

	Athletics
	Dance and Movement
	Gymnastics
	Team Games
	OOA
	Swimming
	Evaluation
	Leadership

PE Key Content Summer 2 MTP 2021-2022

		Key Concepts		At the end of the unit children will:			Assessment Opportunities		
		EYFS	Unit of work	Competence Performance Creativity	<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing • Negotiate space and obstacles safely, with consideration for themselves and others • Confidently and safely use a range of large & small apparatus 			<ul style="list-style-type: none"> • Practical activities in lessons • Observations on Tapestry 	
Fundamentals – unit 1									
Key Content	To progress towards a more fluent style of moving, with developing control and grace								
	I can show self-discipline								
	I can participate in physical activities								
	I can demonstrate teamwork								
	I can demonstrate respect (for others and rules of the game)								
		Key Concepts		Prior Learning		At the end of this unit of work Children will know:		Assessment Opportunities	
		YEAR 1	Summer 2	Competence Performance Creativity Evaluation and Analysis	<ul style="list-style-type: none"> • Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming 		<ul style="list-style-type: none"> • How to use both overarm and underarm actions • How to apply the appropriate action for the target considering the size and distance of the challenge • How to abide by rules to keep themselves and others safe 		<ul style="list-style-type: none"> • Practical activities in lessons • Evaluative conversations
Unit of work									
Dance									
Suggested lessons	Children use music and counting to 8 to move in various ways.		Children use music to respond to different actions. This then develops into repeated actions and moving in repetition.	Using the theme pirates, the children develop their use of repeated actions and responding in appropriate ways.	Use the theme and actions from last week to develop, perform a performance.	Combine using emotions to create movements. Children start to develop the use of moves into pathways.	Children use repeated actions and expressions to create pathways and perform them.		
Key Content	I can perform dance moves								
	With support, I can identify a good performance								
Second order concepts	I can show self-discipline								
	I can participate in physical activities								
	I can demonstrate teamwork								
	I can demonstrate respect (for others and rules of the game)								
		Key Concepts		Prior Learning		At the end of this unit of work Children will know:		Assessment Opportunities	

	Unit of work Net and wall	Competence Performance Creativity Evaluation and Analysis Healthy, Active Lifestyles	<ul style="list-style-type: none"> To develop overall body-strength, balance, coordination and agility 	<ul style="list-style-type: none"> How to use space safely and effectively How to jump, roll, balance and travel individually and in combination to create movement phrases To select own actions to build short sequences 	<ul style="list-style-type: none"> Practical activities in lessons Evaluative conversations
	Suggested lessons	Children will complete lessons planned by Hull FC coaches as part of teacher CPD			
	Key Content	I can move and stop safely			
		I can throw and kick in different ways			
		I can stop a ball			
With support, I can identify a good performance					
Second order concepts	I can show self-discipline				
	I can participate in physical activities				
	I can demonstrate teamwork				
	I can demonstrate respect (for others and rules of the game)				
YEAR 2	Summer 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	Assessment Opportunities
	Unit of work Striking and fielding	Competence Performance Creativity Evaluation and Analysis Healthy, Active Lifestyles	<ul style="list-style-type: none"> How to use both overarm and underarm actions How to apply the appropriate action for the target considering the size and distance of the challenge How to abide by rules to keep themselves and others safe 	<ul style="list-style-type: none"> How to score points and play to the rules How to throw, roll, kick and strike to targets How to self-manage their own games, selecting and playing the skills they have learnt appropriate to the situation 	<ul style="list-style-type: none"> Practical activities in lessons Evaluative conversations
	Suggested lessons	Children will be engaging in striking and fielding delivered by physical foundations coaching.			
	Key Content	I can throw, hit or kick a ball with increasing accuracy			
		I can decide the best space to be in during a game			
		I can use tactics in a game when attacking and defending			
		I am able to follow rules			
		I can identify a good performance and say why			
	Second order concepts	I can show self-discipline			
		I can participate in physical activities			
I can demonstrate teamwork					

I can demonstrate respect (for others and rules of the game)						
Summer 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:			Assessment Opportunities
Unit of work Dance	Competence Performance Creativity Evaluation and Analysis Healthy, Active Lifestyles	<ul style="list-style-type: none"> How to use space safely and effectively How to jump, roll, balance and travel individually and in combination to create movement phrases To select own actions to build short sequence 	<ul style="list-style-type: none"> Basic gymnastic actions on the floor and using apparatus Gymnastic skills of jumping, rolling, balancing and travelling individually and in combination o create short sequences and movement phrases An awareness of compositional devices when creating sequences to include the use of shapes, levels and directions To work safely with and around others and whilst using apparatus 			<ul style="list-style-type: none"> Practical activities in lessons Evaluative conversations
Suggested lessons	Children will recap repeated movements from the year 1 unit and practise moving in repetition based on music or reacting to stimuli in the context of the theme.	Children will create actions and use group work and communication to copy each others. Working on each others moves will develop and extend the children's skill range.	Using their repeated movement learning to create movements from the theme. Children will them explore the characters and how they can express the characters using their movements and their facial expressions.	Children stick with the theme of the circus to create and practice movements in unison as a team/pair.	Children recap performing in unison with partners and working together. They then develop their skills of teamwork and communication to work on mirroring each other.	Use various stimulus to encourage the children to work in pairs or groups to create, perform and evaluate sequences.
Key Content	I can change rhythm, speed, level and direction in my dance					
	I can dance with some control and coordination					
	I can perform dances using simple movement patterns					
	I can identify a good performance and say why					
Second order concepts	I can show self-discipline					
	I can participate in physical activities					
	I can demonstrate teamwork					
	I can demonstrate respect (for others and rules of the game)					
> Summer 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:			Assessment Opportunities

Unit of work Football	Competence Performance Creativity Evaluation and Analysis Healthy, Active Lifestyles	<ul style="list-style-type: none"> • Be able to throw, hit or kick a ball with increasing accuracy • Be able to decide the best space to be in during a game • Use tactics in a game when attacking and defending • Follow roles 	<ul style="list-style-type: none"> • How to use a range of different passes in different situations to keep possession and attack towards goal • About defending and attacking play • Key rules of the game such as footwork, held ball, contact and obstruction 	<ul style="list-style-type: none"> • Practical activities in lessons • Evaluative conversations 		
Suggested lessons	Children will use various drills including partner work and cones to develop their control of the ball when dribbling with the correct part of their foot. End the session by allowing the children to play a team game.	Continue to develop the skill of dribbling with the football by adding in obstacles such as defenders which make the situation more pressured therefore more realistic (game-like). End the session by allowing the children to play a team game.	Children learn the various ways in which to pass a football to their partner. Focus to remain on accuracy and use of appropriate power by varying the length of the pass. Challenge, can they pass accurately on the run? End the session by allowing the children to play a team game.	Combining the control and passing skills which they have been learning over the last 3 lessons to learn to control the ball with different parts of their body. Partner work will support this as the ball needs to be at various heights and speeds when moving towards them. End the session by allowing the children to play a team game.	Children increase the speed of which they are moving with the ball and passing accurately within a more game like situation. Use small teams and various drills to practice this. End the session by allowing the children to play a team game.	Football tournament between teams.
Key Content	I can be aware of space and use it to support team-mates and to cause problems for the opposition					
	I know and use rules fairly					
	I can compare my performances with previous ones, explaining differences and effectiveness					
Second order concepts	I can show self-discipline					
	I can participate in physical activities					
	I can demonstrate teamwork					
	I can demonstrate respect (for others and rules of the game)					
Summer 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	Assessment Opportunities		
Unit of work Rounders	Competence Performance Creativity Evaluation and Analysis	<ul style="list-style-type: none"> • Basic gymnastic actions on the floor and using apparatus 	<ul style="list-style-type: none"> • How to adapt sequences to suit different heights, apparatus and criteria • How strength and suppleness through body tension affect performance 	<ul style="list-style-type: none"> • Practical activities in lessons • Evaluative conversations 		

	Healthy, Active Lifestyles	<ul style="list-style-type: none"> Gymnastic skills of jumping, rolling, balancing and travelling individually and in combination o create short sequences and movement phrases An awareness of compositional devices when creating sequences to include the use of shapes, levels and directions To work safely with and around others and whilst using apparatus 	<ul style="list-style-type: none"> How to develop their sequence work, collaborating with others to use matching and contrasting actions and shapes How to develop linking sequences smoothly with actions that flow 		
Suggested lessons	Children recap and practise their skill of throwing and catching accurately at various distances.	The children learn the rules of rounders and begin to gain an understanding of the positions and games.	Children develop their understanding of the game by learning the different styles of bowling and practice of decision making (when the run and when to wait).	To develop batting techniques and learning the different strokes. Children will also practice bowling and decision making in this lesson as they all interlink in realistic game situations.	<p>The children apply the rules when playing as a team, the rules will be solidified through the use of teamwork and skills beeing practiced.</p> <p>Rounders competition using 2 teams and consolidating the skills they have learned.</p>
Key Content	I can throw and catch with control				
	I am aware of space and use it to support team-mates and to cause problems for the opposition				
	I can use rules fairly				
	I can compare my performances with previous ones, explaining differences and effectiveness				
Second order concepts	I can show self-discipline				
	I can participate in physical activities				
	I can demonstrate teamwork				
	I can demonstrate respect (for others and rules of the game)				
> Summer 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	Assessment Opportunities	

Unit of work Rounders	Competence Performance Creativity Evaluation and Analysis Healthy, Active Lifestyles	<ul style="list-style-type: none"> Hitting and catching the ball Rules of play Tactics in different positions Bowling the ball 	<ul style="list-style-type: none"> A wider range of travelling actions and include the use of pathways More advanced actions such as inverted movements and explore ways to include apparatus To demonstrate control in their behaviour to create a safe environment 	<ul style="list-style-type: none"> Practical activities in lessons Evaluative conversations 		
Suggested lessons	Children will reintroduce the game situation and recap their prior learning. Skill practice of throwing the ball accurately and with an appropriate amount of power at various distances. Catching the ball at various speeds and distances.	The children recap the different positions by playing smaller, more intense games to recap the tactics/expectations of each part of play including bowling and wicket keeping.	Focus on the skill of bowling by recapping the previous styles and introducing the more complex ones.	Children continue to develop their in-play tactics by practicing the skill of decision making between bases. This will also work simultaneously with the children practicing positions on bases and fielding using their throwing and catching skills. Also introduce the use of the two-handed pick up for efficient fielding.	Children recap and develop their skill of batting and use the techniques learned in year 3. Children are then introduced to the skill of backhanded batting and how to use it effectively and tactically. Remind the children about the behind first base rule and how this can be used to a tactical advantage.	Children combine all skills into a rounders competition.
Key Content	I can catch with one hand I can hit, bowl, throw and catch with increasing accuracy I can vary my tactics and adapt my skills depending on what is happening in a game I can confidently evaluate my own performance and discuss improvements					
Second order concepts	I can show self-discipline I can participate in physical activities I can demonstrate teamwork I can demonstrate respect (for others and rules of the game)					
Summer 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	Assessment Opportunities		
Unit of work Outdoor adventures	Competence Performance Evaluation and Analysis Healthy, Active Lifestyles	<ul style="list-style-type: none"> No prior knowledge or skills. 	<ul style="list-style-type: none"> Use a range of strokes effectively Perform safe self-rescue techniques Swim competently, confidently and proficiently over a distance of at least 25m 	<ul style="list-style-type: none"> Practical activities in lessons Evaluative conversations 		

	Suggested lessons	Children will be learning outdoor adventures with Physical foundations coaches for CPD.			
	Key Content	To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others			
		To be able to follow a route within a time limit			
	Second order concepts	I can confidently evaluate my own performance and discuss improvements			
I can show self-discipline					
I can participate in physical activities					
I can demonstrate respect (for others and rules of the game)					
YEAR 5	Summer 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	Assessment Opportunities
	Unit of work Rounders	Competence Performance Creativity Evaluation and Analysis Healthy, Active Lifestyles	<ul style="list-style-type: none"> How to use a range of different passes in different situations to keep possession and attack towards goal About defending and attacking play Key rules of the game such as footwork, held ball, contact and obstruction 	<ul style="list-style-type: none"> Key skills and principles such as defending, attacking, throwing, catching, running and dodging How to support the ball carrier using width and drawing defence How to tag, track and slow down an opponent, working as a defensive unit The importance of fair play and honesty while self-managing games 	<ul style="list-style-type: none"> Practical activities in lessons Evaluative conversations Warm-up leadership Refereeing opportunities
	Suggested lessons	Children will reintroduce the game situation and recap their prior learning. Skill practice of throwing the ball accurately and with an appropriate amount of power at various distances. Catching the ball at various speeds and distances and using the two handed pick up.	The children revisit the different positions by playing intense games to recap the tactics/expectations of each part of play including bowling and wicket keeping.	Focus on the skill of bowling by recapping the previous styles and encouraging the children to judge the type of batsman and decision making of which type of bowling would be the most beneficial to the team.	Children continue to develop their in-play tactics by practicing the skill of decision making between bases and as fielders. Children will use their learning of each position and begin to decide which position is most suited to them.
Key Content					

YEAR 6	Unit of work Rounders	Competence Performance Creativity Evaluation and Analysis Healthy, Active Lifestyles	<ul style="list-style-type: none"> • Key skills and principles such as defending, attacking, throwing, catching, running and dodging • How to support the ball carrier using width and drawing defence • How to tag, track and slow down an opponent, working as a defensive unit • The importance of fair play and honesty while self-managing games 	<ul style="list-style-type: none"> • How to proficiently play competitive games, such as tag rugby and apply basic principles suitable for attacking and defending • How to compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • Practical activities in lessons • Evaluative conversations • Warm-up leadership • Refereeing opportunities 		
	Suggested lessons	Skill practice of throwing the ball accurately and with an appropriate amount of power at various distances to work with your teammates. Children will reintroduce the game situation and recap their prior learning and get used to the rules of the game again.	The children recap the different positions by playing intense games to recap the tactics/expectations of each part of play including bowling and wicket keeping.	Focus on the skill of bowling and batting through practice in pairs. Various bowling styles to be used to practise batting.	Children continue to develop their in-play tactics and various batting styles. This will allow their children to work out which batting technique is their strongest as well as the position most suited to them.	Children form their own teams and practise the skills within them in order to prepare for the tournament next week. Children must use teamwork and communication to decide on positions and batting order based on the tactics and the skills in their team.	Children combine all skills into a rounders competition.
	Key Content	<p>I can play competitive games to agreed rules</p> <p>I can explain rules to others</p> <p>I can communicate a plan to my team</p> <p>I can use a range of techniques with confidence and skill in a game situation</p> <p>I can confidently evaluate my own and others' performances, discussing improvements</p> <p>I can confidently referee a game applying their knowledge of the rules effectively</p> <p>I can give tactical instructions to affect a game situation</p>					

	I can lead an effective warm up for a group					
	I can confidently evaluate my own and others' performances discussing improvements to deliver a better performance					
Second order concepts	I can show self-discipline					
	I can participate in physical activities					
	I can demonstrate teamwork					
	I can demonstrate respect (for others and rules of the game)					
Summer 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		Assessment Opportunities	
Unit of work Outdoor adventures	Competence Performance Creativity Evaluation and Analysis Healthy, Active Lifestyles	<ul style="list-style-type: none"> A wider range of actions such as inverted movements to include cartwheels and handstands Partner relationships such as canon, synchronisation, matching and mirroring How to receive and provide feedback in order to make improvements on their performances 	<ul style="list-style-type: none"> How to use their knowledge of compositional principles (variations in level, direction and pathway, how to combine and link actions, how to relate to partners and apparatus) when developing sequences To use formations to improve aesthetics of their performances To receive and provide feedback in order to make improvements on performances To develop performance skills considering quality and control of actions 		<ul style="list-style-type: none"> Practical activities in lessons Evaluative conversations Warm-up leadership 	
Suggested lessons	Children use a range of activities to develop trust in pairs and small groups. All must be completed using their awareness of each others safety.	Children use and combine communication, listening and teamwork skills in pairs or small groups to solve problems.	Children continue to work on their cooperation, communication and teamwork skills to tactically plan and solve more complex problems.	Children develop and use their navigational and map reading skills to work as a team and solve problems which involve following a trail in outdoor environments.	Children continue to develop their skills as a team and map reading to use key objects to identify places and form trails.	Children combine all learning to complete the orienteering course as a team.
Key Content	I can plan route and a series of clues for someone else					
	I can take part in outdoor and adventurous activity challenges both individually and in a team					
	I can lead an effective warm up for a group					
	I can confidently evaluate my own and others' performances discussing improvements to deliver a better performance					
Second order concepts	I can show self-discipline					
	I can participate in physical activities					
	I can demonstrate teamwork					
	I can demonstrate respect (for others and rules of the game)					

