



Dovedale Primary School

Long term plan

Physical Education



YR	Autumn 1	
	Title Introduction to PE (Unit 1) (Taught by Coach)	Vocab: moving, travelling, path, co-operatively, play, follow, copy, lead
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• <i>Skip, hop, stand on one leg and hold a pose for a game like musical statues</i>• <i>Continue to develop their movement, balancing, riding and ball skills</i>• <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width</i>• <i>Start taking part in some group activities which they make up for themselves, or in teams</i>• <i>Go up steps and stairs, or climb up apparatus, using alternate feet</i> (EYFS: Physical Development)	<u>End point</u> <ul style="list-style-type: none">• To move safely and sensibly in a space with consideration of others (R/IPE.1)• To develop moving safely and stopping with control. (R/IPE.1)• To use equipment safely and responsibly. (R/IPE.1)• To use different travelling actions whilst following a path. (R/IPE.1)• To work with others co-operatively and play as a group. (R/IPE.1)• To follow, copy and lead a partner. (R/IPE.1)
	Autumn 2	
	Title Fundamentals (Unit 1) (Taught by Coach)	Vocab: balancing, stationary, move, running, stopping, changing direction, jumping, landing, hopping, landing, control, travel
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• <i>Skip, hop, stand on one leg and hold a pose for a game like musical statues</i>• <i>Continue to develop their movement, balancing, riding and ball skills</i>• <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width</i>• <i>Start taking part in some group activities which they make up for themselves, or in teams</i>• <i>Go up steps and stairs, or climb up apparatus, using alternate feet</i> (EYFS: Physical Development)	<u>End point</u> <ul style="list-style-type: none">• To develop balancing whilst stationary and on the move. (R/Fun.1)• To develop running and stopping. (R/Fun.1)• To develop changing direction. (R/Fun.1)• To develop jumping and landing. (R/Fun.1)• To develop hopping and landing with control. (R/Fun.1)• To explore different ways to travel. (R/Fun.1)



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(EYFS: Physical Development)	
Spring 1	
Title Gymnastics (Unit 1) (Taught by Coach)	Vocab: moving, travelling, path, co-operatively, play, follow, copy, lead
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <i>Skip, hop, stand on one leg and hold a pose for a game like musical statues</i> <i>Continue to develop their movement, balancing, riding and ball skills</i> <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width</i> <i>Start taking part in some group activities which they make up for themselves, or in teams</i> 	<u>End point</u> <ul style="list-style-type: none"> To copy and create shapes with your body. (R/Gy) To be able to create shapes whilst on apparatus. (R/Gy) To develop balancing and taking weight on different body parts. (R/Gy) To develop jumping and landing safely. (R/Gy) To develop rocking and rolling. (R/Gy) To copy and create short sequences by linking actions together. (R/Gy)
(EYFS: Physical Development)	
Spring 2	
Title Dance (DD Mix) Space and Movement (Unit 1)	Vocab: free space, travelling movements, space, jumping, dance phrase, basic travel, jumping actions, balance, travel, jumps, balance, sequence
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> <i>Continue to develop their movement, balancing, riding and ball skills</i> <i>Start taking part in some group activities which they make up for themselves, or in teams</i> <i>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width</i> 	<ul style="list-style-type: none"> To explore moving into a free space on your own, with a partner and a small group (R/Da) Explore and identify basic travelling movements whilst moving confidently in the space. (R/Da) To explore jumping in a space (R/Da) Create a dance phrase using basic travel and jumping actions. (R/Da) Explore and understand balance, using visual images (R/Da) To use travel, jumps and balance to create a simple dance sequence. (R/Da)
<ul style="list-style-type: none"> (EYFS: Physical Development) 	



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Summer 1	
Title Ball Skills (Unit 1) (Taught by Coach)	Vocab: rolling, target, stopping, accuracy, throwing, bouncing, catching, dribbling, kicking
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding and ball skills• Start taking part in some group activities which they make up for themselves, or in teams (EYFS: Physical Development)	<u>End point</u> <ul style="list-style-type: none">• To develop rolling a ball to a target. (R/BSk)• To develop stopping a rolling ball. (R/BSk)• To develop accuracy when throwing to a target. (R/BSk)• To develop bouncing and catching a ball. (R/BSk)• To develop dribbling a ball with your feet. (R/BSk)• To develop kicking a ball. (R/BSk)
Summer 2	
Title Games (Unit 1) (Taught by Coach)	Vocab: running, stopping, throwing, score, move, tagging, co-operatively, team games
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• Continue to develop their movement, balancing, riding and ball skills• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width• Start taking part in some group activities which they make up for themselves, or in teams (EYFS: Physical Development)	<u>End point</u> <ul style="list-style-type: none">• To work safely and develop running and stopping. (R/Ga)• To develop throwing and learn how to keep score. (R/Ga)• To be able to play games showing an understanding of the different roles within it. (R/Ga)• To follow instructions and move safely when playing tagging games. (R/Ga)• To work co-operatively and learn to take turns. (R/Ga)• To work with others to play team games. (R/Ga)



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Y1	Autumn 1	
	Title Dance (Toys: Unit 1)	Vocab: speed, level, shapes, actions, dance sequence, beginning, middle, end, movement, movement qualities, group
	<u>Required prior knowledge</u> <ul style="list-style-type: none">• To explore moving into a free space on your own, with a partner and a small group (R/Da)• Explore and identify basic travelling movements whilst moving confidently in the space. (R/Da)• To explore jumping in a space (R/Da)• Create a dance phrase using basic travel and jumping actions. (R/Da)• Explore and understand balance, using visual images (R/Da)• To use travel, jumps and balance to create a simple dance sequence. (R/Da)	<u>End point</u> <ul style="list-style-type: none">• Explore changes of speed and level using shapes and actions. (1/Da)• Create the beginning of a dance sequence. (1/Da)• Create a dance sequence with a clear beginning, middle and end. (1/Da)• Identify qualities of movement and apply them to portray a (toy) character. (1/Da)• Create a dance sequence focusing on movement qualities. (1/Da)• Perform a dance sequence in a group, using changes of speed. (1/Da)
Autumn 2		
	Title Gymnastics <i>Lesson Order (1, 3, 5, 7, 9, 11)</i>	Vocab: travelling, performing, linking shapes, stability, control, balances, technique, control, jumps, barrel, forward roll, gymnastic actions, sequence
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To copy and create shapes with your body. (R/Gy)• To be able to create shapes whilst on apparatus. (R/Gy)• To develop balancing and taking weight on different body parts. (R/Gy)• To develop jumping and landing safely. (R/Gy)• To develop rocking and rolling. (R/Gy)• To copy and create short sequences by linking actions together. (R/Gy)	<u>End point</u> <ul style="list-style-type: none">• To explore travelling movements. (1/Gy)• To develop quality when performing and linking shapes. (1/Gy)• To develop stability and control when performing balances. (1/Gy)• To develop technique and control when performing shape jumps. (1/Gy)• To develop technique in the barrel, straight and forward roll. (1/Gy)• To link gymnastic actions to create a sequence. (1/Gy)



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Spring 1	
Title Ball Skills	Vocab: dribbling, accuracy, throwing, target, catching, tracking
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To develop rolling a ball to a target. (R/BSk)• To develop stopping a rolling ball. (R/BSk)• To develop accuracy when throwing to a target. (R/BSk)• To develop bouncing and catching a ball. (R/BSk)• To develop dribbling a ball with your feet. (R/BSk)• To develop kicking a ball. (R/BSk)	<u>End point</u> <ul style="list-style-type: none">• To develop dribbling a ball with your hands. (1/BSk)• To explore accuracy when rolling a ball. (1/BSk)• To explore throwing with accuracy towards a target. (1/BSk)• To explore catching with two hands. (1/BSk)• To explore dribbling a ball with your feet. (1/BSk)• To explore tracking a ball that is coming towards me. (1/BSk)
Spring 2	
Title Target Games	Vocab: underarm throwing, target, accuracy, overarm, accuracy, distance, correct technique
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To develop rolling a ball to a target. (R/BSk)• To develop accuracy when throwing to a target. (R/BSk)• To develop throwing and learn how to keep score. (R/Ga)• To be able to play games showing an understanding of the different roles within it. (R/Ga)• To work with others to play team games. (R/Ga)	<u>End point</u> <ul style="list-style-type: none">• To develop underarm throwing towards a target. (1/TGa)• To develop throwing for accuracy. (1/TGa)• To develop underarm and overarm throwing at a target. (1/TGa)• To develop throwing for accuracy and distance using underarm and overarm. (1/TGa)• To select the correct throw for the target. (1/TGa)• To develop throwing for accuracy and distance. (1/TGa)



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Summer 1 & 2	
Title Athletics	Vocab: move, speed, distances, balance, changing direction, hopping, jumping, leaping, throwing, distance, accuracy
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To develop moving safely and stopping with control. (R/IPE.1)• To use different travelling actions whilst following a path. (R/IPE.1)• To develop balancing whilst stationary and on the move. (R/Fun.1)• To develop running and stopping. (R/Fun.1)• To develop changing direction. (R/Fun.1)• To develop jumping and landing. (R/Fun.1)• To develop hopping and landing with control. (R/Fun.1)• To explore different ways to travel. (R/Fun.1)	<u>End point</u> <ul style="list-style-type: none">• To move at different speeds over varying distances. (1/Ath)• To develop balance. (1/Ath)• To develop changing direction quickly (1/Ath)• To explore hopping, jumping and leaping for distance. (1/Ath)• To develop throwing for distance. (1/Ath)• To develop throwing for accuracy. (1/Ath)



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Y2	Autumn 1	
	Title Lumberjack Hoedown Dance	Vocab: Lumberjack hoedown, clear dynamics, key movements, group formation, rhythmic pattern, dance sequence, sequences
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">Explore changes of speed and level using shapes and actions. (1/Da)Create the beginning of a dance sequence. (1/Da)Create a dance sequence with a clear beginning, middle and end. (1/Da)Identify qualities of movement and apply them to portray a (toy) character. (1/Da)Create a dance sequence focusing on movement qualities. (1/Da)Perform a dance sequence in a group, using changes of speed. (1/Da)	<u>End point</u> <ul style="list-style-type: none">Learn the key movements of the DDMIX Lumberjack hoedown dance, demonstrating clear dynamics. (2/Da)Link the DDMIX Lumberjack hoedown key movements to form a dance. Perform with a group using changes of group formation. (2/Da)To work with a partner to create a key movement using the rhythmic pattern of the Lumberjack hoedown dance. (2/Da)Create a dance sequence by changing the order of movements. Work constructively in a group. (2/Da)Apply a clear beginning and end to a dance sequence, whilst applying group formation. (2/Da)Create and adapt dance sequences to form one group dance. Perform and evaluate dance sequence (2/Da)
Autumn 2		
	Title Fitness	Vocab: run, jumping, timing, co-ordination, skipping, stamina, change of direction, strength, agility, balance
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">To develop balancing whilst stationary and on the move. (R/Fun.1)To develop running and stopping. (R/Fun.1)To develop changing direction. (R/Fun.1)To develop jumping and landing. (R/Fun.1)To develop hopping and landing with control. (R/Fun.1)To explore different ways to travel. (R/Fun.1)	<u>End point</u> <ul style="list-style-type: none">To learn how to run for a long time. (2/Fit)To develop jumping in a long rope using timing. (2/Fit)To develop co-ordination in individual skipping. (2/Fit)To develop stamina and change of direction. (2/Fit)To explore exercises to develop strength. (2/Fit)To develop agility, balance and co-ordination. (2/Fit)



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Spring 1	
Title Gymnastics <i>Lesson Order (1, 3, 5, 7, 9, 11)</i>	Vocab: gymnastic shapes, link, create balances, travelling, apparatus, shapes, take off, landings, jumps, rolling, sequence building
Spring 2	
Title Striking and Fielding	Vocab: striking and fielding, throwing and catching, tracking and retrieving, score points, play to the rules, skills, strategies, tactics, rolling ball, collect, underarm throwing, field, overarm throwing, batter, hitting, distance, fairly

Required prior knowledge

Children should know:

- To explore travelling movements. (1/Gy)
- To develop quality when performing and linking shapes. (1/Gy)
- To develop stability and control when performing balances. (1/Gy)
- To develop technique and control when performing shape jumps. (1/Gy)
- To develop technique in the barrel, straight and forward roll. (1/Gy)
- To link gymnastic actions to create a sequence. (1/Gy)

Required prior knowledge

Children should know:

- To explore accuracy when rolling a ball. (1/BSk)
- To explore throwing with accuracy towards a target. (1/BSk)
- To explore catching with two hands. (1/BSk)
- To explore tracking a ball that is coming towards me. (1/BSk)
- To develop underarm throwing towards a target. (1/TGa)
- To develop throwing for accuracy. (1/TGa)
- To develop underarm and overarm throwing at a target. (1/TGa)
- To develop throwing for accuracy and distance using underarm and overarm. (1/TGa)
- To select the correct throw for the target. (1/TGa)
- To develop throwing for accuracy and distance. (1/TGa)

End point

- To perform gymnastic shapes and link them together. (2/Gy)
- To use shapes to create balances. (2/Gy)
- To link travelling actions and balances using apparatus. (2/Gy)
- To demonstrate different shapes, take off and landing when performing jumps. (2/Gy)
- To develop rolling and sequence building. (2/Gy)
- To create a sequence using apparatus. (2/Gy)

End point

- To track a rolling ball and collect it. (2/S&F)
- To develop underarm throwing and catching to field a ball. (2/S&F)
- To develop overarm throwing to limit a batter's score. (2/S&F)
- To develop hitting for distance to score more points. (2/S&F)
- To be able to get a batter out. (2/S&F)
- To understand the rules of the game and use these to play fairly. (2/S&F)



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Summer 1 & 2	
Title Athletics	Vocab: sprinting, jumping, distance, technique, height, throwing, distance, accuracy, athletics, carousel
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To move at different speeds over varying distances. (1/Ath)• To develop balance. (1/Ath)• To develop changing direction quickly (1/Ath)• To explore hopping, jumping and leaping for distance. (1/Ath)• To develop throwing for distance. (1/Ath)• To develop throwing for accuracy. (1/Ath)	<u>End point</u> <ul style="list-style-type: none">• To develop the sprinting action. (2/Ath)• To develop jumping for distance. (2/Ath)• To develop technique when jumping for height. (2/Ath)• To develop throwing for distance. (2/Ath)• To develop throwing for accuracy. (2/Ath)• To select and apply knowledge and technique in an athletics carousel.. (2/Ath)



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Y3	Autumn 1	
	Title Handball	Vocab: attacker, possession, movement, defender, tactics, rules
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To track a rolling ball and collect it. (2/S&F)• To develop underarm throwing and catching to field a ball. (2/S&F)• To develop overarm throwing to limit a batter's score. (2/S&F)• To develop hitting for distance to score more points. (2/S&F)• To be able to get a batter out. (2/S&F)• To understand the rules of the game and use these to play fairly. (2/S&F)	<u>End point</u> <ul style="list-style-type: none">• To understand the role of an attacker when in possession. (3/HB)• To develop movement skills to lose a defender. (3/HB)• To develop decision making in attack. (3/HB)• To understand the role of a defender. (3/HB)• To apply tactics to small sided games. (3/HB)• To apply skills, rules and tactics to play games. (3/HB)
Autumn 2		
	Title African Dance	Vocab: beat, rhythm, basic actions, rhythmic pattern, key movements, African dance, dance sequence, short dance phrase, perform, watch, evaluate, constructive feedback
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• Learn the key movements of the DDMIX Lumberjack hoedown dance, demonstrating clear dynamics. (2/Da)• Link the DDMIX Lumberjack hoedown key movements to form a dance. Perform with a group using changes of group formation. (2/Da)• To work with a partner to create a key movement using the rhythmic pattern of the Lumberjack hoedown dance. (2/Da)• Create a dance sequence by changing the order of movements. Work constructively in a group. (2/Da)• Apply a clear beginning and end to a dance sequence, whilst applying group formation. (2/Da)• Create and adapt dance sequences to form one group dance. Perform and evaluate dance sequence (2/Da)	<u>End point</u> <ul style="list-style-type: none">• Move to a beat or rhythm, using basic actions. (3/Da)• To be able to move to a rhythmic pattern. Perform the key movements of the DDMIX African dance. (3/Da)• Link the key movements to form the DDMIX African dance sequence. (3/Da)• To work with a partner to create a short dance phrase using the rhythmic pattern of an African dance. (3/Da)• Work in groups to combine African inspired dance phrases (3/Da)• Perform, watch and evaluate a dance sequence, providing constructive feedback. (3/Da)



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Spring 1	
Title Gymnastics <i>Lesson Order (1, 3, 5, 7, 9, 11)</i>	Vocab: point and patch balances, stepping, shape jumps, control, straight, barrel, and forward roll, transition smoothly, matching and contrasting actions, partner sequence
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To perform gymnastic shapes and link them together. (2/Gy)• To use shapes to create balances. (2/Gy)• To link travelling actions and balances using apparatus. (2/Gy)• To demonstrate different shapes, take off and landing when performing jumps. (2/Gy)• To develop rolling and sequence building. (2/Gy)• To create a sequence using apparatus. (2/Gy)	<u>End point</u> <ul style="list-style-type: none">• To create interesting point and patch balances. (3/Gy)• To develop stepping into shape jumps with control. (3/Gy)• To develop the straight, barrel, and forward roll. (3/Gy)• To transition smoothly into and out of balances. (3/Gy)• To create a sequence with matching and contrasting actions and shapes. (3/Gy)• To create a partner sequence using equipment. (3/Gy)
Spring 2	
Title Football	Vocab: attacker, possession, movement skills, defender, move into space, scoring goals, attacking skill, role of a defender, tactics, small sided games, football rules
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To understand the role of an attacker when in possession. (3/HB)• To develop movement skills to lose a defender. (3/HB)• To develop decision making in attack. (3/HB)• To understand the role of a defender. (3/HB)• To apply tactics to small sided games. (3/HB)• To apply skills, rules and tactics to play games. (3/HB)	<u>End point</u> <ul style="list-style-type: none">• To understand the role of an attacker when in possession. (3/FB)• To develop movement skills to lose a defender and move into space. (3/FB)• To understand that scoring goals is an attacking skill and learn how to do this. (3/FB)• To understand the role of a defender. (3/FB)• To apply tactics to small sided games. (3/FB)• To apply skills and knowledge to play games using football rules. (3/FB)



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Summer 1 & 2	
Title Athletics	Vocab: sprinting technique, personal best, changeover, relay events, throwing, distance, accuracy, pull throw, officiating, performing
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To develop the sprinting action. (2/Ath)• To develop jumping for distance. (2/Ath)• To develop technique when jumping for height. (2/Ath)• To develop throwing for distance. (2/Ath)• To develop throwing for accuracy. (2/Ath)• To select and apply knowledge and technique in an athletics carousel.. (2/Ath)	<u>End point</u> <ul style="list-style-type: none">• To develop the sprinting technique and improve on your personal best. (3/Ath)• To develop changeover technique in relay events. (3/Ath)• To develop jumping technique in a range of approaches and take off positions. (3/Ath)• To develop throwing for distance and accuracy. (3/Ath)• To develop throwing for distance in a pull throw. (3/Ath)• To develop officiating and performing skills. (3/Ath)



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Y4	Autumn 1	
	Title Tennis	<p>Vocab: racket and ball control, returning the ball, forehand, backhand, continuous rally, increased technique, rules, tactics, manage a game</p>
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To track a rolling ball and collect it. (2/S&F)• To develop underarm throwing and catching to field a ball. (2/S&F)• To develop overarm throwing to limit a batter's score. (2/S&F)• To develop hitting for distance to score more points. (2/S&F)• To be able to get a batter out. (2/S&F)• To understand the rules of the game and use these to play fairly. (2/S&F)	<p><u>End point</u></p> <ul style="list-style-type: none">• To develop racket and ball control. (4/Ten)• To develop returning the ball using a forehand and understand when to use it. (4/Ten)• To develop the backhand and understand when to use it. (4/Ten)• To keep a continuous rally going showing increased technique. (4/Ten)• To use and apply rules and simple tactics. (4/Ten)• To understand and use rules to manage a game. (4/Ten)
	Autumn 2	
	Title Disco Dance	<p>Vocab: Disco dance, clear dynamics, simple canon, disco movements, cumulative canon, unison, disco dance sequence, visual stimuli, different levels, direction, group formations, devised movements, perform, evaluate</p>
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• Move to a beat or rhythm, using basic actions. (3/Da)• To be able to move to a rhythmic pattern. Perform the key movements of the DDMIX African dance. (3/Da)• Link the key movements to form the DDMIX African dance sequence. (3/Da)• To work with a partner to create a short dance phrase using the rhythmic pattern of an African dance. (3/Da)• Work in groups to combine African inspired dance phrases (3/Da)• Perform, watch and evaluate a dance sequence, providing constructive feedback. (3/Da)	<p><u>End point</u></p> <ul style="list-style-type: none">• To learn the key movements of the DDMIX Disco dance, demonstrating clear dynamics. (4/Da)• Explore simple canon using disco movements. (4/Da)• Apply cumulative canon and unison to a disco dance. (4/Da)• Create a disco dance sequence inspired by visual stimuli (4/Da)• Experiment with different levels, direction and group formations in a disco dance sequence (4/Da)• Perform a disco dance sequence combining given and devised movements. Perform and evaluate providing constructive feedback. (4/Da)



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Spring 1	
Title Gymnastics <i>Lesson Order (1, 3, 5, 7, 9, 11)</i>	Vocab: balances, control, performing, landing, rotation jumps, straight, barrel, forward and straddle roll, strength, inverted movements partner sequence, apparatus
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To create interesting point and patch balances. (3/Gy)• To develop stepping into shape jumps with control. (3/Gy)• To develop the straight, barrel, and forward roll. (3/Gy)• To transition smoothly into and out of balances. (3/Gy)• To create a sequence with matching and contrasting actions and shapes. (3/Gy)• To create a partner sequence using equipment. (3/Gy)• 	<u>End point</u> <ul style="list-style-type: none">• To develop individual and partner balances. (4/Gy)• To develop control in performing and landing rotation jumps. (4/Gy)• To develop the straight, barrel, forward and straddle roll. (4/Gy)• To link actions that flow using the rolls I have learnt. (4/Gy)• To develop strength in inverted movements. (4/Gy)• To create a 'great' partner sequence to include the skills I have learnt and apparatus. (4/Gy)



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Spring 2	
Title Basketball	Vocab: attacking skills, goal, passing and moving, rules of the game, movement skills, lose a defender, move into space, defending skills, delay an attacker, gain possession, space, shooting, basketball
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To understand the role of an attacker when in possession. (3/FB)• To develop movement skills to lose a defender and move into space. (3/FB)• To understand that scoring goals is an attacking skill and learn how to do this. (3/FB)• To understand the role of a defender. (3/FB)• To apply tactics to small sided games. (3/FB) To apply skills and knowledge to play games using football rules. (3/FB)	<u>End point</u> <ul style="list-style-type: none">• To develop attacking skills to move towards a goal. (4/Bas)• To develop passing and moving and play within the rules of the game. (4/Bas)• To develop movement skills to lose a defender and move into space. (4/Bas)• To develop defending skills to delay an attacker and gain possession. (4/Bas)• To use space effectively to create shooting opportunities. (4/Bas)• To apply skills and knowledge to play games using basketball rules. (4/Bas)
Summer 1 & 2	
Title Athletics	Vocab: stamina, speed, pace, distance, power, sprinting technique, technique, jumping for distance, throwing for distance, pull throw, distance, accuracy, officiating, performing skills
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To develop the sprinting technique and improve on your personal best. (3/Ath)• To develop changeover technique in relay events. (3/Ath)• To develop jumping technique in a range of approaches and take off positions. (3/Ath)• To develop throwing for distance and accuracy. (3/Ath)• To develop throwing for distance in a pull throw. (3/Ath)• To develop officiating and performing skills. (3/Ath)	<u>End point</u> <ul style="list-style-type: none">• To develop stamina and an understanding of speed and pace in relation to distance. (4/Ath)• To develop power and speed in the sprinting technique. (4/Ath)• To develop technique when jumping for distance. (4/Ath)• To develop power and technique when throwing for distance. (4/Ath)• To develop a pull throw for distance and accuracy. (4/Ath)• To develop officiating and performing skills. (4/Ath)



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Y5	Autumn 1	
	Title Netball	Vocab: attacking, movement skills, lose a defender, communicate with my team, move into space, take the ball, goal, defend an opponent, Intercept, attacking skills, score, under pressure, tactics
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • To develop attacking skills to move towards a goal. (4/Bas) • To develop passing and moving and play within the rules of the game. (4/Bas) • To develop movement skills to lose a defender and move into space. (4/Bas) • To develop defending skills to delay an attacker and gain possession. (4/Bas) • To use space effectively to create shooting opportunities. (4/Bas) • To apply skills and knowledge to play games using basketball rules. (4/Bas) 	<u>End point</u> <ul style="list-style-type: none"> • To explore attacking skills in different situations. (5/Net) • To develop movement skills to lose a defender in different situations. (5/Net) • To communicate with my team, move into space and take the ball towards goal. (5/Net) • To defend an opponent and know when to try and intercept. (5/Net) • To develop attacking skills to score under pressure. (5/Net) • To use and apply skills, principles and tactics to a game situation. (5/Net)
	Autumn 2	
	Title Gymnastics <i>Lesson Order (1, 3, 5, 7, 9, 11)</i>	Vocab: symmetrical and asymmetrical balances, straight, forward, straddle and backward roll, methods of travelling, linking actions, canon and synchronisation, progressions of inverted movements, matching and mirroring, apparatus, partner sequence
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • To develop individual and partner balances. (4/Gy) • To develop control in performing and landing rotation jumps. (4/Gy) • To develop the straight, barrel, forward and straddle roll. (4/Gy) • To link actions that flow using the rolls I have learnt. (4/Gy) • To develop strength in inverted movements. (4/Gy) • To create a 'great' partner sequence to include the skills I have learnt and apparatus. (4/Gy) 	<u>End point</u> <ul style="list-style-type: none"> • To perform symmetrical and asymmetrical balances. (5/Gy) • To develop the straight, forward, straddle and backward roll. (5/Gy) • To explore different travelling actions using both canon and synchronisation. (5/Gy) • To perform progressions of inverted movements. (5/Gy) • To explore matching and mirroring in sequence work.. (5/Gy) • To create a partner sequence using apparatus. (5/Gy)



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Spring 1	
Title Line Dancing	<p>Vocab: key movements, Line dance, dynamics, formation, unison, mirroring movements, dance phrase, Hand jive, hand jive sequence, movements, Evaluate, constructive feedback</p>
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • To learn the key movements of the DDMIX Disco dance, demonstrating clear dynamics. (4/Da) • Explore simple canon using disco movements. (4/Da) • Apply cumulative canon and unison to a disco dance. (4/Da) • Create a disco dance sequence inspired by visual stimuli (4/Da) • Experiment with different levels, direction and group formations in a disco dance sequence (4/Da) • Perform a disco dance sequence combining given and devised movements. Perform and evaluate providing constructive feedback. (4/Da) 	<u>End point</u> <ul style="list-style-type: none"> • Learn the key movements of the DDMIX Line dance, identifying and demonstrating the use of dynamics, formation and unison. (5/Da) • Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison. (5/Da) • Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group. (5/Da) • Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics. (5/Da) • Link the key movements to form the DDMIX Hand jive. Children create their own hand jive sequence. (5/Da) • Perform a hand jive sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback. (5/Da)
Spring 2	
Title Hockey	<p>Vocab: attacking, beat a defender, under pressure, communicate, move into space, goal, defensive techniques, gain possession, defending, tactics, rules</p>
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none"> • To explore attacking skills in different situations. (5/Net) • To develop movement skills to lose a defender in different situations. (5/Net) 	<u>End point</u> <ul style="list-style-type: none"> • To use attacking skills to beat a defender. (5/Ho) • To apply attacking skills under pressure. (5/Ho) • To communicate with my team, move into space and take the ball towards goal. (5/Ho) • To learn defensive techniques to gain possession. (5/Ho)



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<ul style="list-style-type: none">• To communicate with my team, move into space and take the ball towards goal. (5/Net)• To defend an opponent and know when to try and intercept. (5/Net)• To develop attacking skills to score under pressure. (5/Net)• To use and apply skills, principles and tactics to a game situation. (5/Net)	<ul style="list-style-type: none">• To use defending tactics to gain possession. (5/Ho)• To apply rules, skills and principles to play in a tournament. (5/Ho)
<h3>Summer 1 & 2</h3>	
Title Athletics	Vocab: different speeds, varying distances, fluency, co-ordination, technique, relay changeovers, triple jump, throwing, longer distances, greater control, technique
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To develop stamina and an understanding of speed and pace in relation to distance. (4/Ath)• To develop power and speed in the sprinting technique. (4/Ath)• To develop technique when jumping for distance. (4/Ath)• To develop power and technique when throwing for distance. (4/Ath)• To develop a pull throw for distance and accuracy. (4/Ath)• To develop officiating and performing skills. (4/Ath)	<u>End point</u> <ul style="list-style-type: none">• To understand pace and apply different speeds over varying distances. (5/Ath)• To develop fluency and co-ordination when running for speed. (5/Ath)• To develop technique in relay changeovers. (5/Ath)• To build momentum and power in the triple jump. (5/Ath)• To develop throwing with force for longer distances. (5/Ath)• To develop throwing with greater control and technique. (5/Ath)



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Y6	Autumn 1	
	Title Cricket	Vocab: throwing and catching, striking and fielding, bowling, bowled ball, fielding techniques, tactics, tournament
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To track a rolling ball and collect it. (2/S&F)• To develop underarm throwing and catching to field a ball. (2/S&F)• To develop overarm throwing to limit a batter's score. (2/S&F)• To develop hitting for distance to score more points. (2/S&F)• To be able to get a batter out. (2/S&F)• To understand the rules of the game and use these to play fairly. (2/S&F)	<u>End point</u> <ul style="list-style-type: none">• To develop throwing and catching under pressure and apply these to a striking and fielding game. (6/Cri)• To develop bowling under pressure whilst abiding by the rules of the game. (6/Cri)• To strike a bowled ball with increasing consistency. (6/Cri)• To develop fielding techniques and select the appropriate action for the situation. (6/Cri)• To understand and apply tactics in a game. (6/Cri)• To apply skills and knowledge to compete in a tournament. (6/Cri)
Autumn 2		
	Title Gymnastics <i>Lesson Order (1, 3, 5, 7, 9, 11)</i>	Vocab: straddle, forward and backward roll, counter balance, counter tension, jumps, height, inverted movements, control, flight, travel, apparatus, group sequence, formations
	<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To perform symmetrical and asymmetrical balances. (5/Gy)• To develop the straight, forward, straddle and backward roll. (5/Gy)• To explore different travelling actions using both canon and synchronisation. (5/Gy)• To perform progressions of inverted movements. (5/Gy)• To explore matching and mirroring in sequence work.. (5/Gy)• To create a partner sequence using apparatus. (5/Gy)	<u>End point</u> <ul style="list-style-type: none">• To develop the straddle, forward and backward roll. (6/Gy)• To develop counter balance and counter tension. (6/Gy)• To develop jumps and explore the effect of height. (6/Gy)• To develop inverted movements with control. (6/Gy)• To use flight from hands to travel over apparatus. (6/Gy)• To create a group sequence using formations and apparatus (6/Gy)



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Spring 1	
Title Bollywood Dance	Vocab: Bollywood dance, clear dynamics, key movements, constructive feedback, motif, stimuli, Bollywood dance phrase, devised sequences, evaluate a performance
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• Learn the key movements of the DDMIX Line dance, identifying and demonstrating the use of dynamics, formation and unison. (5/Da)• Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison. (5/Da)• Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group. (5/Da)• Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics. (5/Da)• Link the key movements to form the DDMIX Hand jive. Children create their own hand jive sequence. (5/Da)• Perform a hand jive sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback. (5/Da)	<u>End point</u> <ul style="list-style-type: none">• Learn the key movements of the DDMIX Bollywood dance, demonstrating clear dynamics. (6/Da)• Link the key movements to form the DDMIX Bollywood dance. Give constructive feedback on a performance (6/Da)• To understand how a dance is formed. Create a motif using pictures as stimuli. (6/Da)• Create a Bollywood dance phrase to tell a story (6/Da)• To link a motif and a phrase to form a dance, adding a clear beginning and end. (6/Da)• Perform a Bollywood dance using both given and devised sequences. Evaluate a performance, providing constructive feedback (6/Da)
Spring 2	
Title OAA	Vocab: communication, trust, awareness of safety, solve problems, sharing ideas, tactical planning, problem solving, work as a team, critical thinking, navigational skills, map reading, identify objects and locations
<u>Required prior knowledge</u> <i>Children will use problem solving strategies from across the curriculum and personal characteristics and values such as:</i> <ul style="list-style-type: none">• Diplomacy• Team ethic• Democracy• Communication	<u>End point</u> <ul style="list-style-type: none">• To build communication and trust whilst showing an awareness of safety. (6/OAA)• To collaborate as a team to solve problems. (6/OAA)• To develop tactical planning and problem solving. (6/OAA)• To work as a team and use critical thinking to determine the best approach. (6/OAA)



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	<ul style="list-style-type: none">• <i>Organisation</i>• <i>Responsibility</i>	<ul style="list-style-type: none">• To develop navigational skills and map reading (6/OAA).• To use a key to identify objects and locations. (6/OAA)
Summer 1 & 2 <i>(Pupils will also have opportunities to take part in Forest School during this term)</i>		
	Title Athletics	Vocab: sprinting technique, suitable pace, power, control and technique, triple jump, throwing for distance, throwing with force and accuracy, longer distances, work collaboratively, team, officiating skills, measuring, timing and recording
<u>Required prior knowledge</u> Children should know: <ul style="list-style-type: none">• To understand pace and apply different speeds over varying distances. (5/Ath)• To develop fluency and co-ordination when running for speed. (5/Ath)• To develop technique in relay changeovers. (5/Ath)• To build momentum and power in the triple jump. (5/Ath)• To develop throwing with force for longer distances. (5/Ath)• To develop throwing with greater control and technique. (5/Ath)		<u>End point</u> <ul style="list-style-type: none">• To develop my own and others sprinting technique. (6/Ath)• To identify a suitable pace for the event. (6/Ath)• To develop power, control and technique for the triple jump. (6/Ath)• To develop power, control and technique when throwing for distance. (6/Ath)• To develop throwing with force and accuracy for longer distances. (6/Ath)• To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. (6/Ath)