

## Physical Education



This document shows the Early Learning Goals and National Curriculum coverage for PE. It highlights when each aspect should be taught. Each term has two PE topics allocated and they should be taught in the same half term but in two separate PE lessons. This is the starting point for the planning of a sequence of learning in each area. The placement of each objective has been carefully planned to allow clear progression of skills within a year group and from year group to year group.

At EYFS and Key Stage 1, fundamentals and basic PE skills are taught, developing into specific sports throughout Key Stage 2. At Twiss Green we feel it's important to expose the children to as many sports as possible to give them a good breath of experience. We follow the planning outlined in the scheme GET SET 4 PE, the session plans set out what should be learnt in each lesson. Alongside this, teachers will set out opportunities for children to revisit previous skills and knowledge.



This is not a working document and should not be changed or altered without discussion with the PE subject lead.

### Abbreviations

ELG	Early Learning Goals
NC	National Curriculum
*	Delivered by outside agency



	AUT 1	AUT 2	SPR 1	SRP 2	SUM 1	SUM 2
EYFS	<p><b>Introduction to PE: Unit 1</b> <b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>- Demonstrate strength, balance and coordination when playing</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p><b>Fundamentals: Unit 1</b> <b>DM PD:</b></p> <p>Combine different movements with ease and fluency.</p> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>- Demonstrate strength, balance and coordination</li> <li>- Move energetically, such as running, jumping, hopping, skipping</li> </ul>	<p><b>Fundamentals: Unit 2</b> <b>DM PD:</b></p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>- Demonstrate strength, balance and coordination</li> <li>- Move energetically, such as running, jumping, hopping, skipping</li> </ul> <p><b>Introduction to PE: Unit 2</b> <b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>- Demonstrate strength, balance and coordination when playing</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul>	<p><b>Gymnastics: Unit 1</b> <b>DM PD:</b></p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics</p> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing</li> </ul> <p><b>Ball Skills: Unit 1</b> <b>DM PD:</b></p> <ul style="list-style-type: none"> <li>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing and aiming.</li> <li>- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>	<p><b>Games: Unit 1</b> <b>DM PD:</b></p> <ul style="list-style-type: none"> <li>- Further develop and refine a range of ball skills including: throwing</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Move energetically, such as running</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p><b>Dance: Unit 1</b> <b>DM EA &amp; D</b></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><b>DM PD</b></p> <p>Develop the overall body strength, coordination, balance</p>	<p><b>Ball Skills: Unit 2</b> <b>DM PD:</b></p> <ul style="list-style-type: none"> <li>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul> <p><b>Gymnastics: Unit 2</b> <b>DM PD:</b></p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics</p> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing</li> </ul> <p><b>Healthy Lives Week</b></p>	<p><b>Games: Unit 2</b> <b>DM PD:</b></p> <ul style="list-style-type: none"> <li>- Further develop and refine a range of ball skills including: throwing</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Move energetically, such as running</li> </ul> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p><b>Dance: Unit 2</b> <b>DM EA &amp; D</b></p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><b>DM PD</b></p> <p>Develop the overall body strength, coordination, balance</p>

				<p>and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance</p> <p><b>ELG: Being Imaginative and Expressive</b> Try to move in time with music.</p> <p><b>ELG: Gross Motor Skills</b> Move energetically, such as dancing.</p>		<p>and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance</p> <p><b>ELG: Being Imaginative and Expressive</b> Try to move in time with music.</p> <p><b>ELG: Gross Motor Skills</b> Move energetically, such as dancing.</p>
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YEAR 1	<b>Fundamentals</b> NC-master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <b>Team Building</b> <b>NC-</b> They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	<b>Gymnastics</b> NC-master basic movements as well as developing balance, agility and co-ordination. <b>- Ball Skills</b> NC-master basic movements including throwing and catching. -participate in team games, developing simple tactics for attacking and defending.	<b>Dance</b> NC-developing balance, agility and co-ordination, and begin to apply these in a range of activities - perform dances using simple movement patterns. <b>Fitness</b> NC-master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>Sending and Receiving</b> NC-participate in team games, developing simple tactics for attacking and defending -master basic movements including running, jumping, throwing and catching <b>Target Games</b> NC-master basic movements including throwing and catching. -participate in team games, developing simple tactics for attacking and defending.	<b>Striking and Fielding</b> NC- master basic movements including running, jumping, throwing and catching <b>Invasion</b> NC-participate in team games, developing simple tactics for attacking and defending <b>Healthy Lives Week</b>	<b>Athletics</b> NC-master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <b>Net and Wall</b> NC-master basic movements including throwing and catching. -participate in team games, developing simple tactics for attacking and defending.
YEAR 2	<b>Fundamentals</b> NC-master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <b>Team Building</b> <b>NC-</b> They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	<b>Gymnastics</b> NC-master basic movements as well as developing balance, agility and co-ordination. <b>- Ball Skills</b> NC-master basic movements including throwing and catching. -participate in team games, developing simple tactics for attacking and defending	<b>Cricket - Cheshire Cricket</b> NC- master basic movements including running, jumping, throwing and catching <b>Dance</b> NC-developing balance, agility and co-ordination, and begin to apply these in a range of activities - perform dances using simple movement patterns.	<b>Sending and Receiving</b> NC-participate in team games, developing simple tactics for attacking and defending -master basic movements including running, jumping, throwing and catching <b>Target Games</b> NC-master basic movements including throwing and catching. -participate in team games, developing simple tactics for attacking and defending	<b>Fitness</b> NC-master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <b>Invasion</b> NC-participate in team games, developing simple tactics for attacking and defending <b>Healthy Lives Week</b>	<b>Athletics</b> NC-master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <b>Net and Wall</b> NC-master basic movements including throwing and catching. -participate in team games, developing simple tactics for attacking and defending

YEAR 3	<p><b>Invasion Games - Warrington Wolves Tag Rugby*</b> NC-play competitive games, modified where, and apply basic principles suitable for attacking and defending - use running, throwing and catching in isolation and in combination</p> <p><b>Fundamentals</b> NC- develop flexibility, strength, technique, control and balance</p>	<p><b>Gymnastics</b> NC-develop flexibility, strength, technique, control and balance -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Ball Skills</b> NC-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><b>Striking and Fielding - Cricket - Cheshire Cricket*</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Fitness</b> NC-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>Invasion Games - Football</b> NC-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Dance</b> NC-develop flexibility, strength, technique, control and balance -perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Target Games - Dodgeball</b> NC-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Net and Wall - Tennis- Culcheth Tennis Club*</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Healthy Lives Week</b></p>	<p><b>Athletics</b> NC-develop flexibility, strength, technique, control and balance -use running, throwing and catching in isolation and in combination -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Invasion Games- Basketball</b> NC-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>
YEAR 4	<p><b>Invasion Games- Warrington Wolves Tag Rugby*</b> NC-play competitive games, modified where, and apply basic principles suitable for attacking and defending - use running, throwing and catching in isolation and in combination</p> <p><b>Gymnastics</b> NC-develop flexibility, strength, technique, control and balance -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Dance</b> NC-develop flexibility, strength, technique, control and balance -perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Fitness</b> NC-compare their performances with previous ones and demonstrate improvement to achieve their personal best use running, jumping and throwing in isolation and in combination.</p>	<p><b>Striking and Fielding- Cricket- Cheshire Cricket*</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Invasion Games- Netball</b> use 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><b>Invasion Games- Hockey</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending -use running, throwing and catching in isolation and in combination</p> <p><b>OAA</b> NC-take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Net and Wall - Tennis- Culcheth Tennis Club*</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Striking and fielding- Rounders</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Healthy Lives Week</b></p>	<p><b>Athletics</b> NC-develop flexibility, strength, technique, control and balance -use running, throwing and catching in isolation and in combination -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Swimming</b> NC-swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations.</p>

YEAR 5	<p><b>Gymnastics</b> NC-develop flexibility, strength, technique, control and balance -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Net and Wall Games- Badminton</b> NC-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><b>Dance</b> NC-perform dances using a range of movement patterns -develop flexibility, strength, technique, control and - compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Invasion Games- Handball</b> NC-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  -use running, throwing and catching in isolation and in combination</p>	<p><b>Striking and Fielding- Cricket- Cheshire Cricket*</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Fitness</b> NC-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>Invasion Games- Netball</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending -use running, throwing and catching in isolation and in combination</p> <p><b>Target Games- Dodgeball</b> NC-use 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><b>Invasion Game- Tag Rugby</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending -use running, throwing and catching in isolation and in combination</p> <p><b>Net and Wall- Tennis</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Healthy Lives Week</b></p>	<p><b>Athletics</b> NC-develop flexibility, strength, technique, control and balance -use running, throwing and catching in isolation and in combination -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Invasion Games- Hockey</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>
YEAR 6	<p><b>Gymnastics</b> NC-develop flexibility, strength, technique, control and balance -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Invasion Games- Football</b> NC-use 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><b>Dance</b> NC-develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Fitness</b> NC-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p><b>Striking and Fielding Cricket- Cheshire Cricket*</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Invasion Games- Basketball</b> use 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><b>Net and Wall Games- Volleyball</b> NC-use 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><b>Capoeira</b> NC-develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns</p>	<p><b>OAA</b> NC- take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Yoga</b> NC- develop flexibility, strength, technique, control and balance</p> <p><b>Healthy Live Week</b></p>	<p><b>Athletics</b> NC-develop flexibility, strength, technique, control and balance -use running, throwing and catching in isolation and in combination -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Striking and Fielding Games- Rounders</b> NC- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending -use running, jumping, throwing and catching in isolation and in combination</p>

