

Tow Law Millennium PE Curriculum Planning 2019-2020

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>coordination Fundamentals (agility – pace/direction and stopping/catching equipment.)</p> <p>Dance (simple movements, balances/body actions, dynamic qualities, link combinations and repetition – themed.)</p>	<p>Fundamentals (teamwork and communication)</p> <p>Gym (body control, balancing on different body parts, travelling/change shape/level/direction and simple sequences).</p>	<p>Games skills (sending and receiving with control and accuracy, use hands/feet/apparatus to control equipment whilst standing/travelling.)</p> <p>Gym (body control, balancing on different body parts, travelling/change shape/level/direction and simple sequences – now with small apparatus.)</p>	<p>Obstacle courses- See separate document</p> <p>Fitness circuits- See separate document</p>	<p>Games skills (passing skills, simple tactics and attacking and defending.)</p> <p>Athletics (running, jumping and throwing)</p>	<p>Games skills (using skills within a game situation and striking.)</p> <p>Outdoor and Adventurous To start to explore the outdoor area and recall what they have seen using pictures</p>
Y1/ Y2	<p>Gym Developing balancing (with and without a partner) To start to be able to create and evaluate gymnastics sequences</p> <p>Fundamentals (agility - pace/direction and coordination – stopping catching equipment with increased co-ordination whilst stationary and on the move.)</p>	<p>Gym To be able to use small apparatus with confidence and explore different ways to travel on it. To start to move onto larger apparatus.</p> <p>Games skills (sending and receiving in a variety of ways with control and accuracy, use hands/feet/apparatus to control equipment individually and with a</p>	<p>Games skills (teamwork and communication, simple tactics and attacking and defending.)</p> <p>Dance (basic actions, balance on combination of body parts and using different pathways/dynamics and short movement</p>	<p>Obstacle courses- See separate document</p> <p>Fitness circuits- See separate document</p>	<p>Athletics (running, jumping and throwing)</p> <p>Games skills (passing skills using different equipment and different parts of the body and striking.)</p>	<p>Games skills (experience using skills within a game situation and make up games and teach them to others.)</p> <p>Outdoor and Adventurous To be able to find certain objects outdoor and recall where they have found them linking</p>

		partner developing control, speed and coordination whilst standing and travelling/on the move.)	phrases with beginning, middle and end – themed.)			it to buildings etc.
Y3/4	<p>Dance (explore range of actions, put weight on less usual/usual body parts, combine dynamics and space and perform/repeat slightly longer movement phrases – themed.)</p> <p>Gym (balance on a combination of body parts, travel in a range of different ways, change shape/direction/level, devise/repeat/perform short sequence with beginning, middle and end and mirroring partner.)</p>	<p>Dance (explore variety of actions, move from balances into different actions, change of level/speed/direction, contrast speed/unison/cannon and compositional strategies – themed.)</p> <p>Gym (handle and use all apparatus, change shape/direction/level, devise/repeat/perform short sequence with beginning, middle and end – adapting them to apparatus.)</p>	Games skills – Twice a week (attacking and defending and develop a passing sequence to help keep possession.)	<p>Fitness circuits – twice a week</p> <p>See separate document</p>	<p>Games skills (travel with increased mobility, coordination and control with tactical and spatial awareness.)</p> <p>Outdoor and Adventurous To be able to follow a map using pictures and to start to be able to interpret codes</p>	<p>Athletics (running, jumping and throwing)</p> <p>Games skills (striking and using skills within a game situation and make up games and teach them to others.)</p>
Y5/6	Dance (explore a range of actions that can be used to recover from flight, move from balances into a range of actions/dynamics/space/	Dance (explore a range of different actions and variations of them, move from balances into a range of actions/	Games skills – Twice a week (travel with increased mobility, coordination and control with tactical,	<p>Fitness circuits – twice a week</p> <p>See separate document</p>	<p>Outdoor and Adventurous To be able to follow a map using pictures and to be</p>	<p>Athletics (running, jumping and throwing)</p> <p>Games skills</p>

	<p>directions/shape/pathways, range of composition strategies, patterns/cannon/unison/mirroring/dance structures, adapting/refining their work and demonstrate a sense of rhythm/musical phrases - themed)</p> <p>Gym (balance on a combination of body parts, exploring and combining different ways of moving into balance and out of balance, travel along predetermined pathways, combine different actions/dynamics, longer/more complex sequences and adapt floor sequences to apparatus)</p>	<p>dynamics/space/directions/shape, range of compositional strategies, patterns/cannon/unison/mirroring and longer/more complex movement phrases/dances – themed)</p> <p>Gym To be able to complete a full floor sequence in a pair and individually. To be able to use apparatus accordingly and to be able to develop skills of others by evaluating sequences</p>	<p>spatial awareness and neat footwork for moving about on the court/field. Also develop fielding skills and the ability to dodge, mark, signal, intercept, move, receive, pivot and pass.)</p>		<p>able to interpret codes</p> <p>Games skills (develop the necessary skills, knowledge and understanding of different games to take part in small-sided games.)</p>	<p>(striking and using skills within a game situation and make up games and teach them to others.)</p>
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