Set up small games.</p> <p>Suggest what needs practising.</p> <p>Know and understand how hitting the ball further increases the chances of running further distances.</p> <p>Suggest warm-up activities.</p>	<p>Know rules and use them fairly to keep games going.</p> <p>Carry out warm-ups with care and an awareness of what is happening to their bodies.</p> <p>Describe what they and others do that is successful.</p> <p>Be able to bat and run to bases.</p> <p>Lead a partner through short warm-up routines.</p>	<p>Recognise the activities and exercises that need including in a warm up.</p> <p>Identify their own strengths and suggest practices to help them improve.</p> <p>Know and understand how to score points.</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success.</p> <p>Be able to score points by hitting a ball and running safely to the target.</p> <p>Know that it is advantageous to attempt to strike a batter 'out'.</p> <p>Understand the need for warming up and working on body</p>	<p>basic rules consistently and fairly.</p> <p>Understand and implement a range of tactics in games with success.</p> <p>Deliver a specific warm up to a small group of peers.</p> <p>Identify their own, and others strengths and suggest practices to help them improve.</p> <p>Understand the importance of warming up and cooling down.</p>
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Units of Work Overview for PESSPA 2023-2024

				<p>strength, tone and flexibility.</p> <p>Lead small groups in warm-up activities.</p>	
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Gymnastics

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Units of Work Overview for PESSPA 2023-2024

operative physical activities, in a range of increasingly challenging situations.		
Objectives		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their Agility, Balance and Coordination, individually and with others.	Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement.	Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements. Enjoy communicating and collaborating.

Learning Outcomes					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Show basic control and coordination when travelling and when remaining still.	Plan and repeat simple sequences of actions; show contrasts in shape.	Use a greater number of their own ideas for movements in response to a task.	Perform actions, balances, body shapes and agilities with control.	Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed.	Make up longer, more complex sequences, including changes of direction, level and speed.
Choose and link 'like' actions.	Perform a sequence that shows clear change of speed.	Choose and plan sequences of contrasting actions.	Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement.	Choose actions, body shapes and balances from a wider range of themes and ideas.	Develop their own solutions to a task by choosing and applying a range of compositional principles.
Remember and repeat these actions accurately and consistently.	Perform the basic gymnastic actions with coordination, control and variety.	Adapt sequences to suit different types of apparatus and their partner's ability.	Adapt their own movements to	Adapt their performance to the	Combine and perform gymnastic

Units of Work Overview for PESSPA 2023-2024

<p>awareness of others.</p> <p>Identify and copy the basic actions of gymnasts.</p> <p>Use words such as rolling, travelling, balancing, and climbing.</p> <p>Make their body tense, relaxed, stretched and curled.</p> <p>Describe what they do in their movement phrases.</p>	<p>Recognise and describe how they feel after exercise.</p> <p>Describe what their bodies feel like during gymnastic activity.</p> <p>Describe what they and others have done.</p> <p>Explain why they think gymnastic actions are being performed well.</p> <p>Be able to perform a sequence that flows.</p>	<p>Explain how strength and suppleness affect performance.</p> <p>Compare and contrast gymnastic sequences, commenting on similarities and differences.</p> <p>With help, recognise how performances could be improved.</p> <p>Be able to perform a sequence in time with a partner. Know and understand to teach a sequence to a partner.</p> <p>Suggest warm-up activities.</p>	<p>include a partner in a sequence.</p> <p>Understand that strength and suppleness can be improved.</p> <p>Recognise criteria that lead to improvement, e.g. changing a level; watch, describe and suggest possible improvements to others' performances. Suggest improvements to their own performance.</p> <p>Be able to perform a sequence following a</p>	<p>demands of a task, using their knowledge of composition.</p> <p>Use basic set criteria to make simple judgements about performances and suggest ways they could be improve.</p> <p>Be able to link and perform multiple sequential elements e.g. up to 8. Understand the need for warming up and working on body strength, tone and flexibility.</p> <p>Lead small groups in warm-up activities.</p>	<p>actions, shapes and balances.</p> <p>Show clarity, fluency, accuracy and consistency in their movements.</p> <p>Explain why physical activity is good for their health, fitness and wellbeing.</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving.</p> <p>Be able to link at 3 different levels.</p> <p>Know and understand how to perform at different levels.</p>
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Units of Work Overview for PESSPA 2023-2024

			<p>pathway, in time with a partner.</p> <p>Know and understand how to sequence movements that move people together and apart.</p> <p>Lead a partner through short warm-up routines.</p>		<p>Be able to link and perform multiple sequential elements e.g. up to 10.</p> <p>Be able to adapt an individual sequence to become a group sequence.</p> <p>Understand the importance of warming up and cooling down.</p>
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Outdoor and Adventurous Activities

National Curriculum Aims	
<p>The National Curriculum for Physical Education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Are physically active for sustained periods of time • Engage in competitive sports and activities • Lead healthy, active lives. 	
National Curriculum Statement:	
Key Stage 1	Key Stage 2
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different

Units of Work Overview for PESSPA 2023-2024

<p>their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>physical activities and sports and learn how to evaluate and recognise their own success.</p>				
Objectives					
Key Stage 1	Lower Key Stage 2			Upper Key Stage 2	
<p>Pupils will learn about the different characteristics associated with OAA, such as Communication (verbal and non-verbal), Problem Solving, Teamwork and Turn-taking, through basic game based challenges.</p>	<p>Enjoy communicating, collaborating and competing in physical activities in a range of increasingly challenging situations. Start to develop an understanding of how to improve in different activities, and learn how to evaluate and recognise their own success. Become increasingly competent in a range of skills, and access a broad range of activities. Apply and develop these skills, learning to use them in different ways.</p>			<p>Continue to apply and develop a broader range of skills, learning how to use them in different ways. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success.</p>	
Learning Outcomes					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Be physically active for sustained periods of time.</p> <p>Learn how to work together to overcome challenges.</p> <p>Develop and master Fundamental Movement Skills.</p>	<p>Use and explore a variety of different ideas and thoughts.</p> <p>Develop the ability to work more independently to solve problems.</p> <p>Participate in competitive and</p>	<p>Pupils will learn that there is more than one way of taking part in Physical Activity.</p> <p>Take part in a task, evaluate and explain what they did well and what they could improve upon.</p>	<p>Identify where they are by using simple plans and diagrams of familiar environments.</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another; Respond</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course.</p> <p>Start to plan sensible responses to physical challenges or problems, talking and working with</p>	<p>Choose and perform skills and strategies effectively.</p> <p>Find solutions to problems and challenges.</p> <p>Respond when the task or environment changes and the</p>

Units of Work Overview for PESSPA 2023-2024

	<p>collaborative Physical Activities.</p>	<p>Pupils will learn about making informed choices about Healthy and Active Lifestyles both in school and beyond.</p>	<p>to a challenge or problem they are set.</p> <p>Work increasingly cooperatively with others, discussing how to follow trails and solve problems.</p> <p>Recognise that different tasks make their body work in different ways.</p> <p>Explain how tasks were approached.</p> <p>Be able to devise different methods of communication.</p>	<p>others in their group.</p> <p>Recognise some of the physical demands that activities make on them.</p> <p>Identify parts of the work that were successful.</p> <p>Respond to feedback on how to go about their work differently. Work on some tasks independently.</p> <p>Complete activities with increasing confidence.</p> <p>Be able to link their learning to other subjects e.g. Science and Geography; impact of diet and exercise on the body or the impact</p>	<p>challenge increases.</p> <p>Plan, implement and refine the strategies they use.</p> <p>Adapt the strategies as necessary.</p> <p>Work increasingly well in a group or in a team where roles and responsibilities are understood.</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety.</p> <p>Identify what they do well, as individuals and as a group.</p> <p>Suggest ways to improve as</p>
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Units of Work Overview for PESSPA 2023-2024

				of Humans on the environment.	individuals and as a group. Work independently. Complete activities with confidence and competence.
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