

Curriculum Handbook for Physical Education

Part 2: Sequence of Learning



St. Martin's

C. of E. Primary School

Serve one another in love

Galatians 5v13

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

EYFS	Autumn 1: Play move explore Autumn 2: Move Match Magic	
	Learning links	
	<ul style="list-style-type: none"> • PSHE 	
	<u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u>	Key Vocabulary
	<u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Strength, balance, space, equipment, teamwork, listening
Autumn 1- Play move explore		
Sequencing:	Lesson Overview	Curriculum Objectives Covered
1 – I can use different parts of my body I can explain the reasons for a rule in a game I can follow class rules for behaviour in PE	<u>Play move explore unit:</u> See – Play, Activation lesson <u>Suggested Equipment:</u> Cones, Flat Markers, Balloons, Balls	<u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
2 – I can use different parts of my body I can explain the reasons for a rule in a game I can follow class rules for behaviour in PE	<u>Play move explore unit:</u> See – Play, Base lesson <u>Suggested Equipment:</u> Balloons, Balls (objects that can bounce)	<u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
3 – I can move my body in different ways. I can be creative in the way that I move. I can share my thoughts and ideas to the whole class.	<u>Play move explore unit:</u> See – Move lesson, Activation <u>Suggested Equipment:</u> Cones, Flat markers, Benches, Hoops, Tall cones, Beanbags, Equipment for obstacles	<u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
4 – I can move my body in different ways. I can be creative in the way that I move. I can share my thoughts and ideas to the whole class.	<u>Play move explore unit:</u> See – Move lesson, Base <u>Suggested Equipment:</u> Equipment to navigate such as a bench or a mini hurdle.	<u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
5 – I can navigate obstacles I can create a path to get to a given area. I can wait appropriately when collecting/receiving equipment.	<u>Play move explore unit:</u> See – Explore lesson, Activation <u>Suggested Equipment:</u> Cones, Flat markers, Balls of different shape/size, Beanbags, Quoits, Benches, Hoops	<u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>6- I can navigate obstacles I can create a path to get to a given area. I can wait appropriately when collecting/receiving equipment.</p>	<p><u>Play move explore unit:</u> See – Explore lesson, Base <u>Suggested Equipment:</u> Cones, Flat markers, Balls of different shape/size, Beanbags, Quoits, Benches, Hoops</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>Autumn 2- Move Match Magic</p>		
<p>Sequencing:</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 - I can move with control. I can follow a verbal instruction from an adult/peer. I can perform tasks by myself and with others.</p>	<p><u>Move Match Magic unit:</u> See – Move lesson, Activation <u>Suggested Equipment:</u> Coloured Cones / Spots Bibs / Foam Noodles / Hoops to connect Small objects to carry – beanbags, quoits, balls</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping</p>
<p>2 – I can move with control. I can follow a verbal instruction from an adult/peer. I can perform tasks by myself and with others.</p>	<p><u>Move Match Magic unit:</u> See – Base lesson, Activation <u>Suggested Equipment:</u> Coloured Cones / Spots Bibs / Foam Noodles / Hoops to connect Small objects to carry – beanbags, quoits, balls</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping</p>
<p>3– I can move to match different objects. I can follow a visual instruction from an adult/peer. I can show respectful behaviours to other people.</p>	<p><u>Match Magic unit:</u> See – Match Activation lesson <u>Suggested Equipment:</u> Coloured Cones, Any obstacles to climb over, under or through, Hoops / Rope circles to match the coloured cones, Spots or other small, equipment if required</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

	<p>4 – I can move to match different objects. I can follow a visual instruction from an adult/peer. I can show respectful behaviours to other people.</p>	<p><u>Match Magic unit:</u> See – Match Base lesson</p> <p><u>Suggested Equipment:</u> Coloured Cones, Any obstacles to climb over, under or through, Hoops / Rope circles to match the coloured cones, Spots or other small, equipment if required</p>	<p><u>. EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping</p>
	<p>5 – I can use my body in different ways I can explain how to play and behave fairly I can use our equipment respectfully</p>	<p><u>Match Magic unit:</u> See – Magic Activation lesson</p> <p><u>Suggested Equipment:</u> Cones, Small objects – beanbags, quoits etc Hoops, Cauldron Cards</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping</p>
	<p>6- I can use my body in different ways I can explain how to play and behave fairly I can use our equipment respectfully</p>	<p><u>Match Magic unit:</u> See – Magic Base lesson</p> <p><u>Suggested Equipment:</u> Cones, Small objects – beanbags, quoits etc Hoops, Cauldron Cards</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping</p>

<p>EYFS</p>	<p>Spring 1 – Explore Evade Escape</p>	
	<p>Learning links</p>	
	<ul style="list-style-type: none"> • PSHE 	
	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> <u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Key Vocabulary Space, safety, balance, coordination, strength, running, jumping, dancing, hopping, skipping, climbing</p>



St. Martin's C of E (VA) Primary School
PE Sequence of Learning

Spring 1 - Explore Evade Escape	Spring 2: Search Steel Share	
Sequencing Spring	Lesson Overview	Curriculum Objectives Covered
<p>1 - I can move and balance in different ways. I can follow a sequence of instructions from an adult/peer. I can share my thoughts and ideas in a pair or small group</p>	<p><u>Explore Evade Escape unit:</u></p> <p>See – Explore, Activation lesson</p> <p><u>Suggested Equipment:</u> Treasure objects – beanbags, quoits, balls etc Hoops Obstacle objects</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
<p>2 - I can move and balance in different ways. I can follow a sequence of instructions from an adult/peer. I can share my thoughts and ideas in a pair or small group</p>	<p><u>Explore Evade Escape unit:</u></p> <p>See – Explore, Base lesson</p> <p><u>Suggested Equipment:</u> Treasure objects – beanbags, quoits, balls etc Hoops Obstacle objects</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
<p>3 – I can start and stop safely . I can follow the rules for a game. I can think positively and believe I can succeed.</p>	<p><u>Explore Evade Escape unit:</u></p> <p>See – Evade, Activation lesson</p> <p><u>Suggested Equipment:</u> Treasure objects – beanbags, quoits, balls etc Hoops</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
<p>4 – I can start and stop safely . I can follow the rules for a game. I can think positively and believe I can succeed.</p>	<p><u>Explore Evade Escape unit:</u></p> <p>See – Evade, Base lesson</p> <p><u>Suggested Equipment:</u> Treasure objects – beanbags, quoits, balls etc Hoops Children could bring the treasure back using equipment – racquets / scoops / tall cones</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
<p>5 – I can throw objects at a target and move safely. I can select and collect equipment with other people I can work and play cooperatively</p>	<p><u>Explore Evade Escape unit:</u></p> <p>See – Escape, Activation lesson</p> <p><u>Suggested Equipment:</u> Children could carry equipment using racquets, scoops or cones</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>6 – I can throw objects at a target and move safely. I can select and collect equipment with other people I can work and play cooperatively</p>	<p><u>Explore Evade Escape unit:</u> See – Escape, Base lesson <u>Suggested Equipment:</u> Allow children to swap and change the equipment they throw.</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
<p>Spring 2 Search Steal Share</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can move to find specific objects I can search in specific areas to find objects I can wait my turn to be the finder/leader</p>	<p><u>Search Steal Share unit:</u> See – Search, Activation lesson <u>Suggested Equipment:</u> Some of the animals could include equipment so they move utilising what is given</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>2 – I can move to find specific objects I can search in specific areas to find objects I can wait my turn to be the finder/leader</p>	<p><u>Search Steal Share unit:</u> See – Search, Base lesson <u>Suggested Equipment:</u> Children could move together holding bibs or foam noodles to keep them together</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>3 – I can move quickly to avoid others I can identify space to be able to avoid being tug I can create and follow new rules in a game</p>	<p><u>Search Steal Share unit:</u> See – Steal, Activation lesson <u>Suggested Equipment:</u> Cones, Small balls or beanbags, Gym mats</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>4 - I can move quickly to avoid others I can identify space to be able to avoid being tug I can create and follow new rules in a game</p>	<p><u>Search Steal Share unit:</u> See – Steal, Base lesson <u>Suggested Equipment:</u> Cones, Small balls or beanbags, Gym mats</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>5- I can work with others to achieve a goal I can think carefully how to solve a problem I can work positively with a partner</p>	<p><u>Search Steal Share unit:</u> See – Share, activation lesson <u>Suggested Equipment:</u> Cones Small objects – beanbags, quoits etc Hoops Bibs Gym mats Obstacle objects</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>6 – I can work with others to achieve a goal I can think carefully how to solve a problem I can work positively with a partner</p>	<p><u>Search Steal Share unit:</u> See – Share, base lesson <u>Suggested Equipment:</u> Cones Small objects – beanbags, quoits etc Hoops Bibs Gym mats Obstacle objects. Could have specific mats/zones where specific objects or colours must go</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
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<p>Summer 1: Crawl Climb Collect Summer 2: Hands Feet Equipment</p>		
<p>Learning links: PSHE</p>		
<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Key Vocabulary: Space, safety, balance, coordination, strength, running, jumping, dancing, hopping, skipping, climbing</p>	
<p>Summer 1: Crawl Climb Collect</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can crawl with control I can create good routes around obstacles I can describe how I'm feeling during an activity .</p>	<p><u>Crawl Climb Collect unit:</u> See – Crawl, Base lesson <u>Suggested Equipment:</u> Bushes – Hoops, tunnels Swamp – Cones, spots Trees – Tall cones, rounders posts, cricket stumps Branches – Hurdles, Chairs and noodles, benches and ropes</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>2 – I can crawl with control I can create good routes around obstacles I can describe how I'm feeling during an activity .</p>	<p><u>Crawl Climb Collect unit:</u> See – Crawl, Activity 1, 2, 3 and 4 <u>Suggested Equipment:</u> Bushes – Hoops, tunnels Swamp – Cones, spots Trees – Tall cones, rounders posts, cricket stumps Branches – Hurdles, Chairs and noodles, benches and ropes</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>3 – I can climb with control along and across obstacles I can think carefully about where I place my hands and feet I can say what someone in my group did well</p>	<p><u>Crawl Climb Collect unit:</u> See – Climb, Base <u>Suggested Equipment:</u> Benches Ropes Spots / Line Markers Bibs Cones Objects to travel with (optional) – beanbags, quoits, balls</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4 – I can climb with control along and across obstacles I can think carefully about where I place my hands and feet I can say what someone in my group did well dqh</p>	<p><u>Crawl Climb Collect unit:</u> See – Climb, Activity 1, 2, 3 and 4 <u>Suggested Equipment:</u> Benches Ropes Spots / Line markers Bibs Cones Objects to travel with (optional) – beanbags, quoits, balls</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>5 – I can crawl and climb within a game I can explain the rules of a game to others I can play games fairly with others</p>	<p><u>Crawl Climb Collect unit:</u> See – Collect, Base <u>Suggested Equipment:</u> Variety of objects to collect - beanbags, quoits, suitable balls, Cones / Spots Banana pictures or yellow objects Bibs</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>6- I can crawl and climb within a game I can explain the rules of a game to others I can play games fairly with others</p>	<p><u>Crawl Climb Collect unit:</u> See – Collect, Activity 1,2,3 and 4 <u>Suggested Equipment:</u> Variety of objects to collect - beanbags, quoits, suitable balls, Cones / Spots Banana pictures or yellow objects Bibs</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>Summer 2: Hands feet equipment</p>		
<p>Sequencing Summer 2:</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>Lesson 1 and 2– I can move objects using hands, feet and equipment I can explain why tasks are easy and hard I can try complete activities by myself</p>	<p><u>Hands Feet Equipment unit:</u> See – Lesson 1 and 2 <u>Suggested Equipment:</u> Cones / Spots Hoops Suitable objects to carry and dribble with hands, feet and equipment Suitable equipment to carry objects with – tennis racquets</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>Lesson 3 and 4 – I can strike an object with hands, feet and equipment I can select my own object to complete the task with I can keep going even if tasks are tricky</p>	<p><u>Hands Feet Equipment unit:</u> See – Lesson 3 and 4 <u>Suggested Equipment:</u> Cones / Spots Hoops Suitable objects to strike - Bibs tied in a knot or balloons Suitable equipment to ‘swat’ objects with – plastic racquets</p>	<p><u>EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>Lesson 5 and 6 I can send an object with hands, feet and equipment I can explain what made me successful I can play cooperatively and competitively with others</p>	<p><u>Hands Feet Equipment unit:</u> See – Lesson 5 and 6 <u>Suggested Equipment:</u> Cones / Spots Suitable balls to roll, kick and putt. Racquets to putt with Additional obstacles (optional)</p>	<p><u>.EYFS Early Learning Goals Physical Development Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
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St. Martin's C of E (VA) Primary School
PE Sequence of Learning

Year 1	Year 1: Autumn 1- Agility balance and coordination + Look, run, avoid		
	Learning links		
	<ul style="list-style-type: none"> • PSHE 		
	National curriculum objectives		Key Vocabulary
<p>'Master basic movements.. Including agility, balance, coordination '</p> <p>'Team games developing simple tactics for attacking and defending '</p> <p>'Object control – developing coordination and control '</p>		Agility, balance, coordination, look, run, avoid, throw, prepare, catch, hands, feet, equipment, tactics, control	
Autumn 1 Agility balance and coordination + Look, run, avoid			
Autumn 2: Throw Prepare Catch and Hands Feet Equipment			
Sequencing	Lesson Overview	Curriculum Objectives Covered	
<p>1 – I can change direction when moving</p> <p>I can identify when to change direction</p> <p>I can be encouraging of others</p>	<p><u>Agility balance and coordination:</u></p> <p>See – 3 agility pages</p> <p><u>Suggested Equipment:</u> Variety of objects to catch / carry / bounce / dribble – beanbags, quoits, suitable balls, scarves Cones / Spots Ropes / Chalk / Line markers</p>	<p><u>National Curriculum PE</u></p> <p>'Master basic movements.. Including agility, balance, coordination '</p>	
<p>2 – I can maintain my balance during simple movements</p> <p>I can describe how to maintain my balance</p> <p>I can explore different ways of being successful</p>	<p><u>Agility balance and coordination:</u></p> <p>See – 3 Balance pages</p> <p><u>Suggested Equipment:</u> Hoops Cones / Spots Suitable Hurdle objects Bibs / Ropes / Noodles Benches Other items to develop balance such as wobble cushions. Variety of objects to catch / carry / bounce / dribble – beanbags, quoits, suitable balls, scarves Cones / Spots Ropes / Chalk / Line markers</p>	<p><u>National Curriculum PE</u></p> <p>'Master basic movements.. Including agility, balance, coordination '</p>	
<p>3 – I can show control of myself and objects</p> <p>I can describe what being in control means</p> <p>I can be creative by myself and with others</p>	<p><u>Agility balance and coordination:</u></p> <p>See – 3 Coordination pages</p> <p><u>Suggested Equipment:</u> Suitable throwing objects – beanbags / quoits / small balls / scarves Cones / Spots Bibs / Ropes / Noodles Other items to develop agility and balance for additional stations</p>	<p><u>National Curriculum PE</u></p> <p>'Master basic movements.. Including agility, balance, coordination '</p>	

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4 – I can identify a space I can describe what a space is I can create a plan with others</p>	<p><u>Look Run and Avoid</u> See – 2 Look pages <u>Suggested Equipment:</u> Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Suitable 'food' objects – beanbags, quoits, small balls etc</p>	<p><u>National Curriculum PE</u> 'Master basic movements including running....as well as developing balance agility and co-ordination and apply these in a range of activities'</p>
<p>5 – I can run into space safely I can show control over how fast I move I can create my own rules and challenges</p>	<p><u>Look Run and Avoid</u> See – 2 Run pages <u>Suggested Equipment:</u> Lots of items to be food – beanbags, quoits, small balls etc Bibs/Bands/Tags Cones Noodles (optional) Hoops Spots</p>	<p><u>National Curriculum PE</u> 'Master basic movements including running....as well as developing balance agility and co-ordination and apply these in a range of activities'</p>
<p>6- I can move to avoid others I can identify who to avoid I can be aware of others around me</p>	<p><u>Look Run and Avoid</u> See – 2 Avoid pages <u>Suggested Equipment:</u> Bibs / Bands / Tags Noodles (optional) Hoops Spots Lots of items to be food – beanbags, quoits, small balls etc</p>	<p><u>National Curriculum PE</u> 'Master basic movements including running....as well as developing balance agility and co-ordination and apply these in a range of activities'</p>
<p>Autumn 2: Throw Prepare Catch and Hands Feet Equipment</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can throw an object I can throw with control I can play with and against a partner</p>	<p>See – 2 Throw pages <u>Suggested Equipment:</u> Variety of objects to throw – beanbags, quoits, small balls, scarves Target objects – Cones, hoops, spots, ropes</p>	<p><u>National Curriculum PE</u> 'Master basic movements.. Including throwing and catching '</p>
<p>2 – I can be ready to catch an object I can predict and move to where an object will be I can keep trying to be successful</p>	<p>. See – 2 prepare pages <u>Suggested Equipment:</u> Hoops / Rope circles Spots Variety of small, medium and large balls Objects to make goals – Cones, benches etc</p>	<p><u>National Curriculum PE</u> 'Master basic movements.. Including throwing and catching'</p>
<p>3 – I can catch an object I can understand how to use my body to catch I can increase my own/partners challenge</p>	<p>See – 2 Catch pages <u>Suggested Equipment:</u> Variety of objects to throw and catch – beanbags, quoits, small balls, scarves Cones/Spots Hoops</p>	<p><u>National Curriculum PE</u> 'Master basic movements.. Including throwing and catching'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4 – I can perform / explore dribbling using hands, feet and equipment I can show control to move objects into good spaces I can collaborate with others to develop techniques</p>	<p>See – Lesson 1 and 2 Hands Feet Equipment <u>Suggested Equipment:</u> Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets</p>	<p><u>National Curriculum PE</u> 'Object control – developing coordination and control '</p>
<p>5 – I can perform / explore dribbling using hands, feet and equipment I can change direction when dribbling to avoid defenders I can share ideas on scoring systems and rewards .</p>	<p>See – Lesson 3 and 4 Hands Feet Equipment <u>Suggested Equipment:</u> Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets</p>	<p><u>National Curriculum PE</u> 'Object control – developing coordination and control '</p>
<p>6- I can perform / explore dribbling using hands, feet and equipment I can suggest tactics to solve problems when dribbling I can reflect on my own and others' learning</p>	<p>See – Lesson 5 and 6 Hands Feet Equipment <u>Suggested Equipment:</u> Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets</p>	<p><u>National Curriculum PE</u> 'Object control – developing coordination and control '</p>



St. Martin's C of E (VA) Primary School
PE Sequence of Learning

Year 1	Spring 1: Jump Shape Create and Fair Share Dare		Spring 2: Duel win lose and inspire create perform	
	Learning links			
	<ul style="list-style-type: none"> PSHE 			
	National curriculum objectives		Key Vocabulary	
	'Embed values such as fairness and respect ' 'Develop flexibility, technique, control and balance ' 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' '(Children) 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.' 'perform dances using simple movement patterns'		Balance, coordination, agility, running, jumping, throwing, catching, flexibility, control, inspire, create, perform	
	Spring 1: Jump Shape Create			
Sequencing Spring 1:		Lesson Overview		Curriculum Objectives Covered
1 I can bend my knees and use my arms to take off I can plan my journey through the playing area I can congratulate a friend when they jump effectively		Jump Shape Create See – 2 pages Jump <u>Suggested Equipment:</u> Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits		<u>National Curriculum PE:</u> 'Develop flexibility, technique, control and balance '
2 – I can be still when holding a shape I can find a position where I can remain balanced I can tell a friend something that made me successful		Jump Shape Create See – 2 pages Shape <u>Suggested Equipment:</u> Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits		<u>National Curriculum PE:</u> "Develop flexibility, technique, control and balance '
3 – I can perform the same movement as my group I can recognise when it is the right time to change position I can trial an idea that has been suggested by a friend		Jump Shape Create See – 2 pages Create <u>Suggested Equipment:</u> Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits		<u>National Curriculum PE:</u> 'Develop flexibility, technique, control and balance '
4 – I can play games following the given rules I can support others to play fairly I can resolve any disputes within the games appropriate		Fair Share Dare See – 2 pages Fair <u>Suggested Equipment:</u> Hoops/Spots Small balls to roll Beanbags/Quoits to throw Balls to kick Racquets and balls to putt		<u>National Curriculum PE:</u> 'Embed values such as fairness and respect ' 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' '(Children) 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.'
5 – I can play games cooperatively with others I can support others through scoring or coaching I can share ideas, roles and responsibilities with others in my group		Fair Share Dare See – 2 pages Share <u>Suggested Equipment:</u> Hoops/Spots Cones Small balls to roll Beanbags/Quoits to throw Balls to kick Racquets and balls to putt Whiteboards to score		<u>National Curriculum PE:</u> 'Embed values such as fairness and respect ' 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' '(Children) 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.'

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>6- I can take individual risks within games I can take suitable risks at suitable times I can say which activities I am most/least confident in</p>	<p>Fair Share Dare See – 2 pages Dare <u>Suggested Equipment:</u> Hoops/Spots Cones Small balls to roll Beanbags/Quoits to throw Balls to kick Racquets and balls to putt Whiteboards to score</p>	<p><u>National Curriculum PE:</u> 'Embed values such as fairness and respect ' 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' '(Children) 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>Spring 2: Duel win lose and inspire create perform</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can use the balls of my feet I can Identify the movement of an opponent I can congratulate my opponent</p>	<p>Duel Win Lose See – 2 pages Duel <u>Suggested Equipment:</u> Coloured spots Bibs / Bands / Tags Hoops Beanbags Range of small balls</p>	<p><u>National Curriculum PE:</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games, developing simple tactics for attacking and defending'</p>
<p>2 – I can move diagonally to avoid other players I can celebrate calmly as an individual or with my team I can tell a friend something that made you successful</p>	<p>Duel Win Lose See – 2 pages Win <u>Suggested Equipment:</u> Coloured spots Bibs / Bands / Tags Hoops Beanbags Range of small balls</p>	<p><u>National Curriculum PE:</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games, developing simple tactics for attacking and defending'</p>
<p>3 – I can Look left and right to spot other players I can identify what I or my team could do to improve I can trial an idea that has been suggested by a friend</p>	<p>Duel Win Lose See – 2 pages Lose <u>Suggested Equipment:</u> Coloured spots Bibs / Bands / Tags Hoops Beanbags Range of small balls</p>	<p><u>National Curriculum PE:</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games, developing simple tactics for attacking and defending'</p>
<p>4 – I can use a picture to make up dance ideas I can make up moves using at a prop I can listen to a poem to help me think of movements</p>	<p>Inspire Create Perform See – Inspire page <u>Suggested Equipment:</u> Read a poem, out loud and get the children to respond to the different words they hear. Variety of props</p>	<p><u>National Curriculum PE:</u> 'perform dances using simple movement patterns'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

	<p>5 – I can think about how different music makes me move I can use different levels and pathways I can work with a partner to make our movements better</p>	<p>Inspire Create Perform See – Create page <u>Suggested Equipment:</u> 2 contrasting pieces of music</p>	<p><u>National Curriculum PE:</u> 'perform dances using simple movement patterns'</p>
	<p>6 – I can move in time to the music. I can show clear actions, levels and pathways. I can show good control and posture</p>	<p>Inspire Create Perform See – Perform page <u>Suggested Equipment:</u> Music to play the game 'Musical statues'</p>	<p><u>National Curriculum PE:</u> 'perform dances using simple movement patterns'</p>

Year 1	Summer 1 Run Jump Throw and React Recall Retrieve		Summer 2: Target Control Combine and Send Receive and Return	
	Learning links			
	<ul style="list-style-type: none"> • PSHE 			
	National curriculum objectives		Key Vocabulary	
	<p>'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games'</p>		<p>Run, jump, throw, accuracy, target, control, combine, send, receive, return</p>	
	Summer 1: Run Jump Throw and React Recall Retrieve			
	Sequencing	Lesson Overview	Curriculum Objectives Covered	
<p>1 – I can run with speed and control. I can run quickly in different directions I can compete with and against others</p>	<p>Run Jump Throw See – 2 pages Run Equipment: Cones / Spots Hoops Hurdles Objects as parcels – beanbags / quoits / tied bibs / balls</p>	<p>National Curriculum PE: 'Use running, jumping and throwing in isolation and combination '</p>		
<p>2 – I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance</p>	<p>Run Jump Throw See – 2 pages Jump Equipment: Cones / Spots Hoops Small objects to jump with – beanbags / quoits / tied bibs / balls</p>	<p>National Curriculum PE: 'Use running, jumping and throwing in isolation and combination '</p>		
<p>3 – I can throw an object with control I can adapt the distance of my throw I can set my own level of challenge</p>	<p>Run Jump Throw See – 2 pages Throw Equipment: Cones / Spots Objects to throw – beanbags / quoits / tied bibs / balls Targets - Hoops / Buckets / Stumps Obstacles – hurdles / benches</p>	<p>National Curriculum PE: 'Use running, jumping and throwing in isolation and combination '</p>		

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4 – I can start, stop and move quickly I can change how I move depending on the task I can follow rules of a game fairly</p>	<p>React Recall Retrieve See – 2 pages React</p> <p>Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Beanbags Small balls Quoits</p>	<p>National Curriculum PE: 'Master basic movements.. Including striking and coordination 'Develop co-ordination and apply these in a range of activities'</p>
<p>5 – I can roll a ball into space or at a target I can decide where is a good place to roll the ball I can take turns with a partner playing a game</p>	<p>React Recall Retrieve See – 2 pages Recall</p> <p>Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles</p>	<p>National Curriculum PE: 'Master basic movements.. Including striking and coordination 'Develop co-ordination and apply these in a range of activities'</p>
<p>6 – I can move to retrieve an object quickly I can decide how best to move to retrieve objects I can persevere when a task is tricky</p>	<p>React Recall Retrieve See – 2 pages of Retrieve</p> <p>Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles</p>	<p>National Curriculum PE: 'Master basic movements.. Including striking and coordination 'Develop co-ordination and apply these in a range of activities'</p>
<p>Summer 2: Target Control Combine and Send Receive Return</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can send an object accurately at a target I can adapt the speed I send an object at to suit the challenge I can compete fairly against a partner</p>	<p>Target Control Combine Target - See- 2 pages of Target</p> <p>Equipment: Cones / Spots Variety of balls to roll – one each Whiteboards to record scores - optional</p>	<p>National Curriculum PE: 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'</p>
<p>2 – I can show control when sending an object I can adapt power when sending objects to different targets I can show determination to try even if I fail</p>	<p>Target Control Combine Control - See- 2 pages of Control</p> <p>Equipment: Cones / Spots Variety of balls to roll – one each Whiteboards to record scores - optional</p>	<p>National Curriculum PE: 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'</p>
<p>3 – I can adjust the direction and distance I send objects I can send objects quickly and accurately I can communicate and plan effectively with others</p>	<p>Target Control Combine Combine – See – 2 pages of combine</p> <p>Equipment: Cones / Spots Variety of balls to roll – one each Beanbags Whiteboards to record scores – optional</p>	<p>National Curriculum PE: 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'</p>
<p>4 – I can send a ball or object to a partner</p>	<p>Send Receive Return Send – See – 2 pages of Send</p> <p>Equipment: A variety of balls, bean bags and objects to throw.</p>	<p>National Curriculum PE: 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

5 – I can receive a ball or object that comes to me	Send Receive Return Receive – See – 2 pages of Receive Equipment: A variety of balls, bean bags and objects to throw.	National Curriculum PE: 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'
6- I can return a ball or object to another player	Send Receive Return Send – See – 2 pages of Receive Equipment: A variety of balls, bean bags and objects to throw.	National Curriculum PE: 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'



St. Martin's C of E (VA) Primary School
PE Sequence of Learning

Year	Autumn 1: Agility Balance Coordination and Look Run Avoid	Autumn 2: Throw Prepare Catch and Hands Feet Equipment
2	Learning links	
	• PSHE	
	National curriculum objectives	Key Vocabulary
	'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities' 'Team games, developing simple tactics for attacking and defending.'	Balance, coordination, agility, throw, prepare, catch, hands, feet, equipment
Autumn 1: Agility Balance Coordination and Look Run Avoid		
Sequencing	Lesson Overview	Curriculum Objectives Covered
1 – I can change direction when moving I can identify when to change direction I can be encouraging of others	Agility Balance Coordination Agility – See – 3 pages of Agility Equipment: Variety of objects to catch / carry / bounce / dribble – beanbags, quoits, suitable balls, scarves Cones / Spots Ropes / Chalk / Line markers	<u>PE National Curriculum</u> 'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities'
2 – I can maintain my balance during simple movements I can describe how to maintain my balance I can explore different ways of being successful	Agility Balance Coordination Balance – See – 3 pages of Balance Equipment: Hoops Cones / Spots Suitable Hurdle objects Bibs / Ropes / Noodles Benches Other items to develop balance such as wobble cushions	<u>PE National Curriculum</u> 'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities'
3 – I can change direction when moving I can identify when to change direction I can be encouraging of others	Agility Balance Coordination Coordination – See – 3 pages of Coordination Equipment: Variety of objects to catch / carry / bounce / dribble – beanbags, quoits, suitable balls, scarves Cones / Spots Ropes / Chalk / Line markers	<u>PE National Curriculum</u> 'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities'
4 – I can identify a space I can describe what a space is I can create a plan with others	Look Run Avoid Look – See – 2 pages of Look Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Suitable 'food' objects – beanbags, quoits, small balls etc	<u>PE National Curriculum</u> 'Master basic movements including running....as well as developing balance agility and co-ordination and apply these in a range of activities'
5 – I can run into space safely I can show control over how fast I move I can create my own rules and challenges	Look Run Avoid Run – See – 2 pages of Run Equipment: Lots of items to be food – beanbags, quoits, small balls etc Bibs/Bands/Tags Cones Noodles (optional) Hoops Spots	<u>PE National Curriculum</u> 'Master basic movements including running....as well as developing balance agility and co-ordination and apply these in a range of activities'

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>6 – I can move to avoid others I can identify who to avoid I can be aware of others around me</p>	<p>Look Run Avoid Avoid– See – 2 pages of Avoid</p> <p>Equipment: Bibs / Bands / Tags Noodles (optional) Hoops Spots Lots of items to be food – beanbags, quoits, small balls etc</p>	<p><u>PE National Curriculum</u> 'Master basic movements including running...as well as developing balance agility and co-ordination and apply these in a range of activities'</p>
<p>Autumn 2: Throw Prepare Catch and Hands Feet Equipment</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can throw an object I can throw with control I can play with and against a partner</p>	<p>Throw Prepare Catch Throw – See – 2 pages of Throw</p> <p>Equipment: Variety of objects to throw – beanbags, quoits, small balls, scarves Target objects – Cones, hoops, spots, ropes</p>	<p><u>PE National Curriculum</u> 'Master basic movements including... throwing and catching' 'Develop co-ordination and apply these in a range of activities'</p>
<p>2- I can be ready to catch an object I can predict and move to where an object will be I can keep trying to be successful</p>	<p>Throw Prepare Catch Prepare – See – 2 pages of Prepare</p> <p>Equipment: Hoops / Rope circles Spots Variety of small, medium and large balls Objects to make goals – Cones, benches etc</p>	<p><u>PE National Curriculum</u> 'Master basic movements including... throwing and catching' 'Develop co-ordination and apply these in a range of activities'</p>
<p>3- I can catch an object I can understand how to use my body to catch I can increase my own/partners challenge</p>	<p>Throw Prepare Catch Catch – See – 2 pages of Catch</p> <p>Equipment: Variety of objects to throw and catch – beanbags, quoits, small balls, scarves Cones/Spots Hoops</p>	<p><u>PE National Curriculum</u> 'Master basic movements including... throwing and catching' 'Develop co-ordination and apply these in a range of activities'</p>
<p>4 – I can perform / explore dribbling using hands, feet and equipment I can show control to move objects into good spaces I can collaborate with others to develop techniques</p>	<p>Hands Feet Equipment Lesson 1 and 2 – See – Lesson 1 and 2 page</p> <p>Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets</p>	<p><u>PE National Curriculum</u> 'Master basic movements including running, balance, agility and coordination.' 'Team games, developing simple tactics for attacking and defending.'</p>
<p>5 – I can perform / explore dribbling using hands, feet and equipment I can change direction when dribbling to avoid defenders I can share ideas on scoring systems and rewards</p>	<p>Hands Feet Equipment Lesson 3 and 4 – See – Lesson 3 and 4 page</p> <p>Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets</p>	<p><u>PE National Curriculum</u> 'Master basic movements including running, balance, agility and coordination.' 'Team games, developing simple tactics for attacking and defending.'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>6 – I can perform / explore dribbling using hands, feet and equipment I can suggest tactics to solve problems when dribbling I can reflect on my own and others' learning</p>	<p>Hands Feet Equipment Lesson 5 and 6 – See – Lesson 5 and 6 page</p> <p>Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets</p>	<p><u>PE National Curriculum</u> 'Master basic movements including running, balance, agility and coordination.' 'Team games, developing simple tactics for attacking and defending.'</p>
<p>Year 2</p>	<p>Spring 1: Jump Shape Create and Fair Share Dare</p>	
	<p>Learning links - PSHE</p>	
	<p>National curriculum objectives 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' '(Children) 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>Key Vocabulary Jump, shape, create, fair, share, dare, duel, win, lose, inspire, running, jumping, throwing, catching, balance, agility, control, coordination</p>
	<p>Spring 1: Jump Shape Create and Fair Share Dare Spring 2: Duel Win Lose and Inspire Create Perform</p>	
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can bend my knees and use my arms to take off I can plan my journey through the playing area I can congratulate a friend when they jump effectively</p>	<p>Jump Shape Create Jump – See – 2 pages of jump</p> <p>Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits</p>	<p><u>PE National Curriculum</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities'</p>
<p>2 – I can be still when holding a shape I can find a position where you can remain balanced I can tell a friend something that made you successful</p>	<p>Jump Shape Create Shape – See – 2 pages of shape</p> <p>Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits</p>	<p><u>PE National Curriculum</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities'</p>
<p>3 – I can perform the same movement as my group I can Recognise when it is the right time to change position I can trial an idea that has been suggested by a friend</p>	<p>Jump Shape Create Create – See – 2 pages of Create</p> <p>Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits</p>	<p><u>PE National Curriculum</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4 – I can play games following the given rules I can support others to play fairly I can resolve any disputes within the games appropriate</p>	<p>Fair Share Dare Fair – See – 2 pages of fair</p> <p>Equipment: Hoops/Spots Small balls to roll Beanbags/Quoits to throw Balls to kick Racquets and balls to putt</p>	<p><u>PE National Curriculum</u> 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' '(Children) 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>5 – I can play games cooperatively with others I can support others through scoring or coaching I can share ideas, roles and responsibilities with others in my group</p>	<p>Fair Share Dare Share – See – 2 pages of share</p> <p>Equipment: Hoops/Spots Cones Small balls to roll Beanbags/Quoits to throw Balls to kick Racquets and balls to putt Whiteboards to score</p>	<p><u>PE National Curriculum</u> 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' '(Children) 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>6 – I can take individual risks within games I can take suitable risks at suitable times I can say which activities I am most/least confident in</p>	<p>Fair Share Dare Dare – See – 2 pages of share</p> <p>Equipment: Hoops/Spots Cones Small balls to roll Beanbags/Quoits to throw Balls to kick Racquets and balls to putt Whiteboards to score</p>	<p><u>PE National Curriculum</u> 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' '(Children) 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>

Spring 2: Duel Win Lose and Inspire Create Perform		
Sequencing	Lesson overview	National curriculum objectives covered
<p>1-I can use the balls of my feet I can Identify the movement of an opponent I can congratulate my opponent</p>	<p>Duel Win Lose Duel – see – 2 pages of Duel</p> <p>Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Range of small balls</p>	<p><u>PE National Curriculum:</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games, developing simple tactics for attacking and defending'</p>
<p>2- I can move diagonally to avoid other players I can celebrate calmly as an individual or with my team I can tell a friend something that made them successful</p>	<p>Duel Win Lose Win – see – 2 pages of Win</p> <p>Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Range of small balls</p>	<p><u>PE National Curriculum:</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games, developing simple tactics for attacking and defending'</p>
<p>3- I can Look left and right to spot other players I can Identify what I or my team could do to improve I can trial an idea that has been suggested by a friend</p>	<p>Duel Win Lose Win – see – 2 pages of Lose</p> <p>Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Range of small balls</p>	<p><u>PE National Curriculum:</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games, developing simple tactics for attacking and defending'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4- I can use a picture to make up dance ideas I can make up a dance using a prop I can listen to a poem to help me think of movements</p>	<p>Inspire Create Perform Inspire – see –Inspire page</p> <p>Equipment: Use a range of stimuli: words, pictures, poems, props, pieces of music, videos.</p>	<p><u>PE National Curriculum:</u> 'perform dances using simple movement patterns'</p>
<p>5- I can understand how different music makes me move I can use different levels and pathways I can work with a partner to make our movements better</p>	<p>Inspire Create Perform Create – see –Create page</p> <p>Equipment: Scarves/ribbons/bibs can help make improvisation easier.</p>	<p><u>PE National Curriculum:</u> 'perform dances using simple movement patterns'</p>
<p>6- I can move in time to the music. I can show clear actions, levels and pathways. I can show good control and posture</p>	<p>Inspire Create Perform Perform – see – Perform page</p> <p>Equipment: Visual checklists, score cards, or picture feedback forms can help with communication</p>	<p><u>PE National Curriculum:</u> 'perform dances using simple movement patterns'</p>

Summer 1: Run Jump Throw and React Roll Retrieve	
Learning links	
PSHE	
National curriculum objectives	Key Vocabulary
'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games'	Run, jump, row, react, roll, retrieve, target, control, combine, send receive, return, running, jumping, throwing, catching, balance, agility, co-ordination, teamwork

Summer 1: Run Jump Throw and React Roll Retrieve	Summer 2: Target Control Combine and Send Receive Return
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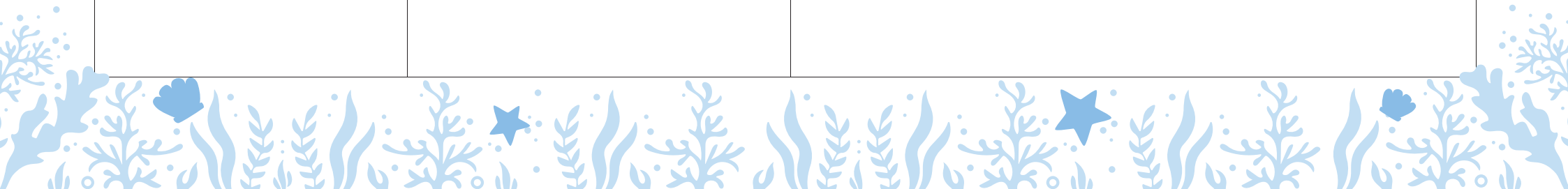
Sequencing	Lesson Overview	Curriculum Objectives Covered
<p>1 – I can run with speed and control I can run quickly in different directions I can compete with and against others</p>	<p>Run Jump Throw Run – see – 2 pages of Run</p> <p>Equipment: Cones / Spots Hoops Hurdles Objects as parcels – beanbags / quoits / tied bibs / balls</p>	<p><u>PE National Curriculum:</u> 'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games'</p>
<p>2 – I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance</p>	<p>Run Jump Throw Jump – see – 2 pages of Jump</p> <p>Equipment: Cones / Spots Hoops Small objects to jump with – beanbags / quoits / tied bibs / balls</p>	<p><u>PE National Curriculum:</u> 'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games'</p>
<p>3 – I can throw an object with control I can adapt the distance of my throw I can set my own level of challenge</p>	<p>Run Jump throw Row – see – 2 pages of Row</p> <p>Equipment: Cones / Spots Objects to throw – beanbags / quoits / tied bibs / balls Targets - Hoops / Buckets / Stumps Obstacles – hurdles / benches</p>	<p><u>PE National Curriculum:</u> 'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4 – I can start, stop and move quickly I can change how I move depending on the task I can follow rules of a game fairly</p>	<p>React Roll Retrieve React – see – 2 pages of React</p> <p>Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Beanbags Small balls Quoits</p>	<p><u>PE National Curriculum:</u> 'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games'</p>
<p>5 – I can roll a ball into space or at a target I can decide where is a good place to roll the ball I can take turns with a partner playing a game</p>	<p>React Roll Retrieve Roll – see – 2 pages of Roll</p> <p>Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles</p>	<p><u>PE National Curriculum:</u> 'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games'</p>
<p>6 – I can move to retrieve an object quickly I can decide how best to move to retrieve objects I can persevere when a task is tricky</p>	<p>React Roll Retrieve Retrieve – see – 2 pages of retrieve</p> <p>Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles</p>	<p><u>PE National Curriculum:</u> 'Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games'</p>
<p>Summer 2: Target Control Combine and Send Receive Return</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can send an object accurately at a target I can adapt the speed I send an object at to suit the challenge I can compete fairly against a partner</p>	<p>Target Control Combine Target – see – 2 pages of target</p> <p>Equipment: Cones / Spots Variety of balls to roll – one each Whiteboards to record scores - optional</p>	<p><u>National Curriculum PE</u> 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'</p>
<p>2 – I can show control when sending an object I can adapt power when sending objects to different targets I can show determination to try even if I fail</p>	<p>Target Control Combine Control – see – 2 pages control</p> <p>Equipment: Cones / Spots Variety of balls to roll – one each Whiteboards to record scores – optional</p>	<p><u>National Curriculum PE</u> 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'</p>
<p>3 – I can adjust the direction and distance I send objects I can send objects quickly and accurately I can communicate and plan effectively with others</p>	<p>Target Control Combine Combine – see – 2 pages combine</p> <p>Equipment: Cones / Spots Variety of balls to roll – one each Beanbags Whiteboards to record scores - optional</p>	<p><u>National Curriculum PE</u> 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4 – I can show control when sending an object I can send objects quickly and accurately I can communicate and plan effectively with others</p>	<p>Send Receive Return Send – see – 2 pages Send</p> <p>Equipment: Variety of balls, objects to throw, cones, spots</p>	<p><u>National Curriculum PE</u> 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'</p>
<p>5 – I can show control when sending an object I can send objects quickly and accurately I can communicate and plan effectively with others</p>	<p>Send Receive Return Send – see – 2 pages Send</p> <p>Equipment: Variety of balls, objects to throw, cones, spots</p>	<p><u>National Curriculum PE</u> 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'</p>
<p>6 – I can show control when sending an object I can send objects quickly and accurately I can communicate and plan effectively with others</p>	<p>Send Receive Return Send – see – 2 pages Receive</p> <p>Equipment: Variety of balls, objects to throw, cones, spots</p>	<p><u>National Curriculum PE</u> 'Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities' 'Participate in team games.'</p>



St. Martin's C of E (VA) Primary School
PE Sequence of Learning

Year 3	Autumn 1: Inspire Create Perform and Hands Feet Equipment	
	Learning links	
	- PSHE	
	National curriculum objectives	Key Vocabulary
	'perform dances using simple movement patterns' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 'Develop technique, control and balance.' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best.'	Inspire, create, perform, hands, feet, equipment, strike, react, rally, look, run, avoid
Autumn 1: Inspire Create Perform and Hands Feet Equipment		Autumn 2: Strike React Rally and Look Run Avoid
Sequencing	Lesson Overview	Curriculum Objectives Covered
1- I can use a picture to make up dance ideas I can make up dance moves using a prop I can listen to a poem to help me think of movements	Inspire Create Perform Inspire – see – Inspire page Equipment: Use a range of stimuli: words, pictures, poems, props, pieces of music, videos.	<u>National Curriculum PE:</u> 'perform dances using simple movement patterns'
2 – I can think about how different music makes me move I can use different levels and pathways I can work with a partner to make our movements better	Inspire Create Perform Create – see – create page Equipment: Scarves/ribbons/bibs can help make improvisation easier	<u>National Curriculum PE:</u> 'perform dances using simple movement patterns'
3 – I can move in time to the music. I can show clear actions, levels and pathways. I can show good control and posture	Inspire Create Perform Perform – see – Perform page Equipment: Visual checklists, score cards, or picture feedback forms can help with communication	<u>National Curriculum PE:</u> 'perform dances using simple movement patterns'
4 – I can perform / explore dribbling using hands, feet and equipment I can show control to move objects into good spaces I can collaborate with others to develop techniques	Hands Feet Equipment Hands – see – Lesson 1 and 2 Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets	<u>National Curriculum PE:</u> 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 'Develop technique, control and balance.' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best.'
5 – I can perform / explore dribbling using hands, feet and equipment I can change direction when dribbling to avoid defenders I can share ideas on scoring systems and rewards	Hands Feet Equipment Feet – see – Lesson 3 and 4 Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets	<u>National Curriculum PE:</u> 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 'Develop technique, control and balance.' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best.'

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>6 – I can perform / explore dribbling using hands, feet and equipment I can suggest tactics to solve problems when dribbling I can reflect on my own and others' learning</p>	<p>Hands Feet Equipment Equipment – see – Lesson 5 and 6 Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets</p>	<p><u>National Curriculum PE:</u> 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 'Develop technique, control and balance.' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best.'</p>
<p>Autumn 2: Strike React Rally and Look Run Avoid</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can strike a ball with my hand/racquet/bat I can show control with where I am striking I can keep trying when tasks are challenging</p>	<p>Strike React Rally Strike – see – 2 pages Strike Equipment: Cones / Spots Variety of sized balls Suitable racquets/bats/noodles Hoops Benches / Chairs / Ropes</p>	<p><u>National Curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.'</p>
<p>2- I can strike a ball with my hand/racquet/bat I can show control with where I am striking I can keep trying when tasks are challenging</p>	<p>Strike React Rally React – see – 2 pages React Equipment: Cones / Spots Variety of sized balls Suitable racquets/bats/noodles Hoops Benches / Chairs / Ropes</p>	<p><u>National curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.'</p>
<p>3- I can begin to rally with a partner I can strike the ball so my partner can return it I can show good teamwork to achieve our best score</p>	<p>Strike React Rally Rally – see – 2 pages Rally Equipment: Cones/Spots Variety of balls to strike Variety of implements to strike with – racquets / bats / noodles Benches/wall space</p>	<p><u>National curriculum PE:</u> Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.'</p>
<p>4- I can identify multiple spaces to move into I can describe areas of a pitch to move into and which to avoid I can set a challenge for myself to try to achieve</p>	<p>Look Run Avoid Look – see – 2 pages Look Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Suitable 'food' objects – beanbags, quoits, small balls etc</p>	<p><u>National curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>5 – I can move with speed and confidence into a space I can react to others and move appropriately I can persevere with challenges that may be tricky</p>	<p>Look Run Avoid Run – see – 2 pages Run Equipment: Lots of items to be food – beanbags, quoits, small balls etc Bibs/Bands/Tags Cones Noodles (optional) Hoops Spots</p>	<p><u>National curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>6- I can change direction quickly to avoid opponents I can use movements and tactics to outwit an opponent I can collaborate and communicate with others</p>	<p>Look Run Avoid Avoid – see – 2 pages Avoid Equipment: Bibs / Bands / Tags Noodles (optional) Hoops Spots Lots of items to be food – beanbags, quoits, small balls etc</p>	<p><u>National curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>Year 3 Spring 1: Agility Balance Coordination and React Roll Retrieve Spring 2: Run Jump Throw and Fair Share Dare</p>		
<p>Learning links</p>		
<ul style="list-style-type: none"> • PSHE 		
<p>National curriculum objectives 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best' 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p>	<p>Key Vocabulary Agility, balance, coordination, run, jump, throw, fair, share, dare, flexibility, strength, technique, control, balance</p>	
<p>Spring 1: Agility Balance Coordination and React Roll Retrieve</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can move confidently and competently in multiple directions I can show ways to move quickly in multiple directions and contexts I can explain to others where improvements in performance can be made</p>	<p>Agility Balance Coordination Agility – see – 3 pages Agility Equipment: Variety of objects to catch / carry / bounce / dribble – beanbags, quoits, suitable balls, scarves Cones / Spots Ropes / Chalk / Line markers</p>	<p><u>National curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>
<p>2- I can maintain my balance using different body parts through a range of movements I can decide which movements I can perform most effectively with different body parts I can discuss activities where I had more or less success</p>	<p>Agility Balance Coordination Balance – see – 3 pages Balance Equipment: Hoops Cones / Spots Suitable Hurdle objects Bibs / Ropes / Noodles Benches Other items to develop balance such as wobble cushions</p>	<p><u>National curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>
<p>3- I can show consistent control of myself and objects within different challenges I can adapt my body and movements to best suit different objects or activities I can show creativity to adapt challenges to suit my own and others' ability</p>	<p>Agility Balance Coordination Coordination – see – 3 pages of coordination Equipment: Suitable throwing objects – beanbags / quoits / small balls / scarves Cones / Spots Bibs / Ropes / Noodles Other items to develop agility and balance for additional stations</p>	<p><u>National curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4- I can start, stop and move quickly I can change how I move depending on the task I can follow rules of a game fairly</p>	<p>React Roll Retrieve React – see – 2 pages of React</p> <p>Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Beanbags Small balls Quoits</p>	<p><u>National curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>5- I can roll a ball into space or at a target I can decide where is a good place to roll the ball I can take turns with a partner playing a game</p>	<p>React Roll Retrieve Roll – see – 2 pages of Roll</p> <p>Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles</p>	<p><u>National curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>6- I can move to retrieve an object quickly I can decide how best to move to retrieve objects I can persevere when a task is tricky</p>	<p>React Roll Retrieve Retrieve – see – 2 pages of Retrieve</p> <p>Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles</p>	<p><u>National curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>Spring 2: Run Jump Throw and Fair Share Dare</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can run with speed and control I can run quickly in different directions I can compete with and against others</p>	<p>Run Jump Throw</p> <p>Run – see – 2 pages of Run</p> <p>Equipment: Cones / Spots Objects to carry, bounce or dribble – footballs, rugby balls Hoops Hurdles Objects as parcels – beanbags / quoits / tied bibs / balls</p>	<p><u>National Curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>
<p>2 – I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance</p>	<p>Run Jump Throw</p> <p>Jump – see – 2 pages Jump</p> <p>Equipment: Cones / Spots Hoops Small objects to jump with – beanbags / quoits / tied bibs / balls Jumble Jumps Sheets</p>	<p><u>National Curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>
<p>3 – I can throw an object with control I can adapt the distance of my throw I can set my own level of challenge</p>	<p>Run Jump Throw</p> <p>Throw – see – 2 pages Throw</p> <p>Equipment: Cones / Spots Objects to throw – beanbags / quoits / tied bibs / balls Targets - Hoops / Buckets / Stumps Obstacles – hurdles / benches</p>	<p><u>National Curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4 – I can play games following the given rules I can support others to play fairly I can resolve any disputes within the games appropriate</p>	<p>Fair Share Dare Fair – see – 2 pages fair Equipment: Cones/Spots Bibs Balls – variety of sizes Suitable dodgeballs Whiteboards to score</p>	<p><u>National Curriculum PE:</u> 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p>
<p>5 – I can work with other players effectively to score points I can plan and implement strategies with others I can share ideas and responsibilities with others</p>	<p>Fair Share Dare Share – see – 2 pages share Equipment: Cones/Spots Bibs Balls – variety of sizes Suitable dodgeballs Whiteboards to score</p>	<p><u>National Curriculum PE:</u> 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p>
<p>6 – I can take individual and team risks within games I can give and receive support in order to be successful I can be brave to take on specific challenges</p>	<p>Fair Share Dare Dare – see – 2 pages dare Equipment: Cones/Spots Hoops Small objects – beanbags, quoits, tied bibs etc Bibs Balls – variety of sizes Suitable dodgeballs Whiteboards to score</p>	<p><u>National Curriculum PE:</u> 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p>

<p>Year 3</p>	<p>Summer 1: Duel Win Lose Summer 2: Jump Shape Create and Accuracy Power Distance</p>	
	<p>Learning links</p>	
	<ul style="list-style-type: none"> • PSHE 	
<p>National curriculum objectives</p>	<p>Key Vocabulary</p>	
<p>'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best' 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing' 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities'</p>	<p>Duel, win, lose, jump, shape, create, accuracy, power, distance, defending, tactics, improvement, technique</p>	

Summer 1: Duel Win Lose

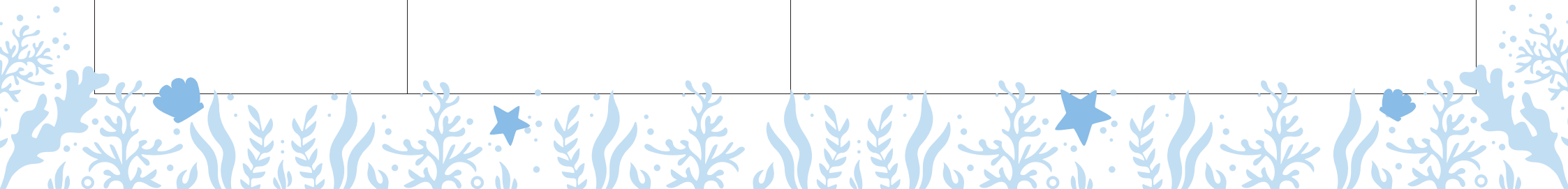
Sequencing	Lesson Overview	Curriculum Objectives Covered
<p>Lesson 1 and 2 –I can change direction quickly I can identify the movement of an opponent I can follow rules of a game fairly</p>	<p>Duel Win Lose Duel – see – 2 pages Duel Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits</p>	<p><u>National Curriculum PE</u> 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>Lesson 3 and 4 I can move diagonally to avoid other players I can celebrate calmly as an individual or with your team Tell a friend something that made you successful</p>	<p>Duel Win Lose Win – see – 2 pages Win Equipment: Hoops Cones Bean bags Range of balls Bibs</p>	<p><u>National Curriculum PE</u> 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>
<p>Lesson 5 and 6 3 – I can move to retrieve an object quickly I can decide how best to move to retrieve objects can persevere when a task is tricky</p>	<p>Duel Win Lose Lose – see – 2 pages Lose Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles</p>	<p><u>National Curriculum PE</u> 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>
<p>Summer 2: Jump Shape Create and Accuracy Power Distance</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can bend my knees and use my arms to take off I can plan my journey through the playing area I can congratulate a friend when they jump effectively</p>	<p>Jump Shape Create Jump – see – 2 pages of Jump Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits</p>	<p><u>National Curriculum PE</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities'</p>
<p>2 – I can be still when holding a shape I can find a position where I can remain balanced I can tell a friend something that made them successful</p>	<p>Jump Shape Create Shape – see – 2 pages shape Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits</p>	<p><u>National Curriculum PE</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities'</p>
<p>3 – I can perform the same movement as my group I can recognise when it is the right time to change position I can trial an idea that has been suggested by a friend</p>	<p>Jump Shape Create Create – see – 2 pages Create Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits</p>	<p><u>National Curriculum PE</u> 'Master basic movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities'</p>
<p>4- I can Throw an object with accuracy at a desired target I can Identify the most suitable type of throw to use I can discuss with a partner how I can improve my success</p>	<p>Accuracy Power Distance Accuracy – see – 2 pages Accuracy Equipment: Hoops Bean Bags Various size/shape balls Cones Different height cones</p>	<p><u>National Curriculum PE</u> 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>5 – I can Throw an object with power at a desired target I can change the type of throw depending on the power needed I can create rules and challenges in a game</p>	<p>Accuracy Power Distance Power – see – 2 pages Power Equipment: Cones Large Ball (beach ball/kin ball) Bean Bags Different size/shape/weight balls</p>	<p><u>National Curriculum PE</u> 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing'</p>
<p>6- I can throw an object with power at a desired target I can change the type of throw depending on the power needed I can create rules and challenges in a game</p>	<p>Accuracy Power Distance Distance – see – 2 pages Distance Equipment: Cones Dodgeballs Foam Javelins Bean Bags Tennis balls Range of different size balls/throwing equipment</p>	<p><u>National Curriculum PE</u> 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing'</p>



St. Martin's C of E (VA) Primary School
PE Sequence of Learning

Year 4	Autumn 1: Inspire Create Perform and Hands Feet Equipment		Autumn 2: Strike React Rally and Look Run Avoid	
	Learning links			
	<ul style="list-style-type: none"> • PSHE 			
National curriculum objectives			Key Vocabulary	
<p>‘perform dances using simple movement patterns’ ‘Use running, jumping, throwing and catching in isolation and in combination’ ‘Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending’</p>			Inspire, create, perform, hands, feet, equipment, strike, react, rally, look, run, avoid	

Autumn 1: Inspire Create Perform and Hands Feet Equipment		
Sequencing	Lesson Overview	Curriculum Objectives Covered
<p>1 – I can think how to use a picture to make up dance ideas I can make up moves using at a prop I can listen to a poem help me think of movements</p>	<p>Inspire Create Perform</p> <p>Inspire – see – Inspire page</p> <p>Equipment: Use a range of stimuli: words, pictures, poems, props, pieces of music, videos</p>	<p>National Curriculum PE ‘perform dances using simple movement patterns’</p>
<p>2-I can think about how different music makes me move I can use different levels and pathway I can work with a partner to make our movements better</p>	<p>Inspire Create Perform</p> <p>Create – see – Create page</p> <p>Equipment: Scarves/ribbons/bibs can help make improvisation easier.</p>	<p>National Curriculum PE ‘perform dances using simple movement patterns’</p>
<p>3-I can move in time to the music. I can show clear actions, levels and pathways. I can show good control and posture</p>	<p>Inspire Create Perform</p> <p>Perform – see – Perform page</p> <p>Equipment: Visual checklists, score cards, or picture feedback forms can help with communication</p>	<p>National Curriculum PE ‘perform dances using simple movement patterns’</p>
<p>4- I can perform / explore dribbling using hands, feet and equipment I can show control to move objects into good spaces I can collaborate with others to develop techniques</p>	<p>Hands Feet Equipment</p> <p>Hands – see – Lesson 1 and 2</p> <p>Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets</p>	<p>National Curriculum PE ‘Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ‘Develop technique, control and balance.’ ‘Compare their performances with previous ones and demonstrate improvement to achieve their personal best.’</p>
<p>5- I can perform / explore dribbling using hands, feet and equipment I can change direction when dribbling to avoid defenders I can share ideas on scoring systems and rewards</p>	<p>Hands Feet Equipment</p> <p>Feet – see – Lesson 3 and 4</p> <p>Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets</p>	<p>National Curriculum PE ‘Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ‘Develop technique, control and balance.’ ‘Compare their performances with previous ones and demonstrate improvement to achieve their personal best.’</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>6- I can perform / explore dribbling using hands, feet and equipment I can suggest tactics to solve problems when dribbling I can reflect on my own and others' learning</p>	<p>Hands Feet Equipment Equipment – see – Lesson 5 and 6 Equipment: Cones / Spots Hoops Suitable balls to dribble with hands, feet and equipment Suitable equipment to dribble with – hockey sticks, tennis racquets</p>	<p><u>National Curriculum PE</u> 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 'Develop technique, control and balance.' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best.'</p>
<p>Autumn 2: Strike React Rally and Look Run Avoid</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1 – I can strike a ball with my hand/racquet/bat I can show control with where I am striking I can keep trying when tasks are challenging</p>	<p>Strike React Rally Strike – see – 2 pages Strike Equipment: Cones / Spots Variety of sized balls Suitable racquets/bats/noodles Hoops Benches / Chairs / Ropes</p>	<p><u>National Curriculum PE</u> 'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.'</p>
<p>2- I can react to an object coming to me I can prepare my body ready to receive an object I can show patience with myself and others</p>	<p>Strike React Rally React – see – 2 pages React Equipment: Cones/Spots Variety of balls to strike Variety of implements to strike with – racquets / bats / noodles</p>	<p><u>National Curriculum PE</u> Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.'</p>
<p>3- I can begin to rally with a partner I can strike the ball so my partner can return it I can show good teamwork to achieve our best score</p>	<p>Strike React Rally Rally – see – 2 pages Rally Equipment: Cones/Spots Variety of balls to strike Variety of implements to strike with – racquets / bats / noodles Benches/wall space</p>	<p><u>National Curriculum PE</u> Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.'</p>
<p>4. I can identify multiple spaces to move into I can describe areas of a pitch to move into and which to avoid I can set a challenge for myself to try to achieve</p>	<p>Look Run Avoid Look – see – 2 pages Look Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Suitable 'food' objects – beanbags, quoits, small balls etc</p>	<p><u>National Curriculum PE</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>5. I can move with speed and confidence into a space I can react to others and move appropriately I can persevere with challenges that may be tricky</p>	<p>Look Run Avoid Run – see – 2 pages Run Equipment: Lots of items to be food – beanbags, quoits, small balls etc Bibs/Bands/Tags Cones Noodles (optional) Hoops Spots</p>	<p><u>National Curriculum PE</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

	6 I can change direction quickly to avoid opponents I can use movements and tactics to outwit an opponent I can collaborate and communicate with others	Look Run Avoid Avoid – see – 2 pages Avoid Equipment: Bibs / Bands / Tags Noodles (optional) Hoops Spots Lots of items to be used – beanbags, quoits, small balls etc	<u>National Curriculum PE</u> 'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'
Year 4	Spring 1: Throw Prepare Catch and React Roll Retrieve		Spring 2: Run Jump Throw and Fair Share Dare
	Learning links		
	• PSHE		
	National curriculum objectives		Key Vocabulary
	'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where and apply basic principles suitable for attacking and defending' 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'		Throw, prepare, catch, react, roll, retrieve, run, jump, throw, fair, share, dare
Spring 1: Throw Prepare Catch and React Roll Retrieve			
	Sequencing	Lesson Overview	Curriculum Objectives Covered
	1. I can throw an object I can throw with control I can play with and against a partner	Throw Prepare Catch Throw – see – 2 pages throw Equipment: Variety of objects to throw – beanbags, quoits, small balls, scarves Target objects – Cones, hoops, spots, ropes	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where and apply basic principles suitable for attacking and defending'
	2. I can be ready to catch an object I can predict and move to where an object will be I can keep trying to be successful	Throw Prepare Catch Prepare – see – 2 pages Prepare Equipment: Hoops / Rope circles Spots Variety of small, medium and large balls Objects to make goals – Cones, benches etc	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where and apply basic principles suitable for attacking and defending'
	3. I can catch an object I can understand how to use my body to catch I can increase my own/partners challenge	Throw Prepare catch Catch – see – 2 pages Catch Equipment: Variety of objects to throw and catch – beanbags, quoits, small balls, scarves Cones/Spots Hoops	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where and apply basic principles suitable for attacking and defending'

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4. I can start, stop and move quickly I can change how I move depending on the task I can follow rules of a game fairly</p>	<p>React Roll Retrieve</p> <p>React – see – 2 pages React</p> <p>Equipment: Coloured Cones Bibs / Bands / Tags Foam Noodles Hoops Beanbags Small balls Quoits</p>	<p>National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>5. I can roll a ball into space or at a target I can decide where is a good place to roll the ball I can take turns with a partner playing a game</p>	<p>React Roll Retrieve</p> <p>Roll – see – 2 pages Roll</p> <p>Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles</p>	<p>National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>6. I can move to retrieve an object quickly I can decide how best to move to retrieve objects I can persevere when a task is tricky</p>	<p>React Roll Retrieve</p> <p>Retrieve – see – 2 pages Retrieve</p> <p>Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles</p>	<p>National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>

Spring 2: Run Jump Throw and Fair Share Dare

Sequencing	Lesson Overview	Curriculum Objectives Covered
<p>1. I can run with speed and control I can run quickly in different directions I can compete with and against others</p>	<p>Run Jump Throw</p> <p>Run – see – 2 pages Run</p> <p>Equipment: Cones / Spots Objects to carry, bounce or dribble – footballs, rugby balls Hoops Hurdles Objects as parcels – beanbags / quoits / tied bibs / balls</p>	<p>National Curriculum PE: "Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>
<p>2. I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance</p>	<p>Run Jump Throw</p> <p>Jump – see – 2 pages Jump</p> <p>Equipment: Cones / Spots Hoops Small objects to jump with – beanbags / quoits / tied bibs / balls Jumble Jumps Sheets</p>	<p>National Curriculum PE: "Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>
<p>3. I can throw an object with control I can adapt the distance of my throw I can set my own level of challenge</p>	<p>Run Jump Throw</p> <p>Throw – see – 2 pages Throw</p> <p>Equipment: Cones / Spots Objects to throw – beanbags / quoits / tied bibs / balls Targets - Hoops / Buckets / Stumps Obstacles – hurdles / benches</p>	<p>National Curriculum PE: "Use running, jumping, throwing and catching in isolation and in combination' 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4. I can play games following the given rules I can support others to play fairly I can resolve any disputes within the games appropriate</p>	<p>Fair Share Dare Fair - see – 2 pages Fair Equipment: Cones/Spots Bibs Balls – variety of sizes Suitable dodgeballs Whiteboards to score</p>	<p>National Curriculum PE: 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p>
<p>5. I can work with other players effectively to score points I can plan and implement strategies with others I can share ideas and responsibilities with others</p>	<p>Fair Share Dare Share – see – 2 pages Share Equipment: Cones/Spots Bibs Balls – variety of sizes Suitable dodgeballs Whiteboards to score</p>	<p>National Curriculum PE: 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p>
<p>6. I can take individual and team risks within games I can give and receive support in order to be successful I can be brave to take on specific challenges</p>	<p>Fair Share Dare Dare – see – 2 pages Dare Equipment: Cones/Spots Hoops Small objects – beanbags, quoits, tied bibs etc Bibs Balls – variety of sizes Suitable dodgeballs Whiteboards to score</p>	<p>National Curriculum PE: 'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p>

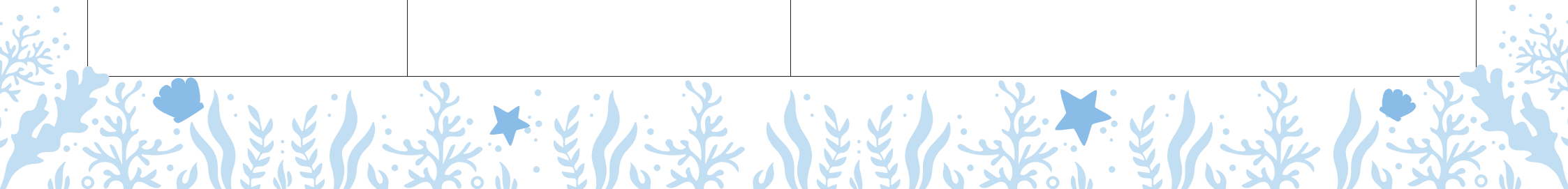
<p>Year 4</p>	<p>Summer 1: Duel Win Lose Summer 2: Symmetry Balance Travel and Accuracy Power Distance</p>	
	<p>Learning links • PSHE</p>	
	<p>National curriculum objectives 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best' 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'</p>	<p>Key Vocabulary Duel, win, lose, position, possession, patience, symmetry, balance, travel, accuracy, power, distance</p>
	<p>Sequencing Lesson 1 and 2: I can change direction quickly I can Identify the movement of an opponent I can follow rules of a game fairly</p>	<p>Lesson Overview Duel Win Lose Duel – see – 2 pages Duel Equipment: Coloured spots Bibs / Bands / Tags Hoops Beanbags Small balls Quoits</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

Lesson 3 and 4: I can move diagonally to avoid other players I can celebrate calmly as an individual or with my team I can tell a friend something that made me successful	Duel Win Lose Win – see – 2 pages Win Equipment: Hoops Cones Bean bags Range of balls Bibs	National Curriculum PE: 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
Lesson 5 and 6: I can move to retrieve an object quickly I can decide how best to move to retrieve objects I can persevere when a task is tricky	Duel Win Lose Lose – see – 2 pages Lose Equipment: Balls of different sizes, shapes, textures Cones Hoops Benches Hurdles	National Curriculum PE: 'Develop simple tactics for attacking and defending' 'Engage in competitive and co-operative activities' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
Summer 2: Symmetry Balance Travel and Accuracy Power Distance		
Sequencing	Lesson Overview	Curriculum Objectives Covered
1. I can explore and perform shapes with my body I can link shapes together in a sequence of movement I can reflect on my own and other performances	Symmetry Balance Travel Symmetry – see – Symmetry page Equipment: Gym Mats Shape Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'
2. I can explore and perform balances with others I can link balances together in a sequence of movement I can work with a partner to set appropriate challenge	Symmetry Balance Travel Balance – see – Balance page Equipment: Gym Mats Balance Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'
3. I can explore and perform different ways of travelling I can use travel moments to link balances in a sequence I can effectively share ideas with others	Symmetry Balance Travel Travel – see – Travel page Equipment: Gym Mats Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)	National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'
4. I can throw an object with accuracy at a desired target I can identify the most suitable type of throw to use I can discuss with a partner how I can improve my success	Accuracy Power Distance Accuracy – see – 2 pages Accuracy Equipment: Hoops Bean Bags Various size/shape balls Cones Different height cones	National Curriculum PE: 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing'

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>5. I can throw an object with power at a desired target I can change the type of throw depending on the power needed I can create rules and challenges in a game</p>	<p>Accuracy Power Distance Power – see – 2 pages Powers Equipment: Cones Large Ball (beach ball/kin ball) Bean Bags Different size/shape/weight balls</p>	<p>National Curriculum PE: 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing'</p>
<p>6. I can throw an object with power at a desired target I can change the type of throw depending on the power needed I can create rules and challenges in a game</p>	<p>Accuracy Power Distance Distance – see – 2 pages Distance Equipment: Cones Dodgeballs Foam Javelins Bean Bags Tennis balls Range of different size balls/throwing equipment</p>	<p>National Curriculum PE: 'Pupils should be taught to develop games skills through a range of activities and using a variety of equipment' 'Master basic movements including throwing'</p>



St. Martin's C of E (VA) Primary School
PE Sequence of Learning

Year 5	Autumn 1: Fair Share Dare and Evade Invade Capture	Autumn 2: Inspire Create Perform and Block Guard Support
	Learning links	
	<ul style="list-style-type: none"> • PSHE 	
	National curriculum objectives	Key Vocabulary
	<p>'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p> <p>'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p> <p>'perform dances using a range of movement patterns'</p>	
	Autumn 1: Fair Share Dare and Evade Invade Capture	
	Sequencing	Lesson Overview
		Curriculum Objectives Covered
	<p>1. I can play games following the given rules</p> <p>I can support others to play fairly</p> <p>I can resolve any disputes within the games appropriate</p>	<p>Fair Share Dare</p> <p>Fair – see – 2 pages Fair</p> <p>Equipment: Cones/Spots Bibs Balls which bounce Objects to throw and catch – beanbags, quoits, balls Additional dribbling equipment Whiteboards to score</p>
	<p>2. I can use other players effectively to score points</p> <p>I can plan and implement strategies around point scoring</p> <p>I can successfully include others with the game</p>	<p>Fair Share Dare</p> <p>Share – see – 2 pages share</p> <p>Equipment: Cones/Spots Bibs Balls which bounce Objects to throw and catch – beanbags, quoits, balls Additional dribbling equipment Whiteboards to score</p>
	<p>3. I can take individual and team risks within games</p> <p>I can give and receive support in order to be successful</p> <p>I can be brave to take on specific challenges</p>	<p>Fair Share Dare</p> <p>Dare – see – 2 pages dare</p> <p>Equipment: Cones/Spots Bibs Balls which bounce Objects to throw and catch – beanbags, quoits, balls Additional dribbling equipment Whiteboards to score</p>
	<p>4. I can move fluently to evade people</p> <p>I can decide good times to move to be able to evade</p> <p>I can show honesty while competing against others</p>	<p>Evade Invade Capture</p> <p>Evade – see – 2 pages Evade</p> <p>Equipment: Coloured Cones / spots Bibs / Bands / Tags Small pieces of equipment / treasure – beanbags, quoits etc Equipment to carry, bounce or dribble Foam Noodles (optional)</p>
		<p>National Curriculum PE:</p> <p>'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p>
		<p>National Curriculum PE:</p> <p>'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p>
		<p>National Curriculum PE:</p> <p>'Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect' 'Pupils should enjoy communicating, collaborating and competing with each other'</p>
		<p>National Curriculum PE:</p> <p>'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>5. I can use my speed and agility in specific playing areas I can use tactics of where or who to target when invading I can show resilience to tasks which may be difficult</p>	<p>Evade Invade Capture Invade – see – 2 pages Evade</p> <p>Equipment: Cones / Spots Bibs/Bands/Tags Noodles (optional) Balls to carry, bounce, dribble (optional)</p>	<p>National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>6. I can use speed and agility to avoid defenders I can use effective team invading and capturing strategies I can show good leadership in team games</p>	<p>Evade Invade Capture Capture – see – 2 pages Capture</p> <p>Equipment: Cones / Spots Suitable treasure to 'capture' Hoops Bibs / Bands / Tags Noodles (optional)</p>	<p>National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>Autumn 2: Inspire Create Perform and Block Guard Support</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1. I can show my feelings in my movements I can use chance choreography to create ideas I can work in a small group choreography to create ideas</p>	<p>Inspire Create Perform Inspire -see Inspire page</p> <p>Equipment: 6 images can be used instead of words as inspiration</p>	<p>National Curriculum PE: 'perform dances using a range of movement patterns'</p>
<p>2. I can develop a motif into a longer piece of work I can use mirror image in my sequences I use canon in my sequences</p>	<p>Inspire Create Perform Create – see – Create page</p> <p>Equipment: Use of ICT: Video/picture examples of mirror and canon can support understanding</p>	<p>National Curriculum PE: 'perform dances using a range of movement patterns'</p>
<p>3. I can move in time to the music with good posture, extension and control I can show use of area, levels, pathways direction I can show canon, unison and mirror image</p>	<p>Inspire Create Perform Perform – see – Perform page</p> <p>Equipment: Visual checklists, score cards, or picture feedback forms can help with communication</p>	<p>National Curriculum PE: 'perform dances using a range of movement patterns'</p>
<p>4. I can move to block an opponent or object I can identify the movement of an opponent I can help a friend that is defending</p>	<p>Block Guard Support Block – see – 2 pages Block</p> <p>Equipment: Cones / Spots Objects to carry / bounce / dribble Bibs / Tags (optional) Pool noodles</p>	<p>National Curriculum PE: 'Play competitive games, modified where appropriate' 'Use running, jumping, throwing and catching in isolation and combination'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>5. I can move effectively to guard spaces or opponents I can use individual or team strategies for guarding I can share ideas to improve our performance</p>	<p>Block Guard Support Guard – see – 2 pages Guard Equipment: Cones / Spots Noodles/Bibs (Optional) Equipment to carry / bounce / dribble Suitable equipment for children to create modified invasion games</p>	<p>National Curriculum PE: 'Play competitive games, modified where appropriate' 'Use running, jumping, throwing and catching in isolation and combination'</p>
<p>6. I can move into effective spaces to attack and defend I can identify where attacks might happen and try to defend it I can ask for support from a friend</p>	<p>Block Guard Support Support – see – 2 pages Support Equipment: Cones/Spots Variety of objects to throw and catch – beanbags, quoits, small balls, scarves</p>	<p>National Curriculum PE: 'Play competitive games, modified where appropriate' 'Use running, jumping, throwing and catching in isolation and combination'</p>
<p>Year 5 Spring 1: Watch Move Connect and Lend Move Score Spring 2: Symmetry Balance Travel and Explore Solve Challenge</p>		
<p>Learning links</p>		
<ul style="list-style-type: none"> • PSHE 		
<p>National curriculum objectives "Use running, jumping, throwing and catching in isolation and in combination." 'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.' 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones' 'Take part in outdoor and adventurous activity challenges both individually and within a team.'</p>	<p>Key Vocabulary Watch, move, connect, lend, move, space, symmetry, balance, travel, explore, solve, challenge</p>	
<p>Spring 1: Watch Move Connect and Lend Move Score</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1. I can track objects thrown or struck by myself and others I can watch for objects, players and spaces within a game I can link with other classmates effectively and lead my game</p>	<p>Watch Move Connect Watch – see – 2 pages Watch Equipment: Cones/Spots Variety of sized balls / balloons Variety of implements to strike with – racquets / bats / noodles Appropriate 'connecting nets' – Bibs, hoops, rope</p>	<p>National Curriculum PE: Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.'</p>
<p>2. I can move with speed to gain or avoid objects I can know where to and when to move in a game I can create positive challenge for others</p>	<p>Watch Move Connect Move – see – 2 pages Move Equipment: Cones/Spots Variety of balls which bounce well – tennis, basketballs, footballs Hoops</p>	<p>National Curriculum PE: Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.'</p>
<p>3. I can consistently throw/catch and strike with control I can use and move within the space effectively when working with others I can plan strategies and game tactics with others</p>	<p>Watch Move Connect Connect – see – 2 pages Connect Equipment: Cones/Spots Variety of balls to throw / catch and strike (which bounce well) Appropriate 'connecting nets' – Bibs, hoops, rope</p>	<p>National Curriculum PE: Use running, jumping, throwing and catching in isolation and in combination.' 'Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>4. I can pass accurately to where a teammate requires I can select appropriate passes for the situation I can communicate effectively to support others</p>	<p>Lend Move Score Lend – see – 2 pages Lend Equipment: Objects to throw and catch – balls, beanbags, quoits Cones / Spots Bibs Hoops Whiteboards to score</p>	<p>National Curriculum PE: Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>5. I can move into effective spaces to receive a pass I can utilise space on a pitch effectively I can work cooperatively with others to be successful</p>	<p>Lend Move Score Move – see – 2 pages Move Equipment: Cones/Spots Bibs Objects to throw and catch – beanbags, quoits, balls Additional invasion games equipment – hoops, nets, rebounder boards etc Whiteboards to score</p>	<p>National Curriculum PE: Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>6. I can complete tasks to score points for my team I can utilise others in strategies to score points I can show leadership when planning and playing</p>	<p>Lend Move Score Score – see – 2 pages Score Equipment: Cones/Spots Bibs Targets – tall cones, wickets Objects to throw and catch – beanbags, quoits, balls Additional invasion game based equipment Whiteboards to score</p>	<p>National Curriculum PE: Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>Spring 2: Symmetry Balance Travel and Explore Solve Challenge</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1. I can explore and perform shapes with my body I can link shapes together in a sequence of movement I can reflect on my own and other performances</p>	<p>Symmetry Balance Travel Symmetry – see – Symmetry page Equipment: Gym Mats Shape Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)</p>	<p>National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'</p>
<p>2. I can explore and perform balances with others I can link balances together in a sequence of movement I can work with a partner to set appropriate challenge</p>	<p>Symmetry Balance Travel Balance – see – Balance page Equipment: Gym Mats Balance Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)</p>	<p>National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>3. I can explore and perform different ways of travelling I can use travel moments to link balances in a sequence I can effectively share ideas with others</p>	<p>Symmetry Balance Travel Travel – see – Travel page Equipment: Gym Mats Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)</p>	<p>National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'</p>
<p>4. I can plan and explore routes around an area I can give clear instructions to support a partner I can show effective leadership skills</p>	<p>Explore Solve Challenge Explore – see – 2 pages Explore Equipment: Orienteering Markers Map of school site Clipboards / Pencils Connecting objects – bibs, quoits, balls Equipment to make obstacles – hoops, hurdles, ropes, agility ladders</p>	<p>National Curriculum PE: 'Take part in outdoor and adventurous activity challenges both individually and within a team.'</p>
<p>5. I can move quickly through a designated route I can map read and plot where objects are located I can solve problems collaboratively</p>	<p>Explore Solve Challenge Solve – see – 2 pages Solve Equipment: I can move quickly through a designated route I can map read and plot where objects are located I can solve problems collaboratively</p>	<p>National Curriculum PE: 'Take part in outdoor and adventurous activity challenges both individually and within a team.'</p>
<p>6. I can move quickly through a designated route I can map read and plot where objects are located I can solve problems collaboratively</p>	<p>Explore Solve Challenge Challenge – see – 2 pages Challenge Equipment: Spots/Flat markers Hoops Cones Orienteering Markers Map of school site Clipboards / Pencils Connecting objects – bibs, quoits, balls</p>	<p>National Curriculum PE: 'Take part in outdoor and adventurous activity challenges both individually and within a team.'</p>

<p>Year 5</p>	<p>Summer 1: Aim Strike Retrieve Summer 2: Run Jump Throw and Speed Distance Strength</p>	
	<p>Learning links</p>	
	<ul style="list-style-type: none"> • PSHE 	
	<p>National curriculum objectives</p>	<p>Key Vocabulary</p>
<p>"Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>		<p>Aim, strike, retrieve, serve, set, slam, run, jump, throw, speed, distance, strength</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

Summer 1: Aim Strike Retrieve and Serve Set Slam		
Sequencing	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2: I can throw for accuracy at a target or into a space I can change how I throw depending on where a target is I can be resilient when it is difficult for me or my team	Aim Strike Retrieve Aim – see – 3 pages Aim Equipment: Various target equipment – tall cones, wickets, hurdles Variety of objects to throw Balls, Beanbags, Quoits Cones / Spots Hoops Striking equipment and tees	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'
Lesson 3 and 4: I can strike a ball with a range of equipment I can identify good spaces to strike a ball into I can implement own or team tactics within a game	Aim Strike Retrieve Strike – see – 3 pages Strike Equipment: Cones / Spots Variety of balls of different sizes Striking equipment such as cricket bats or tennis racquets Batting tees or tall cones	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'
Lesson 5 and 6: I can stop, collect and retrieve objects with speed and accuracy I can think about where players should be positioned I can communicate well with others during a game	Aim Strike Retrieve Retrieve – see – 3 pages Retrieve Equipment: Cones Tennis Balls Spots / Hoops Variety of striking equipment and suitable tees Variety of balls to strike	National Curriculum PE: 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'
Summer 2: Run Jump Throw		
Sequencing	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2: I can run with speed and control I can run quickly in different directions I can compete with and against others	Run Jump Throw Run – see – 2 pages Run Equipment: Cones / Spots Objects to carry, bounce or dribble – footballs, rugby balls Hoops Hurdles Objects as parcels – beanbags / quoits / tied bibs / balls	National Curriculum PE: "Use running, jumping, throwing and catching in isolation and in combination" 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'
Lesson 3 and 4: I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance	Run Jump Throw Jump – see – 2 pages Jump Equipment: Cones / Spots Hoops Small objects to jump with – beanbags / quoits / tied bibs / balls Jumble Jumps Sheets	National Curriculum PE: "Use running, jumping, throwing and catching in isolation and in combination" 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>Lesson 5 and 6: I can throw an object with control I can adapt the distance of my throw I can set my own level of challenge</p>	<p>Run Jump Throw</p> <p>Throw – see – 2 pages Throw</p> <p>Equipment: Cones / Spots Objects to throw – beanbags / quoits / tied bibs / balls Targets - Hoops / Buckets / Stumps Obstacles – hurdles / benches</p>	<p>National Curriculum PE: “Use running, jumping, throwing and catching in isolation and in combination” ‘Develop flexibility, strength, technique, control and balance’ ‘Compare their performances with previous ones and demonstrate improvement to achieve their personal best’</p>
<p>Year 6 Autumn 1: Evade Invade Capture Autumn 2: Inspire Create Perform</p>		
<p>Learning links</p>		
<ul style="list-style-type: none"> • PSHE 		
<p>National curriculum objectives</p> <p>“Use running, jumping, throwing and catching in isolation and in combination” ‘Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending’ ‘perform dances using a range of movement patterns’</p>	<p>Key Vocabulary</p> <p>Evade, invade, capture, inspire, create, perform, movement, patterns</p>	
<p>Autumn 1: Evade Invade Capture</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>Lesson 1 and 2: I can move fluently to evade people I can decide good times to move to be able to evade I can show honesty while competing against others</p>	<p>Evade Invade Capture</p> <p>Evade – see – 2 pages Evade</p> <p>Equipment: Coloured Cones / spots Bibs / Bands / Tags Small pieces of equipment / treasure – beanbags, quoits etc Equipment to carry, bounce or dribble Foam Noodles (optional)</p>	<p>National Curriculum PE: ‘Use running, jumping, throwing and catching in isolation and in combination’ ‘Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending’</p>
<p>Lesson 3 and 4 :I can use my speed and agility in specific playing areas I can use tactics of where or who to target when invading I can show resilience to tasks which may be difficult</p>	<p>Evade Invade Capture</p> <p>Invade – see – 2 pages Evade</p> <p>Equipment: Cones / Spots Bibs/Bands/Tags Noodles (optional) Balls to carry, bounce, dribble (optional)</p>	<p>National Curriculum PE: ‘Use running, jumping, throwing and catching in isolation and in combination’ ‘Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending’</p>
<p>Lesson 5 and 6: I can use speed and agility to avoid defenders I can use effective team invading and capturing strategies I can show good leadership in team games</p>	<p>Evade Invade Capture</p> <p>Capture – see – 2 pages Capture</p> <p>Equipment: Cones / Spots Suitable treasure to ‘capture’ Hoops Bibs / Bands / Tags Noodles (optional)</p>	<p>National Curriculum PE: ‘Use running, jumping, throwing and catching in isolation and in combination’ ‘Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending’</p>
<p>Autumn 2: Inspire Create Performins</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>1. I can show my feelings in my movements I can use chance choreography to create ideas I can work in a small group choreography to create ideas</p>	<p>Inspire Create Perform</p> <p>Inspire -see Inspire page</p> <p>Equipment: 6 images can be used instead of words as inspiration</p>	<p>National Curriculum PE: ‘perform dances using a range of movement patterns’</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>2. I can develop a motif into a longer piece of work I can use mirror image in my sequences I use canon in my sequences</p>	<p>Inspire Create Perform</p> <p>Create – see – Create page</p> <p>Equipment: Use of ICT: Video/picture examples of mirror and canon can support understanding</p>	<p>National Curriculum PE: 'perform dances using a range of movement patterns'</p>	
<p>3. I can move in time to the music with good posture, extension and control I can show use of area, levels, pathways direction I can show canon, unison and mirror image</p>	<p>Inspire Create Perform</p> <p>Perform – see – Perform page</p> <p>Equipment: Visual checklists, score cards, or picture feedback forms can help with communication</p>	<p>National Curriculum PE: 'perform dances using a range of movement patterns'</p>	
<p>Year 6</p> <p>Spring 1 Symmetry Balance Travel and Spring 2: Lend Move Score</p> <p>Learning links</p> <ul style="list-style-type: none"> • PSHE <p>National curriculum objectives</p> <p>Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones' 'Use running, jumping, throwing and catching in isolation and in combination' 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>	<p>Key Vocabulary</p> <p>Symmetry, balance, travel, lend, move, score, defend, throwing, running, catching</p>		
	<p>Spring 1: Symmetry Balance Travel</p>		
	<p>Sequencing</p> <p>Lesson 1 and 2: I can explore and perform shapes with my body I can link shapes together in a sequence of movement I can reflect on my own and other performances</p>	<p>Lesson Overview</p> <p>Symmetry Balance Travel</p> <p>Symmetry – see – Symmetry page</p> <p>Equipment: Gym Mats Shape Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)</p>	<p>Curriculum Objectives Covered</p> <p>National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'</p>
	<p>Lesson 3 and 4: I can explore and perform balances with others I can link balances together in a sequence of movement I can work with a partner to set appropriate challenge</p>	<p>Symmetry Balance Travel</p> <p>Balance – see – Balance page</p> <p>Equipment: Gym Mats Balance Cards Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)</p>	<p>National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>Lesson 5 and 6: I can explore and perform different ways of travelling I can use travel moments to link balances in a sequence I can effectively share ideas with others</p>	<p>Symmetry Balance Travel</p> <p>Travel – see – Travel page</p> <p>Equipment: Gym Mats Apparatus such as benches, gym tables (optional) Equipment such as hoops, quoits, balls (optional)</p>	<p>National Curriculum PE: 'Developing flexibility, strength, technique and control' 'Link movements to make actions and sequences' 'Compare their performances with previous ones'</p>
<p>Spring 2: Lend Move Score</p>		
<p>Sequencing</p>	<p>Lesson Overview</p>	<p>Curriculum Objectives Covered</p>
<p>Lesson 1 and 2: I can pass accurately to where a teammate requires I can select appropriate passes for the situation I can communicate effectively to support others</p>	<p>Lend Move Score</p> <p>Lend – see – 2 pages Lend</p> <p>Equipment: Objects to throw and catch – balls, beanbags, quoits Cones / Spots Bibs Hoops Whiteboards to score</p>	<p>National Curriculum PE: Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>Lesson 3 and 4: I can move into effective spaces to receive a pass I can utilise space on a pitch effectively I can work cooperatively with others to be successful</p>	<p>Lend Move Score</p> <p>Move – see – 2 pages Move</p> <p>Equipment: Cones/Spots Bibs Objects to throw and catch – beanbags, quoits, balls Additional invasion games equipment – hoops, nets, rebounder boards etc Whiteboards to score</p>	<p>National Curriculum PE: Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>Lesson 5 and 6: I can complete tasks to score points for my team I can utilise others in strategies to score points I can show leadership when planning and playing</p>	<p>Lend Move Score</p> <p>Score – see – 2 pages Score</p> <p>Equipment: Cones/Spots Bibs Targets – tall cones, wickets Objects to throw and catch – beanbags, quoits, balls Additional invasion game based equipment Whiteboards to score</p>	<p>National Curriculum PE: Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
<p>Year 6</p>	<p>Summer 1: Run Jump Throw and Summer 2: Aim Strike Retrieve</p>	
	<p>Learning links</p>	
	<ul style="list-style-type: none"> • PSHE 	
	<p>National curriculum objectives "Use running, jumping, throwing and catching in isolation and in combination" 'Develop flexibility, strength, technique, control and balance' 'Compare their performances with previous ones and demonstrate improvement to achieve their personal best'</p>	<p>Key Vocabulary Run, jump, throw, aim, strike, retrieve, throw, jump, run, catch, flexibility</p>

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

Summer 1: Run Jump Throw		
Sequencing	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2: I can run with speed and control I can run quickly in different directions I can compete with and against others	Run Jump Throw Run – see – 2 pages Run Equipment: Cones / Spots Objects to carry, bounce or dribble – footballs, rugby balls Hoops Hurdles Objects as parcels – beanbags / quoits / tied bibs / balls	National Curriculum PE: “Use running, jumping, throwing and catching in isolation and in combination” ‘Develop flexibility, strength, technique, control and balance’ ‘Compare their performances with previous ones and demonstrate improvement to achieve their personal best’
Lesson 3 and 4: I can jump in different ways with control I can change the way I jump depending on the task I can show perseverance	Run Jump Throw Jump – see – 2 pages Jump Equipment: Cones / Spots Hoops Small objects to jump with – beanbags / quoits / tied bibs / balls Jumble Jumps Sheets	National Curriculum PE: “Use running, jumping, throwing and catching in isolation and in combination” ‘Develop flexibility, strength, technique, control and balance’ ‘Compare their performances with previous ones and demonstrate improvement to achieve their personal best’
Lesson 5 and 6: I can throw an object with control I can adapt the distance of my throw I can set my own level of challenge	Run Jump Throw Throw – see – 2 pages Throw Equipment: Cones / Spots Objects to throw – beanbags / quoits / tied bibs / balls Targets - Hoops / Buckets / Stumps Obstacles – hurdles / benches	National Curriculum PE: “Use running, jumping, throwing and catching in isolation and in combination” ‘Develop flexibility, strength, technique, control and balance’ ‘Compare their performances with previous ones and demonstrate improvement to achieve their personal best’
Summer 2: Aim Strike Retrieve		
Sequencing	Lesson Overview	Curriculum Objectives Covered
Lesson 1 and 2: I can throw for accuracy at a target or into a space I can change how I throw depending on where a target is I can be resilient when it is difficult for me or my team	Aim Strike Retrieve Aim – see – 3 pages Aim Equipment: Various target equipment – tall cones, wickets, hurdles Variety of objects to throw Balls, Beanbags, Quoits Cones / Spots Hoops Striking equipment and tees	National Curriculum PE: ‘Use running, jumping, throwing and catching in isolation and in combination’ ‘Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending’
Lesson 3 and 4: I can strike a ball with a range of equipment I can identify good spaces to strike a ball into I can implement own or team tactics within a game	Aim Strike Retrieve Strike – see – 3 pages Strike Equipment: Cones / Spots Variety of balls of different sizes Striking equipment such as cricket bats or tennis racquets Batting tees or tall cones	National Curriculum PE: ‘Use running, jumping, throwing and catching in isolation and in combination’ ‘Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending’

St. Martin's C of E (VA) Primary School
PE Sequence of Learning

<p>Lesson 5 and 6: I can stop, collect and retrieve objects with speed and accuracy I can think about where players should be positioned I can communicate well with others during a game</p>	<p>Aim Strike Retrieve</p> <p>Retrieve – see – 3 pages Retrieve</p> <p>Equipment: Cones Tennis Balls Spots / Hoops Variety of striking equipment and suitable tees Variety of balls to strike</p>	<p><u>National Curriculum PE:</u> 'Use running, jumping, throwing and catching in isolation and in combination 'Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending'</p>
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