

Theme Map - Long Term Plan 1 yearly cycle PE

Term	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	<p><b><u>Gymnastics-Unit 1.1 Travel</u></b> Spatial Awareness, respond to instruction, basic control &amp; coordination. Confidence when setting out small apparatus. (skills based)</p> <p>A. To master basic movements including running, jumping, throwing and catching, as well as developing <b>balance, agility</b> and <b>co-ordination</b>, and begin to apply these in a range of activities.</p> <p><b><u>Games-Unit 1.4</u></b> Awareness of space. Basic control within sending &amp; receiving skills. Play simple games with a partner. Use of hands - various sized balls.</p>	<p><b><u>Gymnastics-Unit 2.1 Balance</u></b> Make a short sequence of unlike actions. Link actions of the floor with actions on the apparatus. Modify basic actions e.g. different levels, shapes, speeds, body parts etc. (Relate to class theme)</p> <p>a. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Gymnastics/ Dance animal dance Birmingham Royal Ballet zebra dance see you tube.</p> <p><b><u>Dance-Unit 2.1</u></b> Perform body</p>	<p><b><u>Games-Unit 3.1 Invasion</u></b> Ability to find space to retain possession. Begin to understand &amp; apply tactics &amp; strategies in game situations. (Skills based) Generic - relating to all primary invasion games,</p> <p>a Use running, jumping, catching and throwing in isolation and in combination B. Play competitive games, modified as appropriate</p> <p><b><u>Gymnastics-Unit 3.1 Pathway and level</u></b> Perform a sequence of contrasting actions. Demonstrate body tension. Begin to recognise how performance could</p>	<p>Games-Unit 4.1 Invasion Ability to defend a goal. Begin to evaluate own &amp; others performance. Can operate as a member of a team. (Skills based) Generic - relating to all primary invasion games.</p> <p>Dance-Unit 4.1 Create dance phrases that communicate ideas. Contribute ideas to the structure of a dance. Perform movements with some control &amp; fluency. (Relate to class theme)</p>	<p>A. Use running, jumping, catching and throwing in isolation and in combination B. Play competitive games, applying basic principles <b><u>Games-Unit 5.1 Invasion</u></b> Ability to dribble, pass &amp; shoot with control &amp; accuracy. Apply the principals of attack &amp; defence. (Skills based) Generic - relating to all primary invasion games. C. Develop flexibility &amp; control in gym, dance &amp; athletics</p> <p><b><u>Dance-Unit 5.1</u></b> Compose motifs &amp; plan dances working in groups. Create &amp; perform simple dance focussing on style of dance. Adapt their skills to a range of dance</p>	<p><b><u>Hockey -</u></b> Re-inforcing and extending skills, knowledge of positions, developing team playing and competitive skills. B. Play competitive games, applying basic principles <b><u>Dance -</u></b> C. Develop flexibility &amp; control in gym, dance &amp; athletics</p>

	<p>(Skills based)</p> <p>A. To master basic movements including <b>running, jumping, throwing and catching</b>, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>B. To participate in team games, developing simple tactics for attacking and defending.</p>	<p>actions with control &amp; coordination. Begin to explore dynamic &amp; expressive qualities. Perform short dances, linking actions fluently &amp; with control .(Relate to class theme)</p>	<p>be improved. (Skills based)</p> <p>C. Develop flexibility &amp; control in gym, dance &amp; athletics</p> <p>D. Compare performances to achieve personal bests</p>		<p>styles. (Relate to class theme)</p>	
Autumn 2	<p><b><u>Dance-Unit 1.1</u></b> Use different body parts singly &amp; in combination. Choose improvements that reflect the dance idea. Perform complex combinations with fluency &amp; control. (Relate to class theme)</p> <p>A. To master basic movements including running, jumping, throwing</p>	<p><b><u>Games-Unit 2.1</u></b> Awareness of opponents &amp; team mates. Make simple choices in target games. Evaluate &amp; improve performance. (Skills based)</p> <p><b><u>Gymnastics Unit 2.2</u></b> <b><u>Travel</u></b> Make a short sequence of unlike actions. Link actions of the floor with</p>		<p>Games-Unit 4.1 Invasion Ability to find space to retain possession and intercept opponents passes. Begin to understand &amp; apply tactics &amp; strategies in various game situations. Generic - relating to all primary invasion games.</p> <p>Gymnastics-Unit 4.1 Bridges</p>	<p><b>Gymnastics linked to wave movement, high/low, linking movements and focussing on skills.</b> C. Develop flexibility &amp; control in gym, dance &amp; athletics</p> <p><b><u>Gymnastics- Unit 5.2 Flight</u></b> Perform a range of clearly formed body shapes. Combine actions with changes of level &amp; speed.</p>	<p>Gymnastics - linked to balance/linking - lead on to routines. Reinforce gymnastic key vocabulary/movements. C. Develop flexibility &amp; control in gym, dance &amp; athletics</p> <p><b><u>Gymnastics-Unit 6.1</u></b> <b><u>Counter</u></b> <b><u>balance/Counter tension</u></b> Combine and perform gymnastic actions, shape and balances</p>

	<p>and catching, as well as developing <b>balance, agility</b> and <b>co-ordination</b>, and begin to apply these in a range of activities.</p> <p>C. To perform dances using simple movement patterns.</p> <p><b>Games- Unit 1.1</b></p> <p>Awareness of space. Basic sending &amp; receiving skills. Play simple games with a partner. Use of feet - various types of balls.</p> <p>(Skills based)</p> <p>A. To master basic movements including <b>running, jumping, throwing</b> and <b>catching</b>, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>B. To participate in team games, developing simple tactics for attacking and defending.</p>	<p>actions on the apparatus. Modify basic actions e.g. different levels, shapes, speeds, body parts etc.</p> <p>(Skills based)</p>		<p>Symmetry/Asymmetry</p> <p>Match &amp; mirror with a partner. Understand that linking actions is as important as actions. Set out apparatus safely &amp; efficiently. (Skills based)</p>	<p>Understand how to improve quality of performance.</p> <p>(Relate to class theme)</p>	<p>more fluently effectively across the activity areas</p> <p>Evaluate their own and others' work (Skills based)</p>
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<p><b>Spring 1</b></p>	<p><b><u>Gymnastics-Unit 1.2 Rocking/rolling</u></b>          Spatial Awareness, respond to instruction, basic control &amp; coordination. Confidence when setting out small apparatus. (Skills based)          A. To master basic movements including running, jumping, throwing and catching, as well as developing <b>balance, agility</b> and <b>co-ordination</b>, and begin to apply these in a range of activities.  <b><u>Dance-Unit 1.2</u></b>          Use different body parts singularly &amp; in combination. Choose movements that reflect the dance idea. Perform complex combinations with fluency &amp; control. (Skills based)          A. To master basic movements including</p>	<p><b><u>Gymnastics-Unit 2.1 Balance</u></b>          Make a short sequence of unlike actions. Link actions of the floor with actions on the apparatus. Modify basic actions e.g. different levels, shapes, speeds, body parts etc. (Skills based)  <b><u>Dance-Unit 2.2</u></b>          Perform body actions with control &amp; coordination. Begin to explore dynamic &amp; expressive qualities. Perform short dances, linking actions fluently &amp; with control. (Skills based)</p>	<p><b><u>Swimming</u></b>          Work with confidence in water          Explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water          Remember, repeat and link skills          Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction          Improve the control and co-ordination of their bodies in water          E. Swimming proficiency at 25m (KS1 or KS1)  <b><u>Dance-Unit 3.1</u></b></p>	<p>Dance-Unit 4.2          Use simple motifs &amp; movement patterns to structure dance phrases. Begin to use dance vocabulary to describe, interpret &amp; evaluate dance. (Teaching relevant skills)          Gymnastics-Unit 4.2          Rolling          Combine actions with changes of level &amp; speed. Understand how to improve quality of performance. (Skills based)</p>	<p>C. Develop flexibility &amp; control in gym, dance &amp; athletics          Dance, linking dance movements into sequences, to evaluate and perform work.          C. Develop flexibility &amp; control in gym, dance &amp; athletics          D. Take part in Outdoor &amp; Adventurous activities  <b><u>OAA-Unit 3.1</u></b>          Use simple plans &amp; diagrams to follow simple trails. Solve problems using a range of approaches. (Skills based)</p>	<p>Dance - rainforest tribal dance          C. Develop flexibility &amp; control in gym, dance &amp; athletics  <b><u>Dance-Unit 6.2/3</u></b>          Work creatively &amp; imaginatively on their own. Begin to understand how to structure a dance. Interpret different stimuli &amp; refine movements &amp; patterns. (Relate to class theme - Rainforest)  <b><u>OAA-Unit 5.1</u></b>          D. Take part in Outdoor &amp; Adventurous activities          Plan sensible approaches to physical challenges. Use &amp; adapt their skills &amp; strategies as situations demand. (Skills based)</p>
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	<p>running, jumping, throwing and catching, as well as developing <b>balance, agility</b> and <b>co-ordination</b>, and begin to apply these in a range of activities.</p> <p>C. To perform dances using simple movement patterns.</p>		<p>Create dance phrases that communicate ideas. Contribute ideas to the structure of a dance. Perform movements with some control &amp; fluency.</p> <p>(Skills based)</p> <p>C. Develop flexibility &amp; control in gym, dance &amp; athletics</p> <p>D. Compare performances to achieve personal bests</p> <p>E. Swimming proficiency at 25m (KS1 or KS1)</p>			
<p><b>Spring 2</b></p>	<p><b><u>Games-Unit 1.3</u></b> Awareness of space. Basic sending &amp; receiving skills. Play simple games with a partner. Bats and balls. Stiking and fielding. (Skills based) A. To master basic movements including running, jumping, <b>throwing</b> and</p>	<p><b><u>Games -Unit 2.2</u></b> Awareness of oponents &amp; team mates. Make simple choices in target games. Evaluate &amp; improve performance. (Skills based)</p>	<p>D. Compare performances to achieve personal bests</p> <p><b><u>Swimming</u></b> Know that being active is fun and good for them. Recognise what their bodies feel like during different activities</p>	<p>Dance-Unit 4.3 Use simple motifs &amp; movement patterns to structure dance phrases. Begin to use dance vocabulary to describe, interpret &amp; evaluate dance. (Use prior learning and new skills acquired to help create short thematic dances.)</p>	<p><b><u>Orienteering</u></b> D. Take part in Outdoor &amp; Adventurous activities <b><u>OAA-Unit 4.1</u></b> Use simple plans &amp; diagrams to follow simple trails. Solve problems using a range of approaches. (Skills based) <b><u>Games-Unit 5.1</u></b></p>	<p>Orienteering - linked to visit day to Kingswood or Phoenix park D. Take part in Outdoor &amp; Adventurous activities <b><u>OAA-Unit 6.1</u></b> Adapt strategies &amp; work well in a group. Solve challenges set in similar environments. Evaluate performances</p>

	<p><b>catching</b>, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>B. To participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Dance-Unit 1.3</u></b> Use different body parts singly &amp; in combination. Choose movements that reflect the dance idea. Perform complex combinations with fluency &amp; control. (Relate to class theme)</p> <p>A. To master basic movements including running, jumping, throwing and catching, as well as developing <b>balance, agility</b> and <b>co-ordination</b>, and begin to apply these in a range of activities.</p>	<p><b><u>Dance-Unit 2.3</u></b> Perform body actions with control &amp; coordination. Begin to explore dynamic &amp; expressive qualities. Perform short dances, linking actions fluently &amp; with control. (Relate to class theme)</p>	<p>Watch, copy and describe what they and others have done and use the information to improve their work</p> <p>Swimming without aids where appropriate</p> <p>Distance practise, consolidate and develop the quality of their skills</p> <p>Improving linking movements and actions, practise and refine stroke technique and distance and time challenges.</p> <p>□ E. Swimming proficiency at 25m (KS1 or KS1)</p> <p><b><u>Dance-Unit 3.2/3</u></b> Create dance phrases that communicate ideas. Contribute ideas to the structure of a dance. Perform movements with some control &amp; fluency.</p>	<p>Gymnastics</p> <p>Match &amp; mirror with a partner. Understand that linking actions is as important as actions</p> <p>Combine actions with changes of level &amp; speed. Understand how to improve quality of performance. (Consolidate prior learning to develop short routines relating to class theme.)</p>	<p><b><u>Invasion</u></b></p> <p>A. Use running, jumping, catching and throwing in isolation and in combination</p> <p>B. Play competitive games, applying basic principles</p> <p>Ability to dribble, pass &amp; shoot with control &amp; accuracy. Apply the principals of attack &amp; defence. (Skills based)</p> <p>Generic - relating to all primary invasion games.</p>	<p>&amp; lead planning activities. (Skills based)</p> <p><b><u>Gymnastics-Unit 6.2</u></b> <b><u>Synchronisation and Canon</u></b></p> <p>C. Develop flexibility &amp; control in gym, dance &amp; athletics</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles</p> <p>Evaluate performance and suggest ways of making improvements (Skills based)</p>
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	C. To perform dances using simple movement patterns.		(Building on skills acquired to create short dance pieces relating to class theme.) D. Compare performances to achieve personal bests C. Develop flexibility & control in gym, dance & athletics			
Summer 1	<p><b><u>Gymnastics</u></b> Spatial Awareness, respond to instruction, basic control &amp; coordination. Confidence when setting out small apparatus. (Relate to class theme) A. To master basic movements including running, jumping, throwing and catching, as well as developing <b>balance, agility</b> and <b>co-ordination</b>, and begin to apply these in a range of activities.</p>	<p><b><u>Gymnastics-Unit 2.2 Travel</u></b> Make a short sequence of unlike actions. Link actions of the floor with actions on the apparatus. Modify basic actions e.g. different levels, shapes, speeds, body parts etc. (Relate to class theme)</p> <p><b><u>Games-Unit 2.3</u></b> Awareness of opponents &amp; team mates. Make simple choices in target</p>	<p><b><u>Games-Unit 3.1 Striking and Fielding</u></b> Ability to throw, catch &amp; strike with control &amp; accuracy. Work cooperatively with a partner. Use appropriate language to describe actions. (Skills based) Kwic Cricket D. Compare performances to achieve personal bests a Use running, jumping, catching and throwing in isolation and in combination</p>	<p>Games-Unit 5.1 Striking and Fielding Ability to throw, catch &amp; strike with control &amp; accuracy. Work cooperatively with a partner. Use appropriate language to describe actions. (Skills based) Cricket</p> <p>Games-Unit 4.1 Net/Wall Perform racquet skills with control &amp; accuracy. Selection &amp; application of racquet skills in small sided games. Application of tactics. (Skills based)</p>	<p>Preparation for sports day/fun run, athletic skills Use running, jumping, catching and throwing in isolation and in combination B. Play competitive games, applying basic principles <b><u>Athletic Activities-Unit 5.1</u></b> Throw with accuracy &amp; power into target area with consistent technique. Demonstrate running, jumping &amp; throwing skills in simple challenges.</p>	<p><b><u>Athletic Activities-Unit 6.1</u></b> Skills reinforcement and refinement in preparation for sport's day Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Choose appropriate techniques for specific events. (Skills based) <b><u>Games-Unit 6.1 Net/Wall</u></b> □ A. Use running, jumping, catching and throwing in</p>

	<p><b><u>Games-Unit 1.3</u></b> Awareness of space. Basic sending &amp; receiving skills. Play simple games with a partner. Hockey sticks and balls.(Skills based)</p> <p>B. To participate in team games, developing simple tactics for attacking and defending.</p>	<p>games. Evaluate &amp; improve performance. (Skills based)</p>	<p>B. Play competitive games, modified as appropriate</p> <p><b><u>Gymnastics-Unit 3.2 Symmetry and Assymetry</u></b> Perform a sequence of contrasting actions. Demonstrate body tension. Begin to recognise how performance could be improved. (Skills based) C. Develop flexibility &amp; control in gym, dance &amp; athletics D. Compare performances to achieve personal bests</p>	<p>Short Tennis</p>	<p>(Skills based) <b><u>Games-Unit 5.1 Net/Wall</u></b> A. Use running, jumping, catching and throwing in isolation and in combination B. Play competitive games, applying basic principles Ability to perform forehand &amp; backhand strokes with control &amp; consistency. Planning &amp; performance of tactics within a net game situation. (Skills based) Tennis</p>	<p>isolation and in combination B. Play competitive games, applying basic principles</p> <p>Ability to perform forehand &amp; backhand strokes with control &amp; consistency. Planning &amp; performance of tactics. Evaluation &amp; adaptation of tactics to improve performance. (Skills based) Badminton</p>
<p>Summer 2</p>	<p><b><u>Sports Day - practise of skills</u></b>  Developing basic skills and understanding rules relating to sports day activities. A. To master basic movements including</p>	<p><b><u>Sports Day - practise of skills</u></b>  Developing basic skills and understanding rules relating to sports day activities. Engage in competitive and co-</p>	<p><b><u>Games-Unit 3.1 Net/Wall</u></b> Perform skills with accuracy &amp; control. Begin to apply &amp; understand tactics in game situations. Be aware of effects of exercise on the body. (Skills based)</p>	<p>Athletic Activities-Unit 4.1 Throw with accuracy &amp; power into target area with consistent technique. Demonstrate running, jumping &amp; throwing skills in simple</p>	<p>Preparation for sports day, athletic skills E. Compare performances to achieve personal bests <b><u>Athletic Activities-Unit 5.1</u></b> Identify difference</p>	<p><b><u>Athletic Activities-Unit 6.1</u></b> Identify difference in distance running &amp; sprinting &amp; apply this to performance. Evaluate own &amp; others performance. Sports day - practise of skills</p>

	<p>running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>B. To participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Games- Unit 1.2</u></b> Awareness of space. Basic sending &amp; receiving skills. Play simple games with a partner. Running and dodging. (Skills based)</p> <p>A. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>B. To participate in</p>	<p>operative physical activities.</p> <p><b><u>Games-Unit 2.4</u></b> Awareness of opponents &amp; team mates. Make simple choices in target games. Evaluate &amp; improve performance. (Skills based)</p>	<p>and small sided games - Short Tennis)</p> <p>B. Play competitive games, modified as appropriate</p> <p>a Use running, jumping, catching and throwing in isolation and in combination</p> <p><b><u>Athletic Activities- Unit 3.1</u></b> Take part in a variety of relay races. Throw a variety of objects with control using different techniques. Run at varying speeds &amp; throw with accuracy.</p> <p>Sports day - practise of skills</p> <p>C. Develop flexibility &amp; control in gym, dance &amp; athletics</p> <p>a Use running, jumping, catching and throwing in isolation and in</p>	<p>challenges.</p> <p>Sports day - practise of skills</p> <p><b><u>Games-Unit 4.1</u></b> Net/Wall Perform racquet skills with control &amp; accuracy. Selection &amp; application of racquet skills in small sided games. Application of tactics. (Skills based)</p> <p>Short Tennis</p>	<p>in distance running &amp; sprinting &amp; apply this to performance. Evaluate own &amp; others performance.</p> <p>Sports day - practise of skill</p> <p>A. Use running, jumping, catching and throwing in isolation and in combination</p> <p>B. Play competitive games, applying basic principles</p> <p><b><u>Games-Unit 6.1 Striking and Fielding Cricket</u></b> Perform striking, fielding &amp; sending skills with control &amp; accuracy in game situations. Be an effective team member &amp; apply basic principles of team play &amp; tactics. (Skills based)</p>	<p><b><u>Games-Unit 6.1 Invasion</u></b></p> <p>A. Use running, jumping, catching and throwing in isolation and in combination</p> <p>B. Play competitive games, applying basic principles</p> <p>Skills reinforcement and refinement in preparation for sport's day.</p> <p>A. Use running, jumping, catching and throwing in isolation and in combination</p> <p>Apply principals of team play to retain possession. Make decisions quickly &amp; play in a number of positions. Evaluate own &amp; others performance. (Skills based)</p> <p>Football/ Rugby</p>
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	team games, developing simple tactics for attacking and defending.		combination			
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