

Physical Education Curriculum – Progression of Skills

Year	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Early Years</i>	<p><u>Mighty Movers</u> Exploring walking Developing walking Exploring walking along different pathways. Explore marching Explore different ways of walking: - Normal - Tip toes - Striding - Fairy footsteps - Backwards - Sideways - Invent your own Exploring running Exploring running at different speeds. Exploring running in different directions</p>	<p><u>Ball Control</u> Exploring pushing, rolling, and bouncing. Exploring bouncing into a space, bouncing to a friend, bouncing against a wall Exploring bouncing in a controlled manner Exploring bouncing a ball then shooting a goal in the basketball hoop (floor hoop) Exploring bouncing balls of different sizes Exploring throwing – under arm, over arm, chest passes Exploring catching – two hands then one hand, pulling ball into chest Exploring stopping the ball Throwing against a wall, or at a target, throwing to a friend, throwing in a ring game.</p>	<p><u>Gymnastics</u> Exploring moving and making shapes using different body parts Exploring moving in different directions Exploring big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs Working in zones High and low movements on the floor, sequencing movements on the floor. High and low movements on large apparatus/climbing frame, sequencing movements Under and over movements on the floor, sequencing movements on the floor Under and over movements on large apparatus/climbing frame, sequencing movements High and low combined with under and over Travelling in different ways and directions on the floor /apparatus /climbing equipment</p>	<p><u>Dance</u> Moving in sequence – copying others, then creating own. Responding in movement to words and music – based on songs, rhymes, stories, story maps etc. Moving with props (scarves, beanbags, masks etc.) and contrasting tempos – fast, slow, quickly, slowly, speedily, slow as a snail. Creating their own movements – using different parts of their bodies. Exploring opposites (up/down, in/out, under/over etc) and creating simple movement sequences. Working with a partner exploring character movements from stories and songs. Ring games with repetitive words and actions. Developing own actions and words during ring games.</p>	<p><u>Creative Games</u> Create their own games Finding out and exploring Playing with what they know Being willing to 'have a go' Having their own ideas Making links Choosing ways to do things Increasingly follow rules, understanding why they are important. Work well with others Develop communication skills</p>	<p><u>Mini Athletics</u> Exploring running Exploring running at different speeds Exploring running in different directions Running for team games Running for speed, thinking about acceleration Exploring running and dodging each other and equipment Exploring running with a bean bag on your head. Exploring jumping Developing jumping, Jumping for distance Jumping for height Jumping in a sequence Jumping using 2 feet Jumping using 1 foot Jumping with legs together Jumping with legs apart</p>

	<p>ABC of PE Agility, Balance and Coordination Exploring running in different directions Developing jumping, Jumping using 2 feet Jumping using 1 foot Jumping with legs together Jumping with legs apart Jumping styles – tuck, scissor, pencil etc. Jumping like an animal – bunny hop, frog leap, kangaroo bounce etc. Combining different jumps Exploring running and dodging each other and equipment. Perform balances using a number of different parts of the body. Co-ordinate the upper and lower body together.</p>	<p>Multi Skills Hoops – Rolling hoops Rolling hoop to a friend Spinning hoops Hola-hooping on different parts of our body Bean bags - Balancing bean bag on different parts of our bodies Throwing bean bags using different throwing techniques Throwing bean bags at targets Passing bean bags at different heights and speeds Quoits – Rolling quoits Rolling quoits to a friend. Throwing quoits at a target Throwing and catching quoits on hands and feet Ribbons – Making different movements and patterns. Parachute– Using gross motor skills to manipulate parachute.</p>	<p>Throwing & Catching Throwing bean bags using different throwing techniques Throwing bean bags at targets Passing bean bags at different heights and speeds Exploring throwing – under arm, over arm, chest passes Exploring catching – two hands then one hand, pulling ball into chest Throwing against a wall, or at a target, throwing to a friend, throwing in a ring game.</p>	<p>Active Fitness Experience some of the changes that occur during exercise. Raise heart rate. Develop agility and co-ordination. Perform simple patterns of movement. Learn new moves and perform them with good technique and balance. Discover which activities individuals find easy or difficult.</p>	<p>Striking skills Explore striking balls of different sizes using their hands and equipment. Play a game using striking and fielding skills. Know how to make contact with a ball using different bats or rackets. To develop basic sending and receiving using a tennis racket. To develop accuracy of a return. To develop striking using a bat. Know how to throw safely. Throw in a variety of ways. Decide which throwing method is best for distance.</p>	<p>Ball skills Exploring moving a ball using our feet. Developing moving with a ball using our feet. Developing dribbling skills Developing dribbling skills against an opponent Dribbling competitions Kicking the ball at a target Kicking the ball to a partner with good aim and precision</p>
	<p><u>How can I be independent?</u> To wash hands independently To put coat and socks on independently To get changed for P.E with support</p>	<p><u>How can I be independent?</u> To develop class rules and understand the need to have rules. To put P.E kit on independently. To have confidence to try new activities.</p>	<p><u>How can I be independent?</u> To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper. To practise doing buttons. To practise doing up buckles.</p>	<p><u>How can I be independent?</u> To identify and name healthy foods. To manage own basic needs independently</p>	<p><u>What is a healthy choice?</u> To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a ‘can do’ attitude</p>	<p><u>How can I show resilience?</u> To put uniform on and do up zippers, buttons and buckles with minimal support</p>

Year 1

Fitness Frenzy

Experience some of the changes that occur during exercise. Raise heart rate.
Develop agility and co-ordination.
Perform simple patterns of movement.
Learn new moves and perform them with good technique and balance.
Demonstrate the correct technique for activities.
Discover which activities individuals find easy or difficult.

Throwing & Catching

Control a ball using hands.
Understand the correct technique for catching.
Consolidate and practise throwing a ball underarm.
Throw and catch a ball to self and a partner.
To know how to stop and retrieve a ball (a fielding skill).
Practise throwing to a target.
Catch the ball with good technique.
Play a game using striking and fielding skills.
Know the tactics and skills to use in order to win a game.

Gymnastics

Travel in different directions at different speeds and levels.
Link three moves together while travelling, aiming to change level, speed and direction.
Link isolated moves and shapes when travelling.
Explore rolling movements as a way of travelling.
Explore travelling to move along, over, around onto and off a bench.
Travel with a focus on changing direction and level, using small equipment.
Use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far.

Story time Dance

Learn the **Goldilocks** rap with actions or link to topic.
Practise travelling movements with a change in direction.
Develop gestures and ways of travelling.
Understand beats in the music.
Move in time to the music.
Move in time to the music, travelling, gesturing and jumping.
Dance to beats of four or eight.
Perform dance moves that flow smoothly from one to the next.
Use gesture as an image in dance.
Perform a dance in time to music and with fluency.
(<https://primarypeplanning.com/lesson-planning-resources/key-stage-1/fairy-tale/>)

Cool Core

Learn how to control breathing. Learn how to support body weight. Perform a movement that demonstrates good core control.
Increase the speed at which you can travel through the ladders accurately. Learn the technique for the plank, front support and back support.
Be able to use the core to maintain balance when running.
Support body weight on the hands using the core muscles to keep balanced. Perform a wheelbarrow with a partner, with control.
Walk demonstrating good posture and balance.
Develop more complex footwork patterns on the SAQ ladders.

Creative games

Use imagination and skills from previous learning to create their own games / sports..
Pupils will create their own rules for a game of their making Pupils will create their own scoring system for a game of their making.
Understand the importance of rules & scoring system within a game.
Pupils will learn to work collaboratively
Pupils will developed communication skills and techniques

	<p>Multi Skills Perform balances using a number of different parts of the body. Run on the balls of the feet, concentrating on coordination, not speed. Co-ordinate the upper and lower body together. Move with greater precision and control. Use timing to aim, stop and guide an object. Aim a variety of balls and equipment accurately. Use controlled movement to travel in different ways Quickly change direction whilst running, with control and fluency. Use agility, balance and co-ordination when performing activities.</p>	<p>Skip to the beat Learn how to hop – same foot to same foot. Learn how to jump – two feet to two feet. Be able to do these two activities on the move. Develop the ‘step hop’ technique for a good skip without a rope. Explore the action of skipping at a low level. Learn how to skip with a rope. Explore different ways of skipping. Skip with good balance and technique. Perform a skipping circuit with knowledge and understanding.</p>	<p>Brilliant Ball skills Develop anticipation and reaction when working with beanbags or balls. Catch a ball or beanbag on a bounce. Catch a ball from a throw. Develop accuracy of send. Understand the overarm throwing technique. Understand when to use an underarm throw. Stop, trap or catch the ball while on the move. Play a game, following the rules and demonstrating fair play.</p>	<p>Mighty Movers Understand that running can be done in many ways. Run at different speeds and in different directions with control. Run in a race with a team. Understand what happens to our breathing during exercise, and why it changes. Run at different speeds. Understand the importance of using the arms when running. Run quickly in a relay activity, aiming to improve speed.</p>	<p>Athletics Know how to travel in different ways. Be able to change from fast to slow. Know how to hop, and how to hop, travel and land safely on two feet. Know how to throw safely. Throw in a variety of ways. Decide which throwing method is best for distance. Run with good balance and coordination. Know how to jump from two feet. Explore which is the best way to jump to cover a distance. Use the skills learned in the previous lessons by completing an obstacle course.</p>	<p>Striking Skills Explore striking balls of different sizes using their hands and equipment. Play a game using striking and fielding skills. Know how to make contact with a ball using different bats or rackets. Know the tactics and skills to use in order to win a game. To develop basic sending and receiving using a tennis racket. To develop accuracy of a return. To develop striking using a bat.</p>
	<p><u>How do we warm up safely?</u> <i>We make sure that our bodies are warm before we exercise.</i></p>	<p><u>Why do we warm up?</u> <i>We make sure that our bodies are warm before we exercise. This prevents injury and helps us perform at our best.</i></p>	<p><u>What are the four stages of a warm up?</u> <i>1. Pulse Raiser 2. Stretching 3. Mobilisation 4. Sprinting (Teacher Led)</i></p>	<p><u>What are the four stages of a warm up?</u> <i>1. Pulse Raiser 2. Stretching 3. Mobilisation 4. Sprinting (Teacher Led)</i></p>	<p><u>Can I lead a warm up for my peers?</u> <i>1. Children to understand no sprinting during this phase. 2. Starts from head and goes down to the feet 3. Starts from the head and goes down to the feet 4. High intensity exercise</i></p>	<p><u>Can I lead a warm up for my peers?</u> <i>Teacher to provide regular feedback to ensure children are starting to develop their leadership skills.</i></p>

Year 2

Fitness Frenzy

Experience some of the changes that occur during exercise.
Raise heart rate.
Develop agility and co-ordination.
Perform simple patterns of movement.
Learn some of the changes that happen to the body during exercise.
Learn new moves and perform them with good technique and balance.
Demonstrate the correct technique for activities.
Discover which activities individuals find easy or difficult.

Throwing & Catching

Know how to throw a ball underarm with accuracy.
Practise catching skills.
Receive and return a ball.
Know the best technique for catching.
Explore catching different balls.
Know the overarm throw technique and when to use it.
Aim for accurate throwing and consistent catching and striking.
To know the tactics and skills to use in order to win a game.

Gymnastics

Learn to perform balances and movements and combine them into a routine.
Link balances with other travelling moves, moving smoothly into and out of the balances.
Safely use benches and mats to develop sequences.
Work with a partner to create a sequence of gymnastic actions.
Use benches and mats to explore balances on different levels.
Mirror and match a partner.
Share equipment.

Dance

Understand how different **minibeasts** might move or link to topic.
Show contrasting movements with strength and clarity.
Explore performing actions in response to stimuli.
Explore ideas by experimenting with actions, dynamics, directions and levels.
Explore patterns of movement with a partner.
Work in small groups and develop phrases of movements.
Link contrasting movements together to make a short dance sequence. Improve independent movement from one phrase to another.
Perform a complete dance with clarity and flow, showing changes in levels and speed.

Athletics

Run with a change of speed.
Change direction when running, while maintaining balance.
Use arms when jumping.
Jump with balance and fluency.
Know how to throw safely.
Know how to throw for distance.
To run in a relaxed way and with balance when jumping over an obstacle.
Know the difference between running for speed and running for distance.
Use the skills learned in the previous lessons by completing an intra sport athletics event.

Striking Skills

Know the correct technique for striking a ball from a tee.
Aim for accurate throwing and consistent catching and striking.
To develop and learn basic methods of striking and fielding games.
To introduce the basic rules of cricket
To introduce the basic rules of tennis
To understand and explore the different types of returning techniques.

	<p><u>Multi Skills</u> Learn about a stable base and losing balance. Move the body in a variety of ways. Know how to throw a ball at the right speed and strength. Be able to copy a partner and change speed and direction. Explore different ways of twisting and turning. Play fairly and understand the rules of a game.</p>	<p><u>Skip to the beat</u> Consolidate skipping techniques. Raise the heart rate in order to improve personal fitness. Hop consistently. Jump with control. Skip with good technique. Improve awareness of where the rope is when skipping. Improve control of the rope and running skip technique. Demonstrate good technique while skipping. Observe and comment on others' performances.</p>	<p><u>Brilliant Ball skills</u> Move a ball using hands and feet. Know how to catch different objects. Target the receiver's hands when throwing. Watch the ball or object when trying to catch it. Know how to throw overarm, underarm and bounce pass. Understand techniques for dribbling and passing a football. Pass with accuracy. Dribble with control. Catch the ball at different heights. Move with the ball, using hands. Participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour.</p>	<p><u>Mighty Movers</u> Complete running activities with balance and co-ordination. Run for one minute without stopping. Learn some of the changes that happen to the body during exercise. Develop good technique for running circuits. Understand the value of a circuit. Develop running technique with good balance and co-ordination.</p>	<p><u>Cool Core</u> Learn how to maintain a good bridge using core strength. Use arms effectively when running. Improve plank technique. Maintain a wheelbarrow walk for longer period of time, using core strength. Perform a small crunch and understand what it does. Perform an activity/game that uses the abdominals. Perform a squat and diagonal body twist, and understand why they are valuable exercises to do. Transfer weight from one foot to two feet. Footwork patterns using a hoop.</p>	<p><u>Creative games</u> Use imagination and skills from previous learning to create their own games / sports. Pupils will create their own rules for a game of their making Pupils will create their own scoring system for a game of their making. Understand the importance of rules & scoring system within a game. Pupils will learn to work collaboratively Pupils will developed communication skills and techniques .</p>
	<p><u>How do we warm up safely?</u> We make sure that our bodies are warm before we exercise. Children develop own special awareness when warming up</p>	<p><u>Why do we warm up?</u> We make sure that our bodies are warm before we exercise. This prevents injury and helps us perform at our best.</p>	<p><u>What are the four stages of a warm up?</u> 1. Pulse Raiser 2. Introduction of dynamic stretching 3. Mobilisation 4. Sprinting (Teacher Led)</p>	<p><u>What are the four stages of a warm up?</u> 1. Pulse Raiser 2. Dynamic stretching 3. Mobilisation 4. Sprinting (Teacher Led)</p>	<p><u>Can I lead a warm up for my peers?</u> 1. Children to understand no sprinting during this phase. 2. Children to understand that dynamic stretching is performed on the move. 3. Starts from the head and goes down to the feet 4. High intensity exercise</p>	<p><u>Can I evaluate a warm up?</u> Children should be able to give peer on peer feedback.</p>

Year 3

Cool Core

Learn techniques for moves that are similar to those used in Pilates.
Be able to link agility and core strength activities together in an appropriate way.
Be able to perform core strength moves with accuracy.
Understand how hula hooping helps to improve core strength.
Develop activities into a circuit in order to improve fitness levels.
Perform a circuit with accuracy.
Improve scores of the skills learned.

Brilliant Ball Skills

Dribble a ball with greater control.
Roll or throw a ball at a target with accuracy.
Develop the ability to control a ball while moving, throwing and catching it.
Anticipate the ball and have the hands ready to catch.
Stop the ball in the hands without fumbling.
Be ready to react quickly once the ball has been caught.
Develop the underarm throwing technique and introduce the overarm throw.

Gymnastics

Be able to jump with a stable, safe landing.
Try different ways of jumping.
Explore a variety of jumps.
Be able to land safely when jumping from a bench.
Use other skills learned to vary jumps.
Link jumps into sequences.
Use the skills learned to work as a group to create complex shapes at different levels.
Use a different stimulus to create a sequence.

Throwing & Catching (Dodgeball)

To be able to throw with power and accuracy.
To be able catch from a variety of heights.
To understand the importance of "tracking" a ball.
To be able catch from a variety of heights.
Understand and develop dodging, blocking and teamwork skills
To be able to effectively work as a team and organise positions and strategies to overcome an opponent.
To be able to use the scoring system effectively and apply specific rules in a game

Dance

Count beats and change direction while dancing.
Keep count and tempo while dancing. Develop dance steps with clarity and rhythm, using own ideas.
Learn new steps and develop them. Maintain a consistent tempo throughout the dance, using counting.
Learn how to work co-operatively with others to create a new dance.
Learn how to tell a story using dance.

Active Athletics

Look up when running.
Run at different speeds.
Change direction.
Know how to throw in a variety of ways.
Use legs as well as arms when throwing.
Know how to perform a standing long jump, understanding the rules.
Know how to receive the baton.
Select an appropriate pace.
Work as a team.
Know which techniques to use for long-distance running and which to use for short-distance running.
Know how to start a race correctly.
Know how to compete in a sporting way, showing an understanding of rules.

<p><u>Fitness Frenzy</u> To demonstrate the correct technique for activities. Develop agility and co-ordination. Perform simple patterns of movement. Use the correct running technique to complete a circuit. Perform rope and non-rope skipping with good technique and to songs or rhymes. The children will master basic movements, as well as developing balance, agility and co-ordination.</p>	<p><u>OAA</u> Introduce basic map reading skills, in being able to understand basic landmarks and routes Exploring basic map making skills, using classrooms and halls as learning environments. Exploring basic cross curricular links in using compasses and coordinates Develop communication and teamwork skills.</p>	<p><u>Skip to the beat</u> Explore different ways of skipping. Practise techniques learned in previous years. Observe and comment on others' performance. Be aware of safety aspects concerned with skipping. Participate in large rope skipping. Develop large rope skipping technique. Skip with a partner. Compose a sequence of skipping moves. Perform skipping moves in a routine. Teach a partner your routine.</p>	<p><u>Invasion skills</u> To understand and apply different strategies for intercepting opposing team's possession. To discuss and understand different roles and positions and be able to apply learning in a games based environment. To develop more understanding of the rules of football. To apply skills and tactics in small, sided games To focus and develop specific dribbling techniques. To focus and develop specific passing techniques.</p>	<p><u>Throwing & Catching (S&F skills)</u> Know techniques for accurate overarm and underarm throwing. Catch with cushioned hands. Retrieve the ball effectively. Use fielding skills to stop the batter scoring. Use skills learned in a game situation. Be able to hit the ball as far as possible with a rounders bat. Understand safe zone game play.</p>	<p><u>Striking skills (Golf)</u> To develop a variety of striking skills. To develop different striking techniques and be able to strike the ball for distance. To explore the basic scoring system and focusing on specific rules To understand importance of body shape before striking a ball. Able to grip the equipment correctly.</p>
<p><u>What are the major muscles in the body called?</u> Resource webpage can be found here</p>	<p><u>What are the major muscles in the body called?</u> Resource webpage can be found here</p>	<p><u>How do muscles work?</u> Resources can be found here</p>	<p><u>What are the major bones in the body called?</u> Resource webpage can be found here</p>	<p><u>What are the major bones in the body called?</u> Resource webpage can be found here</p>	<p><u>What are the functions of our bones</u> Resource webpage can be found here</p>

Year 4

Gymnastics

Use and refine the following skills: flexibility, strength, balance, power and mental focus. Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence. Use linking moves to maintain the fluency of a sequence. Perform gymnastic moves using a piece of equipment.

Step to the Beat

Learn basic step moves, practise and perfect them. Raise the heart rate and understand the importance of doing this. Perform step moves in time to the music with co-ordination. Understand the importance of a warm-up. Practise and apply a sequence of step moves to a beat. Practise and apply a sequence of step moves to the beat of the music. Understand the value of step-type exercise. Create and perform a sequence of step moves.

Throwing & Catching (Dodgeball)

To be able to throw with power and accuracy. To be able to catch from a variety of heights. To understand the importance of "tracking" a ball. To be able to catch from a variety of heights. Understand and develop dodging, blocking and teamwork skills. To be able to effectively work as a team and organise positions and strategies to overcome an opponent. To be able to use the scoring system effectively and apply specific rules in a game.

Net Wall -Table Tennis

To develop a variety of hand to eye co-ordination. To develop variety of shots to beat an opponent. To be able to demonstrate a successful backhand. To be able to use the scoring system effectively and apply

Dance

Perform a dance using a range of movement patterns. Develop dancing and performance skills. Identify the key skills needed to provide accurate and tactful evaluative feedback to peers. To develop and improve basic body moves and patterns. To explore different levels and speeds of movement. To show contrasts in simple dances with good body shape and position. To work to music, creating movements that show rhythm and control. To perform a dance sequence/routine with music, following rhythm, with a start and finish

Striking & Fielding

Practise underarm and overarm throws and when to use them. Practise receiving skills. Know to play a kwik cricket game. Be able to field a ball in a variety of ways in order to stop it travelling further. Be able to return the ball accurately.

	<p>Swimming To develop basic pool safety skills and confidence in the water. To introduce and develop a broad range of aquatic skills. To develop aquatic skills to perform more complex actions and sequences. To develop and improve working together, communicating and competing To introduce and develop different vocabulary To be able to apply all the skills learnt/taught in order to: 1. Swim competently, confidently and proficiently over a distance of at least 25 meters 2. Use a range of strokes effectively Perform safe self– rescue in different water-base.</p> <p>Invasion Skills Know how to dribble a ball, change direction and maintain control. Be able to run with ball. Be able to turn with a ball. Know how to pass a ball. Work as a team. Improve accuracy of passing by using a target.</p>	<p>Swimming Continue to develop basic pool safety skills and confidence in the water. To continue to develop a broad range of aquatic skills. To develop aquatic skills to perform more complex actions and sequences. To develop and improve working together, communicating and competing To introduce and develop different vocabulary To be able to apply all the skills learnt/taught in order to: 1. Swim competently, confidently and proficiently over a distance of at least 25 meters 2. Use a range of strokes effectively Perform safe self– rescue in different water-base.</p> <p>OAA To develop and demonstrate basic map reading skills in order to move from point A to point B. To develop how to use a compass in order to navigate. To develop the basic techniques of how to draw a map with landmarks. Demonstrate good communication and teamwork skills. To demonstrate the basic cross-curricular links in using compasses and coordinates.</p>	<p>Swimming Continue to develop basic pool safety skills and confidence in the water. To continue to develop a broad range of aquatic skills. To develop aquatic skills to perform more complex actions and sequences. To develop and improve working together, communicating and competing To introduce and develop different vocabulary To be able to apply all the skills learnt/taught in order to: 1. Swim competently, confidently and proficiently over a distance of at least 25 meters 2. Use a range of strokes effectively Perform safe self– rescue in different water-base.</p> <p>Athletics Learn how to modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances. Learn the pull technique for throwing. Throw and retrieve implements safely. Sprint a short distance as part of a team.</p>			
	<p><u>Why are diet, nutrition and hydration so important?</u> Resource webpage can be found here</p>	<p><u>Why are diet, nutrition and hydration so important?</u> Resource webpage can be found here</p>	<p><u>Why do we have rules?</u> Children should understand that having a clear set of rules for all sports and at all levels is essential for making sure that they are played and practised in a fair, safe and enjoyable way.</p> <p>Inappropriate behaviour and rule breaking should be dealt with appropriately. Give examples i.e., red/yellow cards, disqualified from event etc</p>	<p><u>What is fair play?</u> Fair play is a commitment to take part in sport in good spirit and with a good attitude, which includes:</p> <p>Respect Modesty Friendship Equality</p>	<p><u>What are tactics?</u> Children should understand that tactics are the decisions and actions of players and performers used to gain advantage in the game or competition</p>	<p><u>How can we use tactics to our advantage?</u> Children should understand when to apply and execute a tactic in a game/competition e.g. serving to an opponent's weak side, dummy pass in rugby. Whether to dribble or not, how long is left in a game, how to get around a player.</p>

Year 5

Net & Wall

Know the correct technique for forehand, backhand and volley. Improve forehand accuracy. Explore tactics for beating an opponent. Consolidate backhand technique. Use all strokes appropriately. Accurately play shots on the move. Run towards the net to play a volley (approach shot). Play a game of singles tennis. Learn the correct techniques for an overhead serve. Practise all the shots needed to beat an opponent. Apply all the tennis skills learned to a game. Choose the correct shot to play when trying to beat an opponent.

OAA

Continue familiarisation with different maps and locations. Be able to competently produce a map of a location with correct coordinates and measurements. Be able to produce and perform a timed short course. To be able to produce a competition and scoring for orienteering.

Self Defence

To learn about zones of safety. Know the correct technique for stance, straight punch, high block, elbow strike, palm strike, knee strike, and snap kicks. Learn how to use a combination of moves, wrist holds and escape techniques.

Videos of activities can be found [here](#)

Lesson Plans can be found [here](#)

Gymnastics

Perform new gymnastic moves with control and accuracy. Learn how to work co-operatively with a partner to produce a sequence. Learn how to link moves together with fluency and good body tension.

Dance

Perform a Bollywood dance using a range of movement patterns. Develop dancing and performance skills. Identify the key components of successful dancing and understand how to apply them to own sequences. Identify the key skills needed to provide accurate and tactful evaluative feedback to peers. To use a variety of moves and speed to change direction. To understand basic rhythm to perform movement to music. To develop a dance routine working in partners and groups. To perform a dance routine with music following rhythm with a start and finish.

Net & Wall – Table

Tennis

Know the correct technique for forehand, backhand and volley. Improve forehand accuracy. Explore tactics for beating an opponent. Consolidate backhand technique. Use all strokes appropriately. Accurately play shots on the move.

Table Tennis (used in year 4 SOW too)

To develop a variety of hand to eye co-ordination.
To develop variety of shots to beat an opponent.
To be able to demonstrate a successful backhand •
To be able to use the scoring system effectively and apply

	<p><u>Fitness Frenzy</u> Learn new moves and perform them with good technique and balance. To understand what happens to the heart rate during exercise. Demonstrate the correct technique for activities.</p>	<p><u>Invasion (Netball)</u> Apply the footwork rule into a modified game. Use a range of different passes appropriately in a modified game. Begin to use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation.</p>	<p><u>Step to the beat</u> Improve timing and stepping to the beat. Count moves and perform in repetitions of eight, four, two and singles. Perform step moves in time with the music. Work with a partner to produce a sequence of moves. Analyse and evaluate.</p>	<p><u>Sport for All</u> As a highly inclusive school this unit presents the children with the opportunity to understand that sport really is for everyone. Throughout this unit, the children will look at a minimum of 3 sports from the Paralympics. The lessons will look at rules, regulations, techniques and scoring systems in Boccia, Sitting Volleyball and Goalball</p> <p>How to play Sitting Volleyball link How to play Boccia and Goalball link</p>	<p><u>Athletics</u> Sustain running at a continuous pace. Improve the technique for running at speed. Demonstrate correct push technique. Know the position to stand in when receiving a baton. Understand how to successfully perform a standing long jump. Compete and set goals. Apply the skills learned in this unit to a competition. To be able to demonstrate effective time keeping and score taking. To develop footwork technique in a variety of events that including jumping and throwing To be able to carry out throws with power and accuracy.</p>	<p><u>Striking & Fielding</u> Hold the bat correctly and place the ball accurately. Return the ball accurately. Choose which type of fielding technique to use. Return the ball accurately. Develop a technique for overarm throwing and know when to use it. To practise batting technique. To know how to direct the ball. Score and play a game in a sporting manner. To demonstrate and understand the different types of bowling with accuracy To demonstrate and understand the different ways in which to receive the ball. To be able to select and implement different skills in a game situation.</p>
	<p><u>What is sport analysis?</u> Children to understand that performance analysis is the process of accessing how a player of team performed in a game/competition. Statists can look at where a player may move in the game, how many times they passed a ball etc</p>	<p><u>How is sport analysis used?</u> Video link can be found here</p>	<p><u>Can I evaluate a sporting performance?</u> Example can be found here</p>	<p><u>How is sport analysis used in elite sport?</u> Website link can be found here</p>	<p><u>Can I use sport analysis to bring about improvements in my performance?</u> Peer observation/opportunity for feedback Video analysis using Ipads</p>	<p><u>Can I use sport analysis to bring about improvements in the performance of my peers?</u> Peer observation/opportunity for feedback Video analysis using Ipads</p>

Year 6

Improving my fitness **Cool Core**

Link core strength activities together with fluency.
Demonstrate good technique in moves already learned.
Develop coordination and balance.
Learn new Pilates moves.
Learn how to improve cool core, and how to create moves that need balance and strength.
Work with a partner to create new moves.

Dance

To observe and understand the style of street dance.
To learn some street dance moves and devise poses. To learn new moves that can be developed into a dance. To explore dance patterns and moving to the beat.
To know how to use expressive movements in dance.
To work with a partner to create a short dance phrase.
To work as a group and co-operate to adapt two routines and put them together. To perform in front of an audience.
To dance as a group in time to music in a street dance style.

Health Related **Fitness (PEP)**

Children will look at a variety of different training method and how these can utilise to improve their health and fitness levels.

Resources and Lesson Plans can be found [here](#)

Sport for All

Throughout this unit, the children will recap the rules, regulations, techniques and scoring systems in Boccia, Sitting Volleyball and Goalball. They will use sports analysis and tactic awareness to outwit their opponents.

How to play Sitting Volleyball [link](#)
How to play Boccia and Goalball explanation [link](#)

Gymnastics

To use and refine the following skills: flexibility, strength, balance, power and mental focus. To co-operate with others. To develop skills for movement, including rolling, bridging and dynamic movement. To use own and others' bodyweight to balance. Add interest to a sequence by varying the movements. To complete a sequence of balances and moves in unison with a partner. To complete a sequence of balances and moves in canon with a partner or group. To make up longer sequences and perform them with fluency and clarity of movement. To develop the skill of critique, including the ability to identify strengths and areas for improvement. Develop their own solutions to a task by choosing and applying a range of compositional principles

Dance

Linked to performance.

<p><u>Invasion Skills</u> To know how to tag / tackle an opponent. To practise ballhandling skills. To improve spatial awareness. To practise moving into a space. To practise footwork and dodging skills while carrying the ball. To reinforce catching and tagging skills and to apply them in a game. To understand how to defend as a team. To understand how to attack as a team. To understand the importance of creating space for others in a team. To be able to effectively work as a team and organise positions and strategies to overcome an opponent.</p>	<p><u>OAA</u> Continue familiarisation with different maps and locations. Be able to competently produce a map of a location with correct coordinates and measurements. Be able to produce and perform a timed short course. To be able to create and label your own map. To be able to produce a competition and scoring for orienteering.</p>	<p><u>Tactical thinking (Rugby)</u> To assess and analyse others' strengths. Create plans and tactics on how to beat an opponent Create plans and techniques how to defend against an opponent. To be able to effectively work as a team and organise positions and strategies to overcome an opponent. To be able to effectively work as a team and organise positions and strategies to overcome an opponent.</p>	<p><u>Striking & Fielding</u> To know how to react quickly. To demonstrate good agility and balance in order to throw accurately. To revise the long barrier technique. To practise batting technique. To know how to direct the ball. To know how to play as a backstop in a game. To assess and analyse others' strengths. To play in a mini tournament and understand the rules of the game. To demonstrate and understand the different types of bowling with accuracy To be able to select and implement different skills in a game situation.</p>	<p><u>Athletics</u> To investigate running styles and changes of speed To run efficiently for speed. To demonstrate good arm and leg technique. Learn the pull technique for throwing. Throw and retrieve implements safely. Describe the effect of different throwing positions. Sprint a short distance as part of a team. React quickly to a stimulus. Demonstrate good running technique when jumping over obstacles. Understand how to perform a standing triple jump To understand which technique is most effective when jumping for distance To utilise all the skills learned in this unit in a competitive situation.</p>	<p><u>Sports Leadership</u> This leadership in PE unit focuses on different leadership skills needed to be able to lead others effectively within a PE setting. Children will learn about two or three different leadership skills each week and will be added to their skill sets so that as the unit progresses, their confidence and ability to lead others will improve. They will work individually or in pairs to lead a different part of the PE lesson so that by the end of the unit, they will have experienced leading four different parts of a lesson (warm up, teaching a skill, main activity, cool down) and will receive a leadership in PE certificate. Children will also apply their leadership skills to a range of different problem-solving activities as well as plan and lead a physical activity to a group of children.</p> <p>Resources and Lesson plans can be found here</p>
<p><u>What are the short-term effects of exercise?</u> Cardiovascular effects Increased heart rate – Increase blood flow and</p>	<p><u>What are the short-term effects of exercise?</u> Muscular effects Increased muscle temperature – Less</p>	<p><u>What are the short-term effects of exercise?</u> Respiratory effects Increased breathing rate – Increased levels of</p>	<p><u>What are the long-term effects of exercise?</u> Muscular effects Bigger and stronger muscles – Muscles take longer to fatigue</p>	<p><u>What are the long-term effects of exercise?</u> Cardiovascular effects Lower resting heartrate – Leads to quicker recovery from exercise</p>	<p><u>What are the skills and qualities of a great sports leader?</u> Resource link can be found here</p>

	more blood distributed to working muscles	chance of injury and more range of movement at joints	oxygen to the muscles therefore more oxygen available for energy production			
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