

HOLY TRINITY CATHOLIC ACADEMY

MEDIUM TERM PE CURRICULUM PLANNER - CIRCUITS

INTENT:

Develop active and healthy lifestyles in all children;
To engage children in a range of different sporting and physical activities;
To develop the children's physical, emotional and social wellbeing.

EYFS – Our PE curriculum learning journey begins in the Early Years' Foundation Stage's 'Physical Development; curriculum and all subsequent learning is built upon these foundations. (See Separate EYFS Medium Term Plans for further detail)

During the Nursery, almost all children will be able to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Go up steps and stairs, or climb up apparatus, using alternate feet.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Start taking part in some group activities which they make up for themselves, or in teams.
Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

During F2, almost all children will be able to:

Revise and refine the fundamental skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing

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 discipline including dance, gymnastics, sport and swimming

Combine different movements with ease and fluency

Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group

Develop overall body strength, balance, co-ordination and agility

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 in ball

Physical Development ELG:

Gross Motor Skills

• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

The children will have explored this through a variety of means – weekly Forest School sessions, different learning themes, stories and links to the Book of the Week, outdoor learning opportunities, continuous provision, visits etc. Links also will have been made to other aspects of the EYFS curriculum. Refer to the separate EYFS section on the website for further information.

PE KSI and 2 Overview

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Y1/2 Year A	Gymnastics Team Games – throwing & catching skills	Dance & Dance linked to Nativity Play	Yoga/Circuits Team games: Kicking & Dribbling	Gymnastics Team Games: Kicking & Dribbling	OAA Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y1/2 Year B	Gymnastics Team Games – throwing & catching skills	Dance & Dance linked to Nativity Play	Yoga/Circuits Team games: Kicking & Dribbling	Gymnastics Team Games: Kicking & Dribbling	OAA Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y3/4 Year A	Gymnastics Competitive Games: Hockey	Dance Competitive Games: Handball	Circuits Competitive Games: Basketball	Competitive Games: Netball Dance linked to Easter Play	OAA Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y 3/4 Year B	Gymnastics Competitive Games: Rugby	Dance Competitive Games: Football	Circuits Competitive Games: Basketball	Competitive Games: Netball Dance linked to Easter Play	OAA Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders
Y5/6 Year A	Gymnastics Competitive Games: Hockey	Dance Competitive Games: Handball	Circuits Competitive Games: Basketball	Swimming/Circuits Competitive Games: Netball	OAA/Swimming Striking & Feilding: Cricket	Swimming Athletics Striking & Fielding: Rounders
Y5/6 Year B	Gymnastics Competitive Games: Rugby	Dance Competitive Games: Football	Circuits Competitive Games: Basketball	Swimming/Circuits Competitive Games: Netball	OAA/Swimming Striking & Feilding: Cricket	Athletics Striking & Fielding: Rounders

Fitness	Knowledge	Vocabulary	Skills
<p><u>Y1/2 Year A</u></p>	<p>To know how your body feels when you are exercising.</p> <ul style="list-style-type: none"> To know that there are so many reasons why exercise is important; some of the most important things for young children to know are: Exercise is good for your heart. It helps your heart pump blood all through your body. Exercise helps your body to be healthy. <p>To know how to run in different ways for a variety of purposes.</p> <ul style="list-style-type: none"> Watch clips of running such as athletics and Olympics. To continue to develop awareness of speed and distance. To learn to run in a coordinated and fluent way. To be able to learn to run at different speeds for short & longer durations. Vary their pace and speed when running. Run with a basic technique over different distances and show good posture and balance. To be able to jog and sprint in a straight line. To change direction when jogging and when sprinting. To be able to maintain control as they change direction when jogging or sprinting. <p>To know some basic muscle groups and how to engage them in activity</p> <ul style="list-style-type: none"> To know chest muscle, arm, shoulder and leg and stomach muscles To know that different movements will use different muscles When teaching running technique for speed, use the term 'lip to hip'. This ties in with the coordination of arm swings, simply when one arm moves up their hand should be in line with their lip, and when one arm moves down it should be in line with their hip. This will be used in every year group. <p>To know how to perform different jumps and steps.</p> <ul style="list-style-type: none"> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Be able to step up and down with one foot at a time <p>To begin to know the correct technique for some key fitness movements</p> <ul style="list-style-type: none"> Watch teacher demonstration for the correct technique Attempt to copy teacher technique and try to feel each muscle being used for each activity 	<p>Obstacles Duration Speed Co-ordination Run Pace Muscles Step Jump Heart and lungs</p>	<p>Vary their pace and speed when running. Run with a basic technique over different distances Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Run over longer distances</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Step in coordination up and down</p> <p>Copy teacher technique and try to emulate</p> <p>Carry and place equipment safely. Describe how the body feels when still and when exercising</p>

	<ul style="list-style-type: none"> • Be able to control some movements • To be able to perform movements and holds of plank, star jump, spotty dog, running on spot, steps, lunges <p>To know that your heart and lungs will work harder and feel different after intense activity</p> <ul style="list-style-type: none"> • Children to feel chest after intensive activities and discuss how they feel and what has changed 		
<p><u>Year 1 / 2</u> <u>Year B</u></p>	<p>To know how to recognise and describe how the body feels during and after different physical activities.</p> <ul style="list-style-type: none"> • Explain what they need to stay healthy • There are so many reasons why exercise is important; some of the most important things for young children to know are: • Exercise is good for your heart. It helps your heart pump blood all through your body. • Exercise can put you in a good mood. Exercise helps your body stay weight. <p>To know how to run in different ways.</p> <ul style="list-style-type: none"> • To walk or run tall (as if looking over the garden fence) • To move lightly on the balls of their feet (as if running barefoot on hot sand) • To move opposite arms to legs. • To swing their arms from the shoulders. • To keep changing direction • To be able to run at different paces, describing the different paces. • Use a variety of different stride lengths. • Run with basic techniques following a curved line. • Begin to develop stamina and how the body feels when running over a longer distance <p>To know how to run for speed and distance.</p> <ul style="list-style-type: none"> • Travel at different speeds. Begin to select the most suitable pace and speed for distance. • Complete an obstacle course. Vary the speed and direction in which they are travelling. • Be able to maintain and control a run over different distances. <p>To know how to perform and support a partner in fitness activities</p>	<p>Obstacle Speeds Strides Length Curved Stamina Control Fluency Techniques Coordination Sprint Burpees Squat Jumps</p>	<p>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Know that the leg muscles are used when performing a jumping action Perform under increase intensity but with rest periods and motivation</p> <p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy</p>

	<ul style="list-style-type: none"> • Begin to support a partner by encouraging and reminding of the correct technique • Begin to experience activities such as Burpees, Squat Jumps and cone runs. <p>To know how to jump and land safely.</p> <ul style="list-style-type: none"> • Using bent knees to take off and to land, swing arms to increase height • Maintain balance by looking forwards • Know that the leg muscles are used when performing a jumping action <p>To know how to skip.</p> <ul style="list-style-type: none"> • To know how to tackle this skill as it is needed for sports day. • To teach skipping first then running and skipping. • To develop coordination and speed of skip 		
<p><u>Y3 / 4</u> <u>Year A</u></p>	<p>To know how to recognise and describe the effects of exercise on the body.</p> <ul style="list-style-type: none"> • To know the importance of strength and flexibility for physical activity. • Explain why it is important to warm up and cool down. <p>To know how to improve and build stamina and strength</p> <ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance. • Focus on key muscle groups and techniques. • To practise running over longer distances with rest periods. • To experience stamina based running and challenge self to achieve own targets (1, 2 or 3 laps without rest) • Working together as a team to achieve running goal (18 laps) <p>-</p> <p>In lower KS2, modify track and number of laps</p> <p>To know how to run smoothly over longer distances</p> <ol style="list-style-type: none"> 1. When teaching running technique for stamina, use the term smooth running. This ties in with the coordination of arm swings and shoulders but in a relaxed manner. This will be used in every year group. (build on from the year before). Keep breath relaxed and in rhythm with the running pattern <p>To know how to complete a basic fitness circuit</p>	<p>Sprint Run Hurdle Technique Control Compete stamina Circuits Stations Muscle groups Strength and conditioning</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Land safely and with control.</p> <p>Show increasing control in each fitness element.</p> <p>Perform a push ups, press ups, burpees, squat jumps and other fitness elements with improved technique and stamina.</p> <p>Perform in fitness circuits with motivation and begin to show good technique</p> <p>Continue to develop techniques in all aspects</p> <p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>

	<ul style="list-style-type: none"> • Set out 10 stations, mixed muscle groups and stamina • In pairs children numbered 1 and 2, 1 performing first whilst other motivates and supports technique • Children perform for 45 secs and then swap • Children then move to the next station <p>To know how to skip using a rope and to skip when running.</p> <ul style="list-style-type: none"> • To practise skipping for sports day. • To practise on the spot first and then running, break up the skills and put together. To compete when skipping and perfect this skill. <p>To know how to help each other with techniques in athletics To watch clips to gain technique and support each other. To watch teacher demonstrations</p>		
<p><u>Year 3/4</u> <u>Year B</u></p>	<p>To know how the body reacts at different times and in different ways to exercise</p> <ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down. <p>To know how to use different running and sprinting techniques to improve cardiovascular fitness.</p> <ul style="list-style-type: none"> • Confidently demonstrate an improved technique for sprinting and running over distance. • Carry out cone runs with a consist running style. • Perform a relay, focusing stamina technique. • Speed up and slow down smoothly <p>To know how to comment on each others technique and identify improvements needed.</p> <ul style="list-style-type: none"> • To know the vocabulary around fitness and begin to and help each other get better. Have some questions to help thinking. <p>To know how to complete a basic fitness circuit</p> <ul style="list-style-type: none"> • Set out 10 stations, mixed muscle groups and stamina • In pairs children numbered 1 and 2, 1 performing first whilst other motivates and supports technique • Children perform for 45 secs and then swap • Children then move to the next station 	<p>Sprint Control Technique Direction Principles cardiovascular fitness strength and condition flexibility Run Jump Relay Hamstring Quadriceps Groins Lactic acid</p>	<p>Confidently demonstrate an improved technique for all fitness components.</p> <p>Perform a relay, focusing on stamina technique.</p> <p>Land safely and with control.</p> <p>Continue to develop techniques in circuits and improved strength</p> <p>Continue to develop stamina in running activities and begin to push self further</p> <p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>

	<p>To know how to stretch before and after physical activity to prevent injury and increase bodies flexibility.</p> <ul style="list-style-type: none"> • Stretch key body parts hamstring, quadriceps, groins • Include stretching into circuits • Discuss lactic acid and how this can prevent muscles from working properly after exercise • Hold each stretch for 8 secs • Cover used body parts 		
<p>Year 5/6 Year A</p>	<p>To know how to explain some safety principles when preparing for and during exercise.</p> <p>To know all fitness components</p> <ul style="list-style-type: none"> • To understand whole body work outs and the key areas to stay healthy Strength and Conditioning, Agility, Flexibility, Muscular Endurance, Cardiovascular Endurance. <p>To know how to perform using the correct technique</p> <ul style="list-style-type: none"> • Building on previous experiences, teacher demonstrations and video clips, children perform circuit training activities with more confidence and technique • Children begin to motivate self and each other • Music is included to add motivation • Activities are more intense and moving between stations quicker • Additional stations are included for a whole body workout • Aerobics, boxercise and Bootcamp styles classes are included to give more experiences <p>To know how to improve own running techniques.</p> <ul style="list-style-type: none"> • Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. • Encourage children not to walk and maintain jog <p>To know how to run over a sustained distance.</p> <ul style="list-style-type: none"> • Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. ENDURANCE is a key factor in many sports and activities. 	<p>Strength and Conditioning, Agility, Flexibility, Muscular Endurance, Cardiovascular Endurance. Pace Technique Sustained Stamina Distance Stations</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Land safely and with control.</p> <p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p> <p>Experience and enjoy new activities such as Boxercise, Aerobics and Bootcamp</p> <p>Understand fitness elements of Strength and Conditioning, Agility, Flexibility, Muscular Endurance, Cardiovascular Endurance.</p>
<p>Year 5/6 Year B</p>	<p>Building on previous learning and experiences</p>	<p>Confidence Resilience Strength</p>	<p><u>Physical skills from progression document</u></p> <p>Recap, practise and refine an effective fitness techniques.</p>

<p>To know how to explain some safety principles when preparing for and during exercise To know that there are so many reasons why exercise is important; some of the most important things for young children to know are</p> <ul style="list-style-type: none"> • Exercise is good for your heart. It helps your heart pump blood all through your body • Exercise can put you in a good mood. When you exercise, your body makes a chemical called an endorphin that helps you feel good. • Exercise helps your body stay at, or reach, a healthy weight. The food you eat is energy that you put into your body. <p>To know different skills and techniques for running and sprinting</p> <ul style="list-style-type: none"> • Accelerate from a variety of starting positions and select their preferred position. • Identify their reaction times when performing a sprint start. • Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. • Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. • Identify and demonstrate stamina, explaining its importance for runners. <p>To know how to work as a team to competitively perform.</p> <ul style="list-style-type: none"> • Confidently and independently select the most appropriate pace for different distances and different parts of the run. • To improve over time in preparation for transition to secondary school. <p>To develop own fitness circuit for identified fitness component</p> <ul style="list-style-type: none"> • Children are given a fitness component card and are tasked to create their own 10 min circuit • 8-10 min planning time • Timings and equipment discussed • Teacher support • Deliver to the rest of the class • Performers identify which fitness component was performed and if the circuit was fit for purpose <p>To know how to demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>	<p>Techniques Leadership Team work Fitness components Tasks Equipment Circuit Stamina</p>	<p>Accelerate to pass other competitors. Work as a team to competitively perform activities Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Develop the technique for fitness activities with increased strength and motivation Become more aware of muscle groups and activating the correct muscle to the activity</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Develop own circuit with timings and equipment for given fitness component and deliver to other class mates</p> <p>Identify fitness component delivered by others and asses quality of the session</p> <p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>
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	<ul style="list-style-type: none">• To develop breathing techniques.• Relaxed running styles• Experience changes in heart and lungs (tightness in chest)		
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