



Oakfield Primary School Spring Medium Term Wider Curriculum Plan - PE

EYFS: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	Performance Dance To begin to know how to move freely with spatial awareness. To begin to know how to change direction when responding to stimuli. To begin to know how to copy a modelled routine. To begin to know how to evaluate own performance and begin to make improvements. Interpretative Dance To begin to know how to move freely with spatial awareness. To begin to know how to change direction when responding to stimuli. To know what a leap is. To know what a turn is. To know how to link two movements in a sequence using leaps and turns. Gym Flight	Performance Dance To know how to incorporate different levels when responding to stimuli in a controlled manner. To know what it means to combine different elements. To know how to combine different elements (change of level, leaps, turns) To know how to use elements of dance with a partner. To know how to use elements of dance with a partner amending a sequence. Interpretative Dance To know how to move freely and with spatial awareness.	Performance Dance To know how to respond to stimuli through change of speed, levels and direction. To know what a routine is. To know what a paired routine is. To know how to create a paired routine by exploring levels, direction and speeds. To begin to know how to evaluate performances for peers. Interpretative Dance To know how to respond to stimuli through change of speed, levels and direction. To know what a routine is. To know what a paired routine is. To know how to create a	Performance Dance To begin to know what choreography is. To begin to know how to include choreographic principles (speed, levels and direction) To know what a narrative piece is To know how to create and perform a narrative piece is. To know what constructive feedback is. To begin to know how to evaluate performances of peers and begin to give constructive feedback. To know how to effectively work in a group and incorporate mirroring into a sequence. Interpretative Dance To begin to know what choreography is. To begin to know how to	Performance Dance To know how to use choreographic principles when responding to a stimuli. To know how to create their own narrative by using choreographic principles. To know how to create their own narrative by using choreographic principles with a partner when responding to stimuli. To know how to incorporate the use of canon and mirroring to create an effective partnered performance. To know how to self evaluate their performance and give constructive feedback to peers to improve performances. Interpretative Dance To know how to use choreographic principles when responding to a stimuli. To know how to create their	Performance Dance To know how to use canon, mirroring and unison to create an effective group performance. To know how to create and adapt a narrative piece. To know how to create and adapt a narrative piece based on stimuli. To know how to respond and incorporate peer and self evaluation in order to improve performances. Interpretative Dance To know how to use canon, mirroring and unison to create an effective group performance. To know how to create and adapt a narrative piece. To know how to create and adapt a narrative piece based on stimuli. To know how to respond and incorporate peer and self evaluation in order to improve performances.

<p>To begin to know the principles of take off and landing, To begin to know to apply the principles of take-off and landing, To know how to use different take-off and landing points. To know how bodies can create shapes. To know how bodies can create shapes in the air. To know how to move their body to create shapes in the air. To begin to know how to turn. Games Object Control To know different ways an object can move. To know how to make an object move in different ways. To know how to have control over a ball. To know how to have control with both sides of the body to move an object. To know how to change direction with a moving object. To know how to maintain control whilst changing direction. To know how to control an object using a stick or a bat.</p>	<p>To know how to move freely by changing direction. To know how to change direction in a controlled manner. To know how to respond on different levels. Gym Flight To know how to apply the principles of take off and landing To know how to alter shapes made with their body in the air. To know how to use changing shape in the air to create a sequence. To know how to spin. To know how to spin and incorporate this in a sequence. To know how to perform a 5 part sequence and use previous knowledge to refine this. Games - Sending and Receiving. To know what the basic principles are of sending and receiving. To know the terms; looking, power and</p>	<p>paired routine by exploring levels, direction and speeds. To begin to know how to evaluate performances for peers. Gym Flight To know how to take off and land on apparatus. To know how to apply the principles of take-off and landing using apparatus. To know what a half turn and full turn is. To know the difference between a half and full turn. To know how to perform a half and full turn from floor and apparatus. To know how to create a sequence using half or full turn, To know how to use feedback to adapt own sequences. Games - Invasion To know what an 'invasion is' To begin to know how to play invasion games. To begin to know what it means to attack and defend. To begin to know and apply the principal of attacking and defending. To know what an evasive movement is.</p>	<p>include choreographic principles (speed, levels and direction) To know what a narrative piece is To know how to create and perform a narrative piece is. To know what constructive feedback is. To begin to know how to evaluate performances of peers and begin to give constructive feedback. To know how to effectively work in a group and incorporate mirroring into a sequence. Gym Flight To know what it means to combine a jump. To know how to combine a jump. To know how to jump with a safe landing. To know how to combine a jump with a landing and turn. To know how to combine a jump with a safe landing and a turn. To know how to perform a change leg. To know what a cat leap is. To know how to perform a cat leap. To know how to copy a 9 part sequence and create own sequence incorporating different leaps, spins,</p>	<p>own narrative by using choreographic principles. To know how to create their own narrative by using choreographic principles with a partner when responding to stimuli. To know how to incorporate the use of canon and mirroring to create an effective partnered performance. To know how to self evaluate their performance and give constructive feedback to peers to improve performances. Gym Flight To know how to perform a variety of jumps and landings safely. To know what a sissone leap is. To know what a furma leap is. To know what a stag leap is. To know how to perform a sissone, furma and stag leap. To know how to self-evaluate performances and be able to give contrastive feedback to peers. Games - Invasion To know what it means to shoot. (ball games) To know how to shoot with accuracy. To know how to apply evasive movements to a game situation with increasing accuracy. To know what the term, tactic means. To know how to develop an</p>	<p>Gym Flight To know how to effectively demonstrate, sissone, furma, cat leap, change leg, stag jump, half and full turn. To know how to incorporate a roll, leap, spin and step. To know how to create and perform a sequence including rolls, leaps, spins and steps. To know how to work with a partner to adapt a sequence effectively. To know how to use self and peer evaluation to adapt and refine own sequence. Games - OAA To know how to work cooperatively. To know and understand a map as a representation of objects and areas. To know what it means to orientate. To know how to orientate and identify key features using a map. To know how to apply orienteering skills to complete a course.</p>
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		<p>control.</p> <p>To know how what an effective striking technique is.</p> <p>To know how to apply effective striking technique.</p> <p>To know how to roll with accuracy.</p> <p>To know how to bounce a ball.</p> <p>To know how to bounce and catch a ball accurately to self.</p>	<p>To know how to use evasive movements.</p> <p>To know how to use evasive movements and move in different directions.</p>	<p>steps and rolls.</p> <p>Games - Invasion</p> <p>To know how to use the principles of sending and receiving with increasing accuracy.</p> <p>To know when to use evasion and apply the correct evasive movement.</p> <p>To know the principles of defence and attack and know how to apply these to a variety of game situations.</p>	<p>awareness of tactics.</p>	
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