



UKS2 - Medium Term Curriculum Planning

Physical Education

Physical Education for Key Stage 2 in the National Curriculum

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination*
- play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending*
- develop flexibility, strength, technique, control and balance for example, through athletics and gymnastics*
- perform dances using a range of movement patterns*
- take part in outdoor and adventurous activity challenges both individually and within a team*
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.*

Swimming and water safety

Pupils should be taught to:

- 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.*

Following Chris Quigley Education, the following milestones are aimed to be achieved by the end of Upper Key Stage 2

Dance and Gymnastics:

- Compose creative and imaginative dance and gymnastic sequences (travelling/balances/swinging/springing/flight/vaults/inversions/rotations/bending/stretching/twisting/gestures/ linking skills)
- Perform expressively and hold a precise strong body posture
- Perform and create complex sequences
- Express an idea in original and imaginative ways
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece
- Perform complex moves that combine strength and stamina gained through gymnastics activities
- Include set pieces in a sequence, choosing the most appropriate linking elements
- Vary speed, direction, level and body rotation during floor performances
- Using equipment to vault and to swing (remaining upright)

Outdoor and Adventurous Activities:

- Select appropriate equipment for outdoor and adventurous activity
- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice
- Embrace both leadership and team roles and gain the commitment and respect of a team
- Empathise with others and offer support without being asked
- Remain positive even in the most challenging circumstances, rallying others if need be
- Use a range of devices in order to orientate themselves
- Quickly assess changing conditions and adapt plans to ensure safety comes first

Athletics:

- Combine sprinting with low hurdles
- Choose the best place for running over a variety of distances
- Throw accurately and refine performance by analysing technique and body shape
- Show control in take-off and landings when jumping
- Compete with others and keep track of personal best performances, setting targets for improvement

Games:

- Choose and combine techniques in game situations (running, jumping, throwing, catching, passing, kicking)
- Work along, or with team mates in order to gain points or possession
- Strike a bowled or volleyball with accuracy
- Use forehand and backhand when playing racket games
- Field, defend and attack tactically by anticipating the direction of play
- Choose the most appropriate tactics for a game
- Uphold the spirit of fair play and respect in all competitive situations
- Lead others when called upon and act as a good role model within a team

	Autumn		Spring		Summer	
Year 5 Lesson 1	Outdoor Adventurous Activities <ul style="list-style-type: none"> To demonstrate a range of orientation and problem-solving skills To communicate and collaborate with others to select and use appropriate strategies and equipment To address a range of outdoor activities and challenges in changing and unfamiliar environments To recognise and evaluate the effectiveness of their performance as individuals and in groups To explain and apply basic safety principles associated with the activities 	Gymnastics Bridges <ul style="list-style-type: none"> To use balancing on different body parts to create bridge shapes both as individuals and with a partner To sustain concentration and practise to improve the quality and accuracy of their movements To work co-operatively with a partner and create a sequence showing planned variations in level, direction and shape To understand the compositional principles of sequencing and recognise when something is absent 	Dance Volcanoes <ul style="list-style-type: none"> To respond to a range of stimuli and accompaniment To begin to use basic compositional principles To explore, improve and plan dances in groups Demonstrate competence in actions and dynamics Practise dance in order to refine quality To understand how dance is formed and performed 	Games Tag-Rugby <ul style="list-style-type: none"> To gain and maintain possession when passing across the body To identify how to move a ball along the line towards a goal To pass accurately to another member of the team To use a tactic for defending To use a tactic for attacking 	Games Cricket Chance to Shine <ul style="list-style-type: none"> To use throwing and catching together to support the games To be able to field a ball in a game scenario To be able to choose a tactic to help gain points for a team To strike a ball in a desired area To be able to lead and explain the key positions 	Athletics Run, Jump, Throw <ul style="list-style-type: none"> To be able to show control when taking off and landing on jumping events To be able to combine running and jumping To be able to identify how to improve a jump To be able to complete a variety of throws using various techniques (push, pull)
	Autumn		Spring		Summer	
Year 5 Lesson 2	Games Netball <ul style="list-style-type: none"> To choose and combine techniques in game situations To work alone or with team mates to gain possession To defend and attack tactically by 	Indoor Athletics <ul style="list-style-type: none"> To adjust techniques from outdoor athletics to be used indoors To show control jumping from two feet to two feet 	Gymnastics Flight <ul style="list-style-type: none"> To understand and demonstrate the five basic jumps showing different shapes and directions in the air To sustain concentration and 	Games Basketball <ul style="list-style-type: none"> To be able to understand the different terms used to support play (pivot, jab, dribble) To move tactically within a game 	Games Danish Longball <ul style="list-style-type: none"> Reads the play and shows tactical awareness when performing across the curriculum Is able to work constructively, irrespective of who 	Games Volleyball <ul style="list-style-type: none"> To know when to attack and when to defend and puts the needs of the team first Can listen actively, respects the opinion

	<p>anticipating the direction of play</p> <ul style="list-style-type: none"> To be able to develop a shooting technique 	<ul style="list-style-type: none"> To show a good technique how to jump for height To throw accurately showing a transfer of weight to push the ball forward To adjust body position to support turning when running at speed 	<p>practise to improve the precision and fluency</p> <ul style="list-style-type: none"> To design and create a sequence using planned variations in levels, directions and pathways To transfer flight safely onto apparatus 	<ul style="list-style-type: none"> To develop how to move the ball through the court when attacking To work cooperatively towards a desired goal 	<p>they are working with or the area of PE</p> <ul style="list-style-type: none"> Demonstrates specific tactical/performance awareness as an individual and team member. 	<p>of others and contributes ideas</p> <ul style="list-style-type: none"> Demonstrates specific tactical/performance awareness as an individual and team member.
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	Autumn		Spring		Summer	
Year 5 s6 Lesson 1	Outdoor Adventurous Activities <ul style="list-style-type: none"> • Can perform a wide range of skills confidently and competently • Can think creatively to find solutions to challenges across different areas of the curriculum • /s self-motivated and physically confident and actively engages in competitive situations 	Gymnastics Partner work: Synchronisation and Canon <ul style="list-style-type: none"> • To travel rhythmically and develop timing with a partner or small group using synchronisation and canon • To adapt and develop movements and skills and work co-operatively with a partner • To extend their understanding and use of levels, speeds and pathways • To understand the compositional principles of sequencing and recognise when they are absent 	Dance Hakka <ul style="list-style-type: none"> • To explore, improvise and combine movement ideas fluently and effectively • Perform with clear intention and meaning • To perform set patterns with knowledge and understanding of their meaning • To work collaboratively in small and large groups To comment upon appropriate actions 	Games Hockey <ul style="list-style-type: none"> • Moves fluently and can perform a wide range of skills confidently and competently • Can evaluate the work of others using technical language including setting targets for improvement • Can use a range of physical, social, and cognitive skills which they utilise across the curriculum 	Games Tennis <ul style="list-style-type: none"> • Able to perform routines and a range of skills seamlessly. • To know what they need to do to improve and what others need to do to improve their performance • To demonstrate specific tactical/performance awareness as an individual and team member. 	Athletics <ul style="list-style-type: none"> • Can lead others in warming up, knows why it is important and can work actively across whole sessions • Listens actively, respects the opinion of others and contributes ideas • Enjoy competing and challenging myself to improve.
	<p>The second lesson of PE will depend on the year group. The year 6s will attend swimming as their second PE lesson, whereas the year 5s will have a separate slot of PE and will follow the year 5 second lesson curriculum.</p>					

	Autumn		Spring		Summer	
Year 6 Lesson 1	Games Netball <ul style="list-style-type: none"> To be able to generate strong passes to defeat the defence gaining the ball To be able to identify the best position to be in when attacking and defending To be able to umpire and score a netball game with the knowledge of the rules and be able to explain why something should be blown up To be able to work cooperatively with a team and follow the rules within a game scenario 	Gymnastics Holes and Barriers <ul style="list-style-type: none"> To travel over or under shapes made by a partner with or without contact To extend their skills to travel over a moving base To work cooperatively with a partner to design a sequence which shows variations in shape, speed and direction To adapt and transfer skills and sequences to apparatus 	Dance WW2 <ul style="list-style-type: none"> Can move fluently and can perform a wide range of skills confidently and competently Can think creatively to find solutions to challenges across different areas of the curriculum Can work constructively, irrespective of who they are with or the area of PE 	Games Football <ul style="list-style-type: none"> To develop a technique to be able to receive, control and pass the ball whilst making progress to an attacking end To be able to work with a team and communicate a plan To lead others in a game scenario To be able to adjust speeds and type of passes to support the team in a game scenario 	Games Tennis <ul style="list-style-type: none"> To be able to accurately complete a serve with the aim to win the point To be able to lead a warm up and cool down within a lesson To be able to rally, to improve practise of a range of shots To be able to play a range of shots (volley, forehand, backhand) in a game to deceive the opponent 	Athletics <ul style="list-style-type: none"> Can lead others in warming up, knows why it is important and can work actively across whole sessions Listens actively, respects the opinion of others and contributes ideas Enjoy competing and challenging myself to improve
			When our Year 6s have completed the expected outcomes for swimming the children then have a 2 nd PE lesson instead.	OAA- leadership <ul style="list-style-type: none"> Works with control and composure when under pressure Demonstrates a range of good leadership skills and is happy to take the initiative Enjoys competing and challenging to improve self 	Rounders <ul style="list-style-type: none"> Able to perform a range of skills seamlessly Demonstrates a range of good leadership skills and is happy to take the initiative Able to play within the rules and to resolve any disputes appropriately without adult intervention 	Invasion Games <ul style="list-style-type: none"> Demonstrates a range of good leadership skills and is happy to take the initiative Knows when to attack and defend and puts the need of the team first Demonstrates specific tactical/performance awareness as an individual and team member.
	Autumn		Spring		Summer	

<p>Year 6 Lesson 2</p>	<p>Swimming</p> <ul style="list-style-type: none">• To feel confident in the water• To float on back for 5 seconds• To understand the key technique required for front and back stroke	<p>Swimming</p> <ul style="list-style-type: none">• To develop a push and glide• To be able to swim without an aide across a width of the pool on back and front• To explain how to jump into water safely• To be able to swim over 15m unaided	<p>Swimming</p> <ul style="list-style-type: none">• To develop a push and glide followed by a stroke, whether on front or back• To swim unaided 25m• To breathe consistently when completing front crawl• To be able to self-rescue from water
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