	EYFS/Reception	Year 1/2 Milestone 1	Year 3/4 Milestone 2	Year 5/6 Milestone 3
Autumn 1	Marv	rellous Me! Or 'U for Unique!'	Our Wonderful Planet Earth	Climb Every Mountain!
	Basic moves - coordination and agility: Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility. Ball skills: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Basic moves - coordination and agility: Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Move with some control and awareness of space. Ball skills: Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Forest:	Tri-golf & Football: Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. Forest: Arrive properly equipped for outdoor activity. Understand the need to show accomplishment in managing risks. Show an ability to both lead and form part of a team. Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working. Remain aware of changing conditions and change plans if necessary.	Football & Netball: Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. Forest: Select appropriate equipment for outdoor activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Quickly assess changing conditions and adapt plans to ensure safety comes first. Hawes End Residential:

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Penruddock Prima	•			E outcomes (Opportunities)
PE Curriculum Plan				 Select appropriate equipment for outdoor and adventurous activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Quickly assess changing conditions and adapt plans to ensure safety comes first.
Autumn 2		Colour my world		Shine a Light!
	Dance & Fitness - circuits: Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.	Dance Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. Fitness - circuits: Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence.	Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. Indoor Cricket: Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Pass to team mates at appropriate times. Lead others and act as a respectful team member.	Dance Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace of other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). Quicksticks: Choose and combine techniques in game situations (running, passing etc). Work alone, or with team mates in order to gain points or possession. Field, defend and attack tactically by anticipating the direction of play.

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

PE Curriculum Plan	, 		Cu	urriculum teaching/content (Milestones)
				 Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.
Spring 1	Space	 e Invaders! Or To infinity	Roman Britain	Electric Energy
	Quicksticks Develop overall body- strength, co-ordination and agility. Further develop and refine a range of ball skills including: kicking, passing, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Gymnastics: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and gymnastics.	Quicksticks: Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running skills in combination. Develop tactics. Lead others when appropriate. Gymnastics Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance.	Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). Netball: Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member.	Gymnastics Create complex and well-executed sequences that include a full range of movements including:

PE outcomes (Opportunities)

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Penruddock Primary School

enruddock Primo	ary School			E outcomes (Opportunities)
E Curriculum Pla	ın		Cı	 Work with team mates in order to gain
				possession.
				Defend and attack tactically by anticipating
				the direction of play.
				• Choose the most appropriate tactics for a
				game.
				· Uphold the spirit of fair play and respect in all
				competitive situations.
				· Lead others when called upon and act as a good
				role model within a team.
Spring 2		Every picture tells a story!		Down the River to the Sea
	Football	Football & Tag Rugby:	Tag Rugby:	Tag Rugby:
		• Use the terms 'opponent' and 'team-mate'.	Throw and catch with control and accuracy.	· Choose and combine techniques in
		 Use rolling, hitting, running, catching and 	Strike a ball and field with control.	game situations (running, throwing,
	Tag Rugby	kicking skills in combination.	Choose appropriate tactics to cause problems	catching, passing, jumping and kicking, etc.).
		Develop tactics.	for the opposition.	· Work alone, or with team mates in order to
		 Lead others when appropriate. 	• Follow the rules of the game and play fairly.	gain points or possession.
			• Maintain possession of a ball (with, e.g. feet, a	Defend and attack tactically by anticipating
		Forest:	hockey stick or hands).	the direction of play.
			• Pass to team mates at appropriate times.	• Choose the most appropriate tactics for a
			• Lead others and act as a respectful	game.
			team member.	· Uphold the spirit of fair play and respect in all
			Onienteenine	competitive situations.
			Orienteering: • Arrive properly equipped for outdoor and	• Lead others when called upon and act as a good role model within a team.
			adventurous activity.	Tote moder within a ream.
			 Understand the need to show accomplishment 	Orienteering:
			in managing risks.	• Select appropriate equipment for outdoor and
			• Show an ability to both lead and form part of a	adventurous activity.
			team.	• Identify possible risks and ways to manage
			Show resilience when plans do not work and	them, asking for and listening carefully to
			initiative to try new ways of working.	expert advice.
			 Use maps, compasses and digital devices to 	· Embrace both leadership and team roles and
			orientate themselves.	gain the commitment and respect of a team.
				· Empathise with others and offer support
			Forest:	without being asked. Seek support from the
			 Arrive properly equipped for outdoor and 	team and the experts if in any doubt.
			adventurous activity.	 Remain positive even in the most challenging
			 Understand the need to show accomplishment 	circumstances, rallying others if need be.
			in managing risks.	 Use a range of devices in order to orientate
			Show an ability to both lead and form part of a	themselves.
			team.	

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

PE outcomes (Opportunities) Penruddock Primary School PE Curriculum Plan Curriculum teaching/content (Milestones) · Support others and seek support if required Forest: when the situation dictates. Select appropriate equipment for outdoor · Show resilience when plans do not work and activity. initiative to try new ways of working. • Identify possible risks and ways to manage them, asking for and listening carefully to · Remain aware of changing conditions and change plans if necessary. expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. · Remain positive even in the most challenging circumstances, rallying others if need be. Quickly assess changing conditions and adapt plans to ensure safety comes first. Mr McGregor's Garden Marvellous Machines The Great U.S. of A. Summer 1 Tennis Tennis & Tri - golf: Basketball: Rounder's: • Use the terms 'opponent' and 'team-mate'. Throw and catch with control and accuracy. · Choose and combine techniques in Use rolling, hitting, running, jumping, catching Strike a ball and field with control. game situations (running, throwing, Tri - golf and kicking skills in combination. Choose appropriate tactics to cause problems catching, passing etc.). Develop tactics. for the opposition. · Work alone, or with team mates in order to · Lead others when appropriate. • Follow the rules of the game and play fairly. gain points. · Maintain possession of a ball (with, e.g. feet, a Strike a bowled ball with accuracy. hockey stick or hands). Use forehand when playing racket games. Forest: • Pass to team mates at appropriate times. Field, defend and attack tactically · Lead others and act as a respectful by anticipating the direction of play. · Choose the most appropriate tactics for a team member. game. • Uphold the spirit of fair play and respect in all Swimming: competitive situations. Milestone 1: · Lead others when called upon and act as a good · Swim unaided up to 25 metres. role model within a team. • Use one basic stroke, breathing correctly. Control leg movements. Swimming: • Swim over 100 metres unaided. Milestone 2: · Use breast stroke, front crawl and · Swim between 25 and 50 metres unaided. back stroke, ensuring that breathing is correct Use more than one stroke and so as not to interrupt the pattern of swimming. coordinate breathing as appropriate for the Swim fluently with controlled strokes.

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stroke being used.

Coordinate leg and arm movements.

Turn efficiently at the end of a length.

PE Curriculum Plan Curriculum teaching/content (Milestones) Swim at the surface and below the water. Forest: Forest: Select appropriate equipment for outdoor Arrive properly equipped for outdoor activity. activity. · Understand the need to show accomplishment • Identify possible risks and ways to manage them, asking for and listening carefully to in managing risks. · Show an ability to both lead and form part of a expert advice. · Embrace both leadership and team roles and · Support others and seek support if required gain the commitment and respect of a team. when the situation dictates. • Empathise with others and offer support · Show resilience when plans do not work and without being asked. Seek support from the initiative to try new ways of working. team and the experts if in any doubt. · Remain aware of changing conditions and Remain positive even in the most challenging change plans if necessary. circumstances, rallying others if need be. Quickly assess changing conditions and adapt plans to ensure safety comes first. Summer 2 Knights of Penruddock Marvellous Machines Forces **Athletics Athletics** Athletics: · Use rolling, hitting, running, jumping, catching Sprint over a short distance up to 60 metres. · Combine sprinting with low hurdles over 60 and kicking skills in combination. Run over a longer distance, conserving metres. · Develop tactics. energy in order to sustain performance. · Choose the best place for running over • Use a range of throwing techniques (such a variety of distances. as under arm, over arm). · Throw accurately and refine performance Forest: · Throw with accuracy to hit a target or cover a by analysing technique and body shape. distance. Show control in take off and landings • Jump in a number of ways, using a run up where when jumping. appropriate. Compete with others and keep track · Compete with others and aim to of personal best performances, setting improve personal best performances. targets for improvement. Rounders: Cricket: Throw and catch with control and accuracy. · Choose and combine techniques in game situations (running, throwing, · Strike a ball and field with control. Choose appropriate tactics to cause problems catching, passing etc.). for the opposition. · Work alone, or with team mates in order to • Follow the rules of the game and play fairly. gain points or possession. · Maintain possession of a ball (with, e.g. feet, a Strike a bowled or volleyed ball with accuracy. hockey stick or hands). Use forehand and backhand when • Pass to team mates at appropriate times. playing racket games. · Lead others and act as a respectful • Field, defend and attack tactically team member. by anticipating the direction of play.

PE outcomes (Opportunities)

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Penruddock Primary School

Penruddock Primary School PE Curriculum Plan		PE outcomes (Opportunities)
PE Curriculum Plan	Forest: • Arrive properly equipped for outdoor activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Remain aware of changing conditions and change plans if necessary.	Curriculum teaching/content (Milestones) Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. Forest: Select appropriate equipment for outdoor activity. Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. Embrace both leadership and team roles and gain the commitment and respect of a team. Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. Remain positive even in the most challenging circumstances, rallying others if need be. Quickly assess changing conditions and adapt plans to ensure safety comes first.

	EVEC/D	Year 1/2	Year 3/4	Year 5/6
	EYFS/Reception	Milestone 1	Milestone 2	Milestone 3
Autumn 1		Home Sweet Home	Our Local Area	The Vikings are Coming!
		Basic moves:	Fitness - circuits:	Football & Netball:
			 Plan, perform and repeat sequences. 	Choose and combine techniques in
			 Refine movements into sequences. 	game situations (running, throwing,
		Ball skills:	 Change speed and levels. 	catching, passing, jumping and kicking, etc.).
		 Use rolling, hitting, running, jumping, catching 	 Develop physical strength and suppleness by 	 Work alone, or with team mates in order to
		and kicking skills in combination.	practising moves and stretching.	gain points or possession.
		 Develop tactics. 		 Field, defend and attack tactically
		 Lead others when appropriate. 	Football:	by anticipating the direction of play.
			 Choose appropriate tactics to cause problems 	• Choose the most appropriate tactics for a
		Forest:	for the opposition.	game.
			 Follow the rules of the game and play fairly. 	 Uphold the spirit of fair play and respect in all
			 Maintain possession of a ball (with, e.g. feet or 	competitive situations.
			hands).	• Lead others when called upon and act as a good
			 Pass to team mates at appropriate times. 	role model within a team.
			 Lead others and act as a respectful team 	
			member.	Forest:
				Select appropriate equipment for outdoor
			Forest:	activity.
			 Arrive properly equipped for outdoor activity. 	 Identify possible risks and ways to manage
			 Understand the need to show accomplishment 	them, asking for and listening carefully to
			in managing risks.	expert advice.
			• Show an ability to both lead and form part of a	• Embrace both leadership and team roles and
			team.	gain the commitment and respect of a team.
			 Support others and seek support if required 	• Empathise with others and offer support
			when the situation dictates.	without being asked. Seek support from the
			 Show resilience when plans do not work and 	team and the experts if in any doubt.
			initiative to try new ways of working.	• Remain positive even in the most challenging
			 Remain aware of changing conditions and 	circumstances, rallying others if need be.
			change plans if necessary.	· Quickly assess changing conditions and adapt
				plans to ensure safety comes first.
Autumn 2		Time Travellers!	Our Local Area	Refugees

Penruddock Primary School PE outcomes (Opportunities) PE Curriculum Plan Curriculum teaching/content (Milestones) Dance: Dance: Dance: Copy and remember moves and positions. • Plan, perform and repeat sequences. Compose creative and imaginative · Move with careful control and coordination. Move in a clear, fluent and expressive manner. dance sequences. · Link two or more actions to perform Refine movements into sequences. Perform expressively and hold a precise Create dances and movements that convey a and strong body posture. a sequence. Perform and create complex sequences. · Choose movements to communicate a mood. definite idea. feeling or idea. Change speed and levels within a performance. Express an idea in original and Develop physical strength and suppleness imaginative ways. Plan to perform with high energy, slow grace or by practising moves and stretching. Fitness - yoga: · Copy and remember moves and positions. other themes and maintain this throughout a · Move with careful control and coordination. Indoor cricket: piece. • Throw with control and accuracy. · Link two or more actions to perform a Perform complex moves that combine strength · Strike a ball and field with control. and stamina gained through gymnastics activities sequence. (such as cartwheels or handstands). Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. Fitness - circuits: Perform and create complex sequences. · Maintain possession of a ball (with hands). Pass to team mates at appropriate times. Plan to perform with high energy. · Lead others and act as a respectful team Perform complex moves that combine strength and stamina. member. Frozen Planet! The Theory of Everything Food, Glorious Food! Spring 1 Gymnastics: Gymnastics: Gymnastics: Copy and remember actions. Plan, perform and repeat sequences. Create complex and well-executed sequences Move with some control and awareness · Move in a clear, fluent and expressive manner. that include a full range of movements including: of space. Refine movements into sequences. travelling · Link two or more actions to make a sequence. Show changes of direction, speed and balances level during a performance. • Show contrasts (such as swinging • Travel in a variety of ways, including flight, by small/tall, straight/curved and wide/narrow). springing Travel by rolling forwards, backwards transferring weight to generate power flight vaults and sideways. in movements. · Hold a position whilst balancing on · Show a kinesthetic sense in order to improve inversions different points of the body. the placement and alignment of body parts (e.g. rotations Climb safely on equipment. in balances experiment to find out how to get bending, stretching and twisting Stretch and curl to develop flexibility. the centre of gravity successfully over base and gestures Jump in a variety of ways and land organise body parts to create an interesting · linking skills. body shape). ·Hold shapes that are strong, fluent with increasing control and balance. · Swing and hang from equipment safely (using and expressive. • Include in a sequence set pieces, choosing the hands). most appropriate linking elements. Football: • Use the terms 'opponent' and 'team-mate'. · Vary speed, direction, level and body rotation Quicksticks: · Strike a ball and field with control. Use running and kicking skills in combination. during floor performances.

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Penruddock Primary School			E outcomes (Opportunities)
PE Curriculum Plan	Develop tactics. Lead others when appropriate.		 Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining upright). Tennis: Choose and combine techniques in game situations (running, passing, jumping and etc.). Work alone, or with team mates in order to gain points. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.
Spring 2	Bright Lights, Big City!	The Theory of Everything	Ancient Greece
	Orienteering: Tag Rugby: Use the terms 'opponent' and 'team-mate'. Use running, catching and throwing skills in combination. Develop tactics. Lead others when appropriate. Forest:	Tag Rugby: • Throw and catch with control and accuracy. • Field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. Orienteering: • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks.	Tag Rugby: Choose and combine techniques in game situations (running, throwing, catching, passing etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. Orienteering:

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PE Curriculum Plan Curriculum teaching/content (Milestones) · Show an ability to both lead and form part of a · Select appropriate equipment for outdoor and adventurous activity. team. · Show resilience when plans do not work and • Identify possible risks and ways to manage them, asking for and listening carefully to initiative to try new ways of working. • Use maps, compasses and digital devices to expert advice. · Embrace both leadership and team roles and orientate themselves. gain the commitment and respect of a team. • Empathise with others and offer support Forest: · Arrive properly equipped for outdoor activity. without being asked. Seek support from the Understand the need to show accomplishment team and the experts if in any doubt. in managing risks. Remain positive even in the most challenging · Show an ability to both lead and form part of a circumstances, rallying others if need be. · Use a range of devices in order to orientate · Support others and seek support if required themselves. when the situation dictates. · Show resilience when plans do not work and Forest: initiative to try new ways of working. Select appropriate equipment for outdoor · Remain aware of changing conditions and activity. · Identify possible risks and ways to manage change plans if necessary. them, asking for and listening carefully to expert advice. · Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. · Remain positive even in the most challenging circumstances, rallying others if need be. Quickly assess changing conditions and adapt plans to ensure safety comes first. Summer 1 Rumble in the jungle! Early Civilization Our Precious Planet Tennis: Cricket: Tennis: • Use the term 'opponent'. Strike a ball with control. • Choose and combine techniques in Use hitting and running skills in combination. Choose appropriate tactics to cause problems game situations (running, throwing, Develop tactics. for the opposition. catching, passing etc.). • Follow the rules of the game and play fairly. Work alone, or with team mates in order to FUNdamentals: gain points or possession. Use rolling, hitting, running, jumping, catching Strike a bowled or volleyed ball with accuracy. Swimming: and kicking skills in combination. · Use forehand and backhand when Milestone 1: · Swim unaided up to 25 metres. Develop tactics. playing racket games. Use one basic stroke, breathing correctly.

PE outcomes (Opportunities)

Bullet points: Opportunities (intended subject outcomes for each half term). See Chris Quigley Essentials document for suggested subject based opportunities.

Penruddock Primary School

Penruddock Primary PE Curriculum Plan	School		E outcomes (Opportunities) urriculum teaching/content (Milestones)
PE Curriculum Plan	Jump in a variety of ways and land with increasing control and balance. Move with some control and awareness of space. Forest:	• Control leg movements. Milestone 2: • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. Forest: • Arrive properly equipped for outdoor activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Remain aware of changing conditions and change plans if necessary.	Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. Swimming:
Summara 2	Danida tha accaida	Early Civiliantian	plans to ensure safety comes first.
Summer 2	Beside the seaside	Early Civilization	Earth and Space
	 Kick rounder's: Use the terms 'opponent' and 'team-mate'. Use rolling, running, catching and kicking skills in combination. Develop tactics. 	 Athletics: Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such 	 Athletics: Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances.
	Athletics:	as under arm, over arm).	Throw accurately and refine performance by analysing technique and body shape.

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Red: Milestone objectives sequenced to outline when learning should take place. See Chris Quigley Essentials document for more detail. Objectives to be repeated to ensure recall/revisiting prior learning.

PE Curriculum Plan Curriculum teaching/content (Milestones) · Throw with accuracy to hit a target or cover a Show control in take off and landings distance. when jumping. Forest: • Jump in a number of ways, using a run up where · Compete with others and keep track appropriate. of personal best performances, setting · Compete with others and aim to targets for improvement. improve personal best performances. Rounder's: Choose and combine techniques in Rounder's: • Throw and catch with control and accuracy. game situations (running, throwing, Strike a ball and field with control. catching, passing etc.). Choose appropriate tactics to cause problems · Work alone, or with team mates in order to for the opposition. gain points or possession. • Follow the rules of the game and play fairly. • Strike a bowled with accuracy. · Maintain possession of a ball (with hands). Use forehand when playing racket games. • Pass to team mates at appropriate times. Field, defend and attack tactically · Lead others and act as a respectful team by anticipating the direction of play. member. · Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all Forest: Arrive properly equipped for outdoor activity. competitive situations. Understand the need to show accomplishment · Lead others when called upon and act as a good role model within a team. in managing risks. · Show an ability to both lead and form part of a Forest: · Support others and seek support if required · Select appropriate equipment for outdoor when the situation dictates. activity. · Show resilience when plans do not work and • Identify possible risks and ways to manage them, asking for and listening carefully to initiative to try new ways of working. · Remain aware of changing conditions and expert advice. change plans if necessary. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. · Remain positive even in the most challenging circumstances, rallying others if need be. Quickly assess changing conditions and adapt plans to ensure safety comes first.

Penruddock Primary School

PE outcomes (Opportunities)