PE Overview – Session 1 – Outdoor

EYFS	Unit Overview & Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn *How can you balance whilst stationary and on the move?* *How can you develop the skill of changing direction, jumping and landing, hooping and landing?*	**Fundamentals:** Children will develop their fundamental movement skills, including balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.	• Follow instructions. • Play together. • Share ideas. • Work on their own when needed. • Take turns. • Discuss and plan ideas. • Explore movement skills, beginning to demonstrate balance and co-ordination. • Negotiate space safely, showing consideration for myself and others.	• To know that you can bend your knees to help you to stop. • To know that you need to: • take big steps to run and small steps to stop and change direction. • Bend your knees and push off in the opposite direction to change direction effectively. • To know that you need to turn your body to face where you want to travel and move in a new/ different direction. • To know that you need to look straight, keep your chest up and bend your knees when you jump and land. • To know that when hopping you need to keep your head up. • To know that you need to squeeze your muscles to balance. • To know that you can crawl using hands and feet. • To know that you need to use high knees to march. • To know that you can slide using different parts of our bodies. • To know that you need to use the pattern step, jump, step to gallop.	Balancing, stationary, move, squeeze, muscles, body, tense, running, stopping, big, small, steps, direction, changing, bend, push, opposite, jumping, landing, knees, straight, hopping, landing, control, balance, travel, move, different, crawl, galloping, skipping, jogging, spinning, sliding, hopping, side stepping.
Spring *Can you roll/throw a ball to a partner with accuracy and catch it when it is rolled/thrown back?* *Can you kick a ball with accuracy and stop it when it is kicked back to you?*	**Ball Skills:** Pupils will develop their basic understanding of striking and fielding skills (e.g. cricket and rounders) and invasion games (e.g. football and rugby). They will learn throwing and catching, stopping and rolling, retrieving and striking a ball. They will be given the opportunity to play one against one, one against two, and one against three. They will learn how to score points in these types of games and how to play using rules.	• Roll a ball to a target. • Stop a rolling ball. • Develop accuracy when throwing to a target. • Bounce and catch a ball. • Kick a ball. • Develop dribbling a ball with your feet. • Develop rolling and tracking a ball. • Develop accuracy when throwing to a target. • Dribble with hands. • Develop throwing and catching with a partner. • Dribble a ball with your feet. • Kick a ball to a target.	• To know that I need to bend down low to be able to roll a ball. • To understand that pointing at the target will help you to aim. • To know that you need to keep your eyes on the target (ball) when trying to roll and catch it. • To know that you need to move your feet towards the ball to make it easier to stop it. • To know that using wide fingers can help you to stop and catch a moving ball. • To understand why letting go with our fingers facing the target will help accuracy. • To know that the best way to catch a ball is with two hands • To know to use soft, small touches to keep the ball close to your body when the ball is on the ground and we are dribbling. • To know to place your standing foot next to a ball before kicking it. • To know how to use the inside of your foot to kick the ball. • To understand that we can use one or two hands to throw.	Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball.
Summer *Are you able to work safely on your own and with others and follow instructions?* *Can you play a game, knowing the different roles and keeping score?*	**Games:** Pupils will begin to apply previously learnt fundamental movement skills to a variety of individual and group activities. Children will learn the importance of rules within games, whilst being taught the necessary skills in order to take part both safely and effectively.	• Progression and application of fundamental movement skills across various areas of the PE curriculum. • (Athletics, Invasion Games, Net/Wall Games, Striking and Fielding Games, OAA) • To work safely and develop running and stopping. • To develop throwing and learn how to keep score. • To be able to play games showing an understanding of the different roles within it. • To follow instructions and move safely when Playing tagging games. • To work cooperatively and learn to take turns. • To work with others to play team games.	• To know that you need to take big steps to run and small steps to stop. • To know how to work as a team to add points together. • To know how to change direction to avoid obstacles. • To understand the force needed to tag someone in a game. • To understand how to take turns, waiting for your chance to take part. • To know how to give others encouragement.	Running, balancing, striking, throwing, communication, co-operation, taking turns, supporting, encouraging, honesty, tactics, listening.

UTTOXETER LEARNING TRUST
INSPIRED TEACHING
INSPIRING CHILDREN

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YEAR 1	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *Why are different jumps used within PE and sport?* *Why is it important to be able to jump effectively?*	**Fundamentals:** Use developed skills of jumping and changing direction across a variety of activities.	• Follow instructions. • Listen to others. • Work co-operatively with a partner. • Communicate simple instructions. • Suggest ideas to solve problem. • Move safely. • To know holding arms out helps with balance. • To know keeping your head up helps with balance. • To know to bend their knees when they land. • To know to look ahead when you land. • To know they move their arms faster and run on the balls of their feet. • To know how to bend knees and push off from their feet when changing direction. • To know that they hop by focusing on a spot, bending their knees and swinging arms upwards.	• To know I hold my arms out to help me balance. • To know to keep my head up straight when balancing. • To know that swinging my arms helps me to jump. • To know I must bend my knees and look ahead when I land. • To know when running I need to move my arms faster and run on the balls of my feet. • To know how to bend my knees and push off from my feet when changing direction. • To know that to hop I need to focusing on a spot, bend my knees and swinging my arms.	Balance, jump, hop, skip, communicate.
Autumn 2 *How can you develop fitness?* *What can you do to make body and mind healthy?*	**Fitness:** Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will need to persevere to achieve their personal best.	• Recognise changes in my body when I do exercise. • Discuss what exercise does to my body. • Recognise how exercise makes me feel. • Try my best in challenges that are set. • Understand the importance of warming up.	• To know that exercise can change my mood. • To know that exercise is good for our mental health. • To know that your heart beats faster when you exercise. • To know why it is important to have a healthy body. • To know that exercising can make my breathing quicker. • To know that exercise helps the muscles and bones to grow and get stronger.	Running, co-ordination, stamina, strength, agility, balance, co-operation, support, perseverance, independence.
Spring 1 *How can you send/receive a ball effectively?*	**Games – Striking and Fielding Ball Skills:** Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.	• Roll a ball towards a target. • Stop a medium-sized ball with some consistency. • Sometimes catch a beanbag and a medium-sized ball. • Track a ball. • Score points. • Push a ball using their hands and feet. • Recognises changes in their body when they do exercise. • Throw and push a ball in a variety of ways. • Begin to dribble a ball with hands and feet.	• To know that using soft touches can help to keep a ball under control. • To understand that using wide fingers can help move a ball around a space. • To be able to keep eyes on the target, understanding why this is important. • Adopt a 'ready'position for catching by keeping the knees bent and body low. • To be able to release the ball with fingers pointing at the target. • To be able to face body and point throwing arm towards the target. • To use opposite hand to point at the target. • To use a stable base by standing with one leg infront of the other. • To use both feet to move a ball. • To explore using different parts of the foot to find the most effective.	Throwing, catching, kicking, dribbling, retrieving a ball, bowling, batting, fielding, stopping a ball.
Spring 2 *How can you send/receive a ball effectively?*	**Games – invasion Sending and receiving:** Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their	• Beginning to dribble a ball with my hands and feet. • Know who is on my team. • Send and receive a ball. • Stay with another play when defending. • Know how to dodge.	• To be able to step forward with the opposite foot to the hand the ball is in to help momentum, accuracy and balance. • To be able to finish with your hand pointing where you want the ball to go. • To be able to check to see if the receiver is looking before you pass the ball. • To be able to get your body behind the ball by moving your feet as it comes towards you. • To be able to place either foot behind the ball to help stop it.	Throwing, catching, kicking, dribbling, retrieving a ball, bowling, batting, fielding, stopping a ball, sending, receiving, space.

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	skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. There may be opportunities to apply these skills and to introduce the children to the concept of invasion games such as football or hockey.	• Know how to find space. • Know how to help their team to score. • Recognise changes in their body when they do exercise. • Know how to score points.	• To be able to keep eyes on the target, understanding why this is important. • Adopt a 'ready' position for catching by keeping the knees bent and body low. • To begin to understand space, trying to move into and send the ball into it.	
Summer 1 *What skills do you need to win Olympic gold?*	**Athletics:** In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.	• Run at different speeds and change direction. • Show balance and co-ordination when changing direction. • To explore hopping, jumping and leaping for distance and develop balance whilst landing. • Link running and jumping movements with some control and balance. • Experiment with different types of jumps and landing. • Co-ordinate my body to throw towards a target. • Developing technique to throw for distance. • Recognise changes in the body when doing exercise.	• To develop an effective running technique, using opposite leg to arm. • To be able to take bigger strides when running faster. • To be able to use a slower pace for longer distances, understanding why this is necessary. • To be able to jump and land with soft knees. • To keep chest up whilst moving to stay balanced. • To be able to swing arms forward when jumping. • To be able to throw with a balanced stance. • To show an understanding and ability to use overarm for long distances and underarm for short distances. • To be able to throw with varying force to hit targets at staggered distances.	Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height, jumping combinations, throwing for distance, throwing for accuracy
Summer 2 *How can you develop accuracy and power to be able to throw a ball towards a target effectively?*	**Target games/ net and wall:** Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.	• Throw and push a ball in a variety of ways. • Sometimes catch a beanbag and a medium-sized ball. • Track balls and other equipment sent to me. • Throw and hit a ball in a variety of ways. • Recognise changes in my body when I do exercise. • Recognise how to score points.	• To be able to keep eyes on the target. • To be able to point at the target using non-throwing hand. • To be able to adopt a balanced and stable stance. • To be able to time the release of the object. • To understand the difference between an underarm and overarm throw. • Face the target for underarm. • Stand side and object starts by the ear for overarm.	Underarm, overarm, aim, hand eye co-ordination, decision making

YEAR 2	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *How can you continue to develop fundamental movement skills?* *Why is it important to develop fundamental movement skills?*	**Fundamentals:** Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	• Follow instructions. • Work with a partner and begin to work in a small group. • Share my ideas and help to solve tasks. • Listen to others. • Reflect on when they were successful at solving challenges. • Show honesty and fair play. • Co-operate and communicate in a small group to solve challenges. • Plan with a group to solve the challenges. • Communicate effectively and develop trust.	• To know to hold your arms out and focus on something still to help you balance. • To know to squeeze your muscles to help you balance. • To know how to use the balls of my feet when running. • To know how to use my arms when running. • To know how to push off from my feet when running and changing direction. • To know to bend my knees and look ahead when jumping and landing. • To know I jump from the balls of my feet. • To know that I hold a skipping rope at waste height behind my back when starting to skip. • I know that I extend my arms and swing the rope whilst skipping.	Balance, sprint, jog, dodge, jump, hop, skip, communicate.

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Autumn 2 *Are you able to improve your fitness in lots of different ways?* *Why is it important to keep our body and mind healthy?*	**Fitness:** Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.	• Describe how the body feels during exercise. • Show hopping and jumping movements with balance and control. • Demonstrate perseverance when new challenges are set. • Show determination to carry on performing over longer periods of time. • Understand that running at slower speed will allow me to run for a longer period of time.	• Understand that starting too quickly will lead to being tired much quicker. • To be able to demonstrate coordination by jumping over a rope as it approaches. • To be able to change direction quickly by using bent knees and rotating hips. • To understand basic components of fitness and how to train them.	Running, co-ordination, stamina, strength, agility, balance, co-operation, support, perseverance, independence.
Spring 1 *Can you create a gymnastic sequence, using newly learnt gymnastic skills?*	**Gymnastics:** To develop sequence by linking key gymnastic skills and actions on apparatus.	• Plan and repeat simple sequences of actions. • Use shapes when performing other skills. • Demonstrate different shapes, take off and landings when performing jumps • Perform the basic gymnastic actions on the floor and using apparatus. with increasing control and balance. • Use directions and levels to make my work look interesting. • Develop rolling and sequence building. • Describe how my body feels during exercise. • Know how to find and use space safely and effectively. • Use basic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. • Develop an awareness of compositional devices when creating sequences.	• To be able to hold your body in position for at least 5 seconds. • To be able to change the levels that you use within a sequence. • To be able to use different parts of the body to travel on. • To be able to bend knees when jumping and landing. • To be able to perform shape jumps. • To be able to perform rolls with good tension and tempo. • To include a start and finish position in a gymnastic routine. • To understand what is required to create an effective gymnastic sequence.	Travelling, shapes, balances, shape jumps, take-off and landing, barrel roll, straight roll, progressions of a forward's roll
Spring 2 *What skills will you need to be able to keep getting the ball over the net?*	**Games – Net and wall:** Learn how to play against an opponent and be able to hit the ball over a net.	• Show awareness of opponents when playing games. • Roll and hit a ball. • Apply these skills in a variety of simple games. • Work with a partner to improve my skill. • Describe how their body feels during exercise. • Know how to score points and remember the score. • Sometimes hit a ball using a racket.	• To be able to demonstrate the ready position. • To be able to hold the racket with an effective grip. • To be able to make contact with the ball when the racket is facing the target. • To be able to send the ball into space away from your opponent. • To be mindful to return to the centre of your space to be ready for the next shot. • To be able to move quickly from the ready position to meet the ball. • To keep a still head and watch the ball carefully as it is coming towards you.	Throwing, catching, racket skills, ready position, select and apply.
Summer 1 *Can you use a variety of skills to take part in athletics activities?*	**Athletics:** To develop technique when taking part in an athletics carousel using the skills developed in all athletic based activities.	• Show balance and co-ordination when running at different speeds, changing direction. • Develop rhythm and balance in running over obstacles.	• To demonstrate a balanced running technique, alternating arms and legs. • To be able to run on the balls of your feet.	Running at speed, changing direction, running over obstacles, jumping for distance, jumping for height,

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		• Show balance when changing direction. • Link running and jumping movements with some control and balance. • Experiment with different types of jumps and landing. • Show good technique when throwing towards a target • Developing throwing for distance. • Describe how their body feels during exercise in all athletic based activities. • Engage in performing skills and measuring performance, competing to improve on their own score and against others.	• To be able to take bigger strides when running more quickly. • To be able to bend knees to help push off, particularly when jumping. • To look forward when taking off and landing. • To be able to swing arms to help take off when jumping.	jumping combinations, throwing for distance, throwing for accuracy
Summer 2 *Can you use your throwing skills to play in a variety of target games?*	**Games – Target Games/net and wall:** Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games, selecting and applying the skills they have learnt appropriate to the situation.	• Show awareness of opponents when playing games. • Roll and hit a ball. • Apply these skills in a variety of simple games. • Work with a partner to improve my skill. • Describe how their body feels during exercise. • Know how to score points and remember the score. • Sometimes hit a ball using a racket.	• To be able to point your arm in the direction of the target. • To be able to point where you want the object to go. • To be able to step forward as you throw to maintain balance and power. • To be able to place non-kicking foot next to the ball when kicking. • To be able to select the appropriate level of force, dependant on where the target is. • To begin to consider variables of a moving target such as speed, height and target distance.	Throwing, catching, dribbling, dodging, attacking defending, sending, receiving

Year 3	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *What key skills do you need to develop to be able to work as a team whilst completing outdoor and adventurous activities?*	**Fundamentals:** Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	• Follow and give instructions. • Communicate ideas and listen to others. • Work with a partner and a small group. • Plan and attempt to apply strategies to solve problems. • Reflect on when and why they were successful at solving challenges. • Developing map reading skills. • Encourage and involve all team members in an activity and work towards a collective goal. • Develop trust and accept support.	• To know different types of balances. • To know I need to squeeze and tense my muscles when balancing. • To know the difference between jogging and sprinting. • To know we accelerate when speeding up. • To know we decelerate when slowing down. • To know that games have rules to help us. • To know how to jump by bending your knees and allowing your body to spring forward. • To know how to jump and use your arms to generate momentum. • To know that take-off involves pushing your hips forward.	Balance, running, communication, teamwork, trust, inclusion, listening, confidence, planning, map reading, decision making, problem solving, accelerate, decelerate, tracking, throwing, catching, dribbling, supporting, co-operation, communication, managing games,

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			• To know the non-hopping foot propels you forward in hopping • To know when skipping I need a safe space. • To know when skipping I hold the rope at waist height in front of me with the rope behind me. • To know when skipping I need to keep my body upright. • To know to jump and bend when skipping.	perseverance, honesty, respect, challenging, decision making,
Autumn 2 *How can you develop different components of fitness?*	**Fitness:** Take part in a range of fitness challenges testing and record their scores. Learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Recognise areas for improvement and suggest activities that they could do to do this.	• Collect and record scores, recognising strengths. • Complete exercises with control. • Demonstrate perseverance when a challenge is hard. • Provide feedback to peers using key vocabulary. • Use key technical points to help improve sprinting technique. • Show balance when changing direction. • Show an understanding of different areas of fitness.	• To know that heart rate increases during exercise • To know how to collect and record scores • To know key terminology • To know that there are different areas of fitness • To know how to work safely with others • To know to use the balls of my feet to improve running speed • To know how to complete exercises accurately • To know to watch the ball and have hands in a 'ready' position • To know that agility is the power of moving quickly and easily • To know how to keep safe when working with equipment • To know changes in my body when I work for sustained periods of time	Strength, speed, power, agility, coordination, balance, stamina, perseverance, determination.
Spring 1 *What skills will you need to be able to play an invasion game?*	**Invasion games-Football:** To apply defending and attacking principles and skills in a tournament.	• Know how to dribble, pass, receive and shoot a ball with some control. • Know the rules of the game and begin to use them. • Know how to move with a ball towards goal with increasing control. • Know how to attack and defend. • To know why it is important to warm up. • Identify when they are successful.	• To be able to send the ball into space when dribbling. • To use all parts of your feet to control the ball. • To finish with the inside of your kicking foot pointing towards the target. • To use your arm to balance your body when kicking the ball. • To be able to accelerate into space following a change of direction. • To be able to slow down an opponent by moving backwards in the direction that they are travelling (jockeying). • Discuss tactics with your team to try and improve.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging.
Spring 2 *What skills will you need to be able to play an invasion game?*	**Invasion- Tag Rugby:** To apply defending and attacking principles and skills in a tournament.	• Know how to dribble, pass, receive and shoot a ball with some control. • Know the rules of the game and begin to use them. • Know how to move with a ball towards goal with increasing control. • Know how to attack and defend.	• To identify and run into space when you receive the ball. • To be able to watch the ball as it's coming towards you. • To be able to adopt a position behind or to the side of the ball carrier. • To use small steps to be able to change direction quickly in both attack and defence.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging.

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		• To know why it is important to warm up. • Identify when they are successful.	• Discuss tactics with your team to try and improve.	
Summer 1 *What skills will you need to develop in order to compete in a variety of athletic events?*	**Athletics:** Set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. In all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy to achieve their personal best by measuring, timing and recording scores.	• Run at fast, medium and slow speeds. • Use different take off and landings when jumping. • Developing jumping for distance and height. • Understanding speed and pace in relation to distance. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing their action for accuracy and distance. • Record their distances, numbers and times. • Understand and practise changeover in relay events. • Understand why it is important to warm up. • Identify when they are successful. • Know how to work to their maximum and how to improve.	• To be able to sprint on the balls of your feet, moving hands from pocket to mouth. • Apply event specific skills to maximise performance (e.g. Holding the bottom of the baton or running to the side of your teammate when passing the baton on). • To be able to jump with balance and control. • To be able to keep looking straight ahead when you jump. • To be able to step forward as you throw to create power. • To be able to transfer weight from back to front leg when throwing	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance
Summer 2 *What skills do you need to develop to be able to play a net/wall game?*	**Net and wall – Tennis:** Play games/matches independently following the rules of the game and work collaboratively with a partner and compete against others.	• Return a ball to a partner. • Use basic racket skills. • Develop returning the ball using a forehand groundstroke. • Use and develop two handed back hand. • Learn the rules of a game and begin to use them. • Throw with some accuracy and catch with some consistency. • Understand the aim of the game. • Understand why it is important to warm up. • Identify when they are successful.	• To be able to use a tennis racket effectively (strong wrist and hitting the ball with the centre of the face). • To be able to contact the ball when the racket is facing the direction that you want to hit the ball. • To create elevation on shots by moving the racket from low to high. • To be able to move feet quickly to get closer to the ball. • To be able to return to a 'ready' position in between shots. • To be able to watch the ball closely, keeping a still head and eyes level. • Begin to think tactically about where to hit the ball to make it difficult for your opponent to return.	Forehand, backhand, throwing, catching, ready position.

Year 4	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *Can you perform a sequence, with a partner, using a range of quality movements?*	**Gymnastics** In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in.	• Safely perform balances individually and with a partner. • Plan and perform sequences with a partner that include a change of level and shape. • Develop strength in inverted movements. • Use and develop the straight, barrel, forward and straddle roll.	• To know how to use tension in the body to improve the quality of your movements. • To know how movements, link smoothly together to make a sequence • To know how to move in a controlled way • To know how to work with a partner to create, repeat and improve a sequence • To know how to work with a partner safely	Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand, tension, extension, straight

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	They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	• Develop control in performing and landing rotation jumps. • Understand how body tension can improve the control and quality of my movements. • Explain what happens in their body when they warm up. • Watch, describe and suggest possible improvements to others' performances and my own. • Identify some muscle groups used in gymnastic activities. • Create more complex sequences. • Use a wider range of travelling actions and include the use of pathways. • Develop more advanced actions such as inverted movements and explore ways to include apparatus. Work independently and with a partner to build sequences. • Develop performance skills considering the quality and control of their actions.	• To know how to offer feedback to my peers on their performance • To know how to perform a range of jumps, including those with rotation safely • To know how to create a sequence incorporating working at different heights	
Autumn 2 *How can you develop different components of fitness?*	**Fitness** Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.	• Collect and record scores, identifying areas to improve. • Use key technical points to improve sprinting technique. • Share ideas and work with others to manage activities. • Show balance when changing direction at speed. • Show control when completing activities to improve balance. • Demonstrate determination to continue working over a period of time. • Understand that there are different areas of fitness and that each area challenges my body differently.	• To demonstrate perseverance and determination on each activity. • To be able to encourage others. • To complete exercises with control, showing appreciation of technique in regards to efficiency and safety. • To be able to watch the ball and move hands into a 'ready' position. • Bend low and use small steps to change direction, turning the hips to face the direction of travel. • To be able to breathe steadily in through the nose to maintain performance. • To understand that pacing is crucial to maximum performance (don't go too fast at the start).	Strength, speed, power, agility, coordination, balance, stamina, perseverance, determination.
Spring 1 *What skills will you need to be able to play an invasion game?*	**Invasion-Netball:** To apply defending and attacking principles and skills in a tournament.	• Know how to dribble, pass, receive and shoot the ball with increasing control. • Know the rules of the game and begin to use them. • Know how to help their team keep possession and score goals when they play in attack. • Know how to defend and prevent the other team scoring. • Know how to use simple tactics to help their team score or gain possession. • Understand the rules of the game and use them most of the time.	• To be able to understand basic rules of netball, including footwork and travelling. • To be able to pass and move towards a progressive point on the court. • To be able to use a shoulder pass to pass over long distances. • To be able to change direction quickly to gain tactical advantages over opponents. • To understand the most effective defensive positions and adopt them where possible.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping Know how to dribble, pass, receive and shoot the ball with increasing control.

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		• Explain what happens in their body when they warm up. • Know how to Identify when they are successful and what they need to do to improve.	• To be able to consistently use a stable base with and without the ball. • To utilise space in order to receive the ball, communicating with team mates throughout.	
Spring 2 *What skills will you need to be able to play an invasion game?*	**Invasions-Hockey:** Pupils have to think about how they use skills, strategies and tactics to outwit the opposition and apply these skills learnt to mini cricket/ rounders competitive games (bowling to keep scores low, deceiving and avoiding fielders when batting).		• To be able to step forward with opposite foot to push the ball when passing. • To be able to trap the ball by keeping the stick low to the ground. • To begin to utilise a reverse stick technique when dribbling. • To show an understanding of penetration within invasion games by moving into space and transporting the ball towards the goal.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball
Summer 1 *What skills will you need to develop in order to compete in a variety of athletic events?*	**Athletics:** Achieve their greatest possible speed, height, distance or accuracy in running, sprinting, relay, long jump, vertical jump and javelin.	• Demonstrate the difference between sprinting and running over varying distances. • Demonstrate different throwing techniques. • Develop communication skills and technique in relays. • Know how to jump for distance and height with control and balance. • Know how to throw with some accuracy and power into a target area. • Explain what happens in their body when they warm up. • Identify when they are successful. • Pupils will develop basic running, jumping and throwing techniques. • Know how to work to their maximum and how to improve.	• To be able to run at a pace that you can maintain over longer periods of time. • To be able to run with fluency and coordination. • To demonstrate an understanding that you need to run faster at the end of a race. • To be able to replicate an effective sprinting technique. • To be able to jump with control and balance by bending the knees. • To keep a still head when jumping to ensure balance. • To be able to transfer weight from back leg to front leg when throwing.	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance
Summer 2 *What skills will you need to develop to be able to play a striking and fielding game?*	**Striking and fielding- Rounders:** Pupils have to think about how they use skills, strategies and tactics to outwit the opposition and apply these skills learnt to mini cricket/ rounders competitive games (bowling to keep scores low, deceiving and avoiding fielders when batting).	• Use overarm and underarm throwing, and catching skills with increasing accuracy. • Strike a bowled ball. • Bowl a ball with some accuracy, and consistency. • Choose and use simple tactics for different situations. • Understand the rules of the game and I can use them often. • Explain what happens in their body when they warm up. • Identify when they are successful and what they need to do to improve.	• To be able to use an overarm throw for longer distances. • To be able to use an underarm throw for shorter distances. • To be able to move in straight lines in order to throw accurately. • Begin to make tactical decisions on when and when not to run. • To be able to move feet to stay in line with the ball when fielding. • To adopt a sideways stance when batting, keeping head still and eyes level.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball.

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Year 5	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *Can you develop your skills, teamwork and understanding of Tag Rugby and apply them to a game?*	**Invasion - Tag Rugby:** To apply the rules, skills and tactics with increasing control and fluency that they have learnt to play in a tournament.	• Know how to dribble, pass, receive and shoot the ball with some control under pressure. • Know how to use different skills for different situations. • Know how to move into space to help their team. • Know the rules of the game and use them. • Know that different skills are needed for different situations and begin to use them. • Know what position they are playing in and how to contribute when attacking and defending. • Recognise their own and others strengths and areas for development and suggest ways to improve. • Know how to lead a partner through short warm-up routines.	• To know that the best way through a defensive line is to look for a space. • To know that, in Rugby, you must be behind or to the side of a teammate to receive or send a pass. • To know how to play fairly within the rules. • To know the benefits of change in place, speed or direction • To know how to change direction or speed to lose a defender. • To know the rules of tag rugby. • To know a variety of tactics to apply. • To know that giving and receiving feedback can improve performance.	Dodging Scoring Collaboration Perseverance Confidence Honesty and fair play Planning tactics Tag Keep possession Keep control Make and use space Support
Autumn 2 *What skills will you need to be able to play an invasion game?*	**Invasion Hockey:** To apply the rules, skills and tactics with increasing control and fluency that they have learnt to play in a tournament.		• To be able to change direction to avoid defenders. • To be able to use effective dribbling techniques to progress the ball towards the goal. • To be able to step forward to gain power when passing or shooting. • To be able to keep the stick low to the ground when receiving the ball. • To demonstrate tactical understanding of space, both with and without the ball. • To be able to select and execute different tackling techniques based on the situation.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball.
Spring 1 *What skills will you need to be able to play an invasion game?*	**Invasion- Netball:** To apply the rules, skills and tactics with increasing control and fluency that they have learnt to play in a tournament.		• To understand the rules of netball, including footwork and the offside rule. • To show a tactical understanding of pass and move into space. • To be able to increase and decrease speed in order to outwit defenders. • To adopt effective defensive positions in context.	Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping
Spring 2	**Invasion- Football:** To apply the rules, skills and tactics with increasing control and fluency that they have learnt to play in a tournament.		• To be able to use all parts of both feet to control the ball. • To demonstrate a tactical awareness of when to keep the ball close and when to knock it into space.	

PE Overview – Session 1 – Outdoor

What skills will you need to be able to play an invasion game?			• To be able to move the body in line with the ball when it is coming towards you. • To begin to show an understanding of how to effectively defend space (moving towards the attacker or narrowing of angles). • When playing as a goalkeeper, adopt a ready position by staying on toes and watching the ball closely.	
Summer 1 *What skills will you need to develop in order to compete in a variety of athletic events?*	**Athletics:** Achieve their greatest possible speed, height, distance or accuracy in the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.	• Know how to choose the best pace for a running event. • Perform a range of jumps showing some technique. • Know how to develop power, control and consistency in jumping for distance. • Know how to develop technique and coordination in the triple jump. Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance by developing throwing with force. • Lead a partner through short warm-up routines. • Know how stamina and power help people to perform well in different athletic activities. • Identify good athletic performance and explain why it is good. • Identify when they are successful. • Know how to work to their maximum and how to improve.	• To be able to select and apply the best pace for the running event. • To demonstrate steady breathing to maximise performance. • To be able to use an effective running technique. • To demonstrate the ability to think tactically when completing athletic events (e.g. Holding the bottom of the baton or slowing down during handover). • To be able to effectively hop from one foot to the other. • To be able to land safely on two feet, bending the knees on impact. • To be able to create power when throwing by transferring weight from back to front.	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance
Summer 2 *What skills will you need to develop to be able to play a net/wall game?*	**Net and wall- Tennis:** Work collaboratively with a partner to compete against others using tactics to outwit opponents.	• Developing a wider range of skills and begin to use them under some pressure. • Use the skills they prefer with increasing consistency. Use backhand and forehand groundstrokes. • Serve underarm. • Develop knowledge of serving and understand the rules. • Understand the need for tactics and can sometimes apply them. • Play cooperatively with a partner. • Throw accurately at a target. • Lead a partner through short warm-up routines. • Understand the rules of the game and use them to play fairly. • Understand there are different skills for different situations.	• To be able to adopt a ready position in between shots. • To be able to move feet quickly to get into an effective position to execute the next shot. • To be able to impart top spin on the ball by brushing the racket over the top of the ball. • To be able to turn the body so that the back of your hand is showing. • To demonstrate a tactical understanding of net/wall games by utilising width and depth on a court. • To be able to volley the ball effectively, keeping the racket up and using a quick, punchy action. • Select and apply the appropriate shot for the situation.	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, width, depth.

PE Overview – Session 1 – Outdoor

		• Recognise their own and others strengths and areas for development and suggest ways to improve. • Compete competitively against an opponent.		

YEAR 6	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1 *How can I develop the skills and tactical understanding to effectively take part in a football match?*	**Invasion - Football:** To apply the rules, skills and tactics with increasing control and fluency that they have learnt to play in a tournament.	• Use different techniques for passing, controlling, dribbling and shooting the ball in games; • Apply basic principles of team play to keep possession of the ball; • Use marking, tackling and/or interception to improve their defence; • Play effectively as part of a team; • Recognise their own and others' strengths and weaknesses in games; • Know and understand positions that help attacking and defending positions within a game and be able to describe them • Lead others when called upon and act as a role model within a team	• To know how to create and use space to help my team. • To know how to dribble, pass, receive and shoot the ball with increasing control under pressure. • To know how to take appropriate action for the situation and make this decision quickly. To know how to mark, tackle and/or intercept to improve my defence. • To know how to use the rules of the game consistently to play honestly and fairly. • To know how to work collaboratively to create tactics with my team and evaluate the effectiveness of these. • To know how to recognise my own and others strengths and areas for development and can suggest ways to improve.	Dribbling, physical, passing, ball control, tracking, jockeying turning, goalkeeping receiving, communication, collaboration, cooperation, respect honesty, perseverance selecting and applying tactics, decision making, side foot/inside foot/ outside foot goal/score/point, cushion/light touches.
Autumn 2 *How can I train my body and mind?* *How can you develop different components of fitness?*	**Fitness:** Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.	• Change running technique to suit a variety of distances. • Collect, record and analyse scores to identify areas of strength and for development. • Work with others to organise, manage and record information for a fitness activity. • Encourage and motivate others to work to their potential. • Understand the different areas of fitness and how they help across a variety of activities. • Understand the components of fitness and ways in which to test and develop them. • Work to my maximum consistently when presented with fitness challenges.	• To know that I need to show determination and perseverance when completing a variety of fitness activities. • To know how to use an effective running technique. • To know how to maintain steady and controlled breathing in order to maximise performance. • To know that coordination is key to skipping. • To know that you have to turn hips to face the direction of travel. • To know that to be agile you use smaller steps rather than big ones.	Strength, speed, power, agility, coordination, balance, stamina, perseverance, determination, analysing scores.
Spring 1 *How can I develop my confidence and competence to be able to swim effectively?*	**Swimming:**	• 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.	All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. In particular, pupils should be taught to: • Swim Competently, Confidently and Proficiently Over A Distance Of At Least 25 Metres	Front crawl, backstroke, breaststroke, depth, width, length, tread water.

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			• Use A Range of Strokes Effectively [For Example, Front Crawl, Backstroke and Breaststroke] • Perform safe self-rescue in different water-based situations.	
Spring 2 *What skills will you need to develop to be able to play a net/wall game?*	**Net and wall- Tennis:** Work collaboratively with a partner to compete against others in mini doubles matches. Pupils play in pairs. Pupils play against another pair for a set amount of time (3 – 5 mins approx.).	• Use a wider range of skills in game situations. • Play cooperatively with a partner. • Select the appropriate action for the situation and make this decision quickly. • Use a wider range of skills with increasing control under pressure. • Use feedback provided to improve the quality of their work. • Use the rules of the game consistently to play honestly and fairly. • Work collaboratively to create tactics with their team and evaluate the effectiveness of these. • Work in collaboration with others so that games run smoothly. • Recognise their own and others strengths and areas for development and suggest ways to improve. • Compete competitively with an opponent.	• To be able to consistently strike the ball with the centre of the racket. • To be able to impart topspin on the ball by turning the strings to face downwards when making contact. • To be able to rotate the body effectively to generate power and to aid topspin. • To be able to select and apply the appropriate shot within a variety of contexts. • To demonstrate a tactical understanding of net/wall principles such as depth and width to outwit opponents.	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, tactics, width, depth.
Summer 1 *What skills will you need to develop in order to compete in a variety of athletic events?*	**Athletics:** Achieve their greatest possible speed, height, distance or accuracy in the following activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.	• Know how to select and apply the best pace for a running event. • Exchange a baton with success. • Develop their own and others sprinting technique. • Run over obstacles with greater control and coordination. • Perform jumps for height and distance using good technique. • Show accuracy and good technique, power and control when throwing for distance. • Know how to lead a small group through a short warm-up routine. • Select and apply the best pace for a running event. • Identify my own and others' strengths and areas for development and can suggest ways to improve. • Pupils know how to achieve their greatest possible speed, height, distance or accuracy. • Pupils know how to work to their maximum and how to improve.	• To be able to use an effective running technique. • To demonstrate the ability to think tactically when completing athletic events (e.g. Holding the bottom of the baton or slowing down during handover). • To be able to effectively hop from one foot to the other. • To be able to land safely on two feet, bending the knees on impact. • To be able to create power when throwing by transferring weight from back to front. • To be able to select and apply the best pace for the running event, taking into consideration the pace of others. • To demonstrate steady breathing to maximise performance.	Pacing, sprinting, relay changeovers, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance

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Summer 2 *What skills will you need to develop to be able to play a striking and fielding game?*	**Striking and fielding- Rounders:** Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games.	• Strike a bowled ball with increasing consistency. • Use a wider range of skills in game situations. • Select the appropriate action for the situation. • Use the rules of the game consistently. • Lead a small group through a short warm-up routine. • Understand and use tactics in the game as a batter, bowler and fielder. • Work collaboratively with others to score runs and to get batters out • Identify their own and others' strengths and areas for development and suggest ways to improve. • Bowl a ball with consistent accuracy.	• To demonstrate a tactical understanding of striking and fielding games such as hitting into space and decision making on when to run. • To be able to accurately bowl the ball using an underarm throw. • To develop an effective batting stance and technique that enables you to score points (stand sideways, eyes on the ball, strike through the ball). • To be able to effectively catch/gather the ball through the use of techniques such as a long barrier or one handed/two handed pick up. • Begin to discuss tactically with teammates regarding batting and fielding.	Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball
YEAR 7	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				
YEAR 8	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				
YEAR 9	Unit Overview	Disciplinary Knowledge	Substantive Knowledge	Language
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				

UTTOXETER LEARNING TRUST
INSPIRED TEACHING
INSPIRING CHILDREN

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