



Physical Education Curriculum

EYFS – Year 6

The primary intent for our curriculum

- Children to know that Physical Education is about more than a lesson – it is about developing healthy habits and knowledge of exercise and fitness
- Through exposing children to a range of activities and sports, for all children to find a PE and sport activity which they greatly enjoy
- To link with local sporting providers to ensure that children who are keen or capable have access to community sporting groups to deepen their interest and hone their skills
- For children to develop the key skills of sportsmanship
- For our children to be fit and healthy as possible – including an active 30 minutes each day in school, which may include the daily mile, skipping or using playground equipment
- All children having the opportunity to participate in intra/inter school competitions throughout the year
- To promote the mental welling-being of our children through a healthy, active life style

The primary intent for our EYFS curriculum.

- To become a confident 'Risk Taker' who can use strength, balance and co-ordination to move in a variety of ways confidently and safely.
- To become a 'Funky Finger' enthusiast who continues to build up strength through fine motor activities, to be able to form recognisable letters and numbers readily and confidently with a good grip.

Physical Education Curriculum

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Nursery	<p>To move safely and sensibly in a space with consideration of others.</p> <p>To develop moving safely and stopping with control.</p> <p>To use equipment safely and responsibly.</p> <p>To use different travelling actions whilst following a path.</p> <p>To work with others co-operatively and play as a group.</p> <p>To follow, copy and lead a partner.</p>	<p>To develop balancing whilst stationary and on the move.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping and landing.</p> <p>To develop hopping and landing with control.</p> <p>To explore different ways to travel.</p>	<p>To develop rolling a ball to a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop bouncing and catching a ball.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p>	<p>To copy and create shapes with your body.</p> <p>To be able to create shapes whilst on apparatus.</p> <p>To develop balancing and taking weight on different body parts.</p> <p>To develop jumping and landing safely.</p> <p>To develop rocking and rolling.</p> <p>To copy and create short sequences linking actions together.</p>	<p>To use counts of 8 to know when to change action.</p> <p>To explore different body parts and how they move and remember and repeat actions.</p> <p>To express and communicate ideas through movement exploring directions and levels.</p> <p>To copy and repeat actions showing confidence and imagination.</p> <p>To move with control and coordination, linking, copying and repeating actions.</p>	<p>To work safely and develop running and stopping.</p> <p>To develop throwing and learn how to keep score.</p> <p>To be able to play games showing an understanding of the different roles within it.</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>To work co-operatively and learn to take turns.</p> <p>To work with others to play team games.</p>

Physical Education Curriculum

	Autumn		Spring		Summer	
	1	2	1	2	1	2
	Reception	<p>To move around safely in space.</p> <p>To follow instructions and stop safely.</p> <p>To stop safely and develop control when using equipment.</p> <p>To follow instructions and play safely as a group.</p> <p>To follow a path and take turns.</p> <p>To work co-operatively with a partner.</p>	<p>To develop balancing.</p> <p>To develop running and stopping.</p> <p>To develop changing direction.</p> <p>To develop jumping.</p> <p>To develop hopping.</p> <p>To explore different ways to travel using equipment.</p>	<p>To develop rolling and tracking a ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To develop dribbling with hands.</p> <p>To develop throwing and catching with a partner.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball to a target.</p>	<p>To create short sequences using shapes, balances and travelling actions.</p> <p>To develop balancing and safely using apparatus.</p> <p>To develop jumping and landing safely from a height.</p> <p>To develop rocking and rolling.</p> <p>To explore travelling around, over and through apparatus.</p> <p>To create short sequences linking actions together and including apparatus.</p>	<p>To use counting to help to stay in time with the music when copying and creating actions.</p> <p>To be able to move safely with confidence and imagination, communicating ideas through movement.</p> <p>To explore movement using a prop with control and co-ordination.</p> <p>To move with control and coordination, expressing ideas through movement.</p> <p>To move with control and coordination, copying, linking and repeating actions.</p>
<p>-Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>-Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>-Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>-Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p>-Use one-handed tools and equipment</p> <p>-Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>-Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>-Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>-Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Gross motor skills</p> <p>-Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>-Demonstrate strength balance and coordination when playing</p> <p>Move energetically such as running, jumping, dancing, hopping, skipping and climbing</p> <p>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, gymnastics, sport and swimming.</p>						

Physical Education Curriculum

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 1/2 Cycle A	Invasion Games 1 Team Building 1	Gymnastics 1 Fundamentals 1	Dance 1 Fitness 1	Target Games 1 Ball Skills 1	Striking and Fielding 1 Yoga 1	Athletics 1 Sending and Receiving 1
Year 1/2 Cycle B	Invasion Games 2 Team Building 2	Gymnastics 2 Fundamentals 2	Dance 2 Fitness 2	Target Games 2 Ball Skills 2	Striking and Fielding 2 Yoga 2	Athletics 2 Sending and Receiving 2
Year 3	Football Fundamentals	Gymnastics Ball Skills	Dance Fitness	Tennis Yoga	Rounders Handball	Athletics Basketball
Year 4	Netball Fundamentals	Gymnastics Ball Skills	Dance Fitness	Tennis Hockey	Cricket Dodgeball	Athletics OAA
Year 5/6 Cycle A	Tag Rugby 5/6 Volleyball 5/6	Gymnastics 5 Yoga 5/6	Dance Y5 Netball 5/6	Tennis 5 Football 5/6	Rounders 5/6 Fitness 5/6	Athletics Y5 OAA 5
Year 5/6 Cycle B	Handball 5/6 Badminton 5/6	Gymnastics 6 Fitness 5/6	Dance Y6 Basketball 5/6	Tennis 6 Hockey 5/6	Cricket 5/6 Golf 5/6	Athletics Y6 OAA 6

Physical Education Curriculum

Nursery	Autumn	Cycle 1 – We're going on a bear hunt, Peace at last, Goldilocks and the three bears, Dear Santa Cycle 2 - The tiger who came to tea, The three little pigs, room on the broom, Kipper's Christmas Eve	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
Physical: moving safely Physical: running Physical: jumping Physical: throwing Physical: catching Physical: following a path Social: sharing Social: leadership Emotional: perseverance Emotional: confidence Thinking: decision making Thinking: selecting and applying actions Physical: balancing Physical: changing direction Physical: hopping Physical: travelling Social: working safely Social: responsibility Social: helping others Emotional: honesty Emotional: challenging myself Emotional: determination Thinking: using tactics	To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel.	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Safely Running Jumping Throwing Catching Sharing Follow Stop Direction Landing Hopping Balance

Physical Education Curriculum

Nursery	Spring	Cycle 1 – The gingerbread man, Kitchen disco, cleversticks, sharing a shell Cycle 2 – Elmer, Rosie’s walk, Bathroom boogie,	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
Physical: rolling a ball Physical: stopping a rolling ball Physical: throwing at a target Physical: bouncing a ball Physical: dribbling a ball with feet Physical: kicking a ball Social: co-operation Social: supporting others Emotional: honesty Emotional: perseverance Thinking: using tactics Thinking: decision making Physical: shapes Physical: balances Physical: jumps Physical: rocking Physical: rolling Physical: travelling Social: taking turns Social: co-operation Social: communication Emotional: confidence Emotional: determination Thinking: selecting and applying skills Thinking: creating sequences	To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences linking actions together.	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it’s made...? I wonder how many? I wonder why/how/who?	Ball Rolling Stop Accuracy Throw Target Bouncing Catching Dribbling Kicking Shapes Apparatus Balance Weight Jumping Landing Rocking and rolling Sequence

Physical Education Curriculum

Nursery		Summer	Cycle 1 – Peepo, Whatever next, the selfish crocodile, the very hungry caterpillar Cycle 2 – Walking through the jungle, Jack and the beanstalk, Owl babies, Farmyard hullabaloo	
What will be taught ... key ideas?		I wonder ..	Key vocabulary	
Physical: travelling Physical: copying and performing actions Physical: co-ordination Social: respect Social: co-operating with others Emotional: working independently Emotional: confidence Thinking: counting Thinking: observing and providing feedback Thinking: selecting and applying action Physical: running Physical: balancing Physical: changing direction Physical: striking a ball Physical: throwing Social: communication Social: co-operation Social: taking turns Social: supporting and encouraging others Emotional: honesty and fair play Emotional: managing emotions Thinking: using tactics Thinking: decision making	To use counts of 8 to know when to change action. To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To copy and repeat actions showing confidence and imagination. To move with control and coordination, linking, copying and repeating actions. To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Direction Movement Confidence Imagination Coordination Start Stop Throwing Score Rule Take turns	

Physical Education Curriculum

Reception		Autumn		Superworm, The enormous turnip , Funny bones, Gruffalo, Stick Man, Lost and found	
What will be taught ... key ideas?		I wonder ..		Key vocabulary	
Physical: moving safely	To move around safely in space.	I wonder who lives there?	Space		
Physical: running	To follow instructions and stop safely.	I wonder how you get there?	Instructions		
Physical: jumping	To stop safely and develop control when using equipment.	I wonder what it looks/tastes/sounds/feels like...?	Stop		
Physical: throwing	To follow instructions and play safely as a group.	I wonder what happens if...?	Group		
Physical: catching	To follow a path and take turns.	I wonder who it is...?	Take turns		
Physical: rolling	To work co-operatively with a partner.	I wonder how it's made...?	Cooperation		
Social: sharing and taking turns	To develop balancing.	I wonder how many?	Balance		
Social: encouraging and supporting others	To develop running and stopping.	I wonder why/how/who?	Running		
Social: responsibility	To develop changing direction.		Jumping		
Emotional: honesty and fair play	To develop jumping.		Hopping		
Emotional: confidence	To develop hopping.		Rolling		
Emotional: perseverance	To explore different ways to travel using equipment.				
Thinking: decision making					
Thinking: understanding and using rules					
Physical: hopping					
Physical: galloping					
Physical: skipping					
Physical: sliding					
Physical: jumping					
Physical: changing direction					
Physical: balancing					
Physical: running					
Social: working safely					
Social: responsibility					
Social: working with others					
Emotional: managing emotions					
Emotional: challenging myself					
Thinking: selecting and applying actions					

Physical Education Curriculum

Reception	Spring	Mixed, Once there were giants, Three billy goats gruff, commotion in the ocean.	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
Physical: rolling a ball Physical: tracking a ball Physical: throwing at a target Physical: bouncing a ball Physical: dribbling a ball with feet Physical: kicking a ball Social: co-operation Social: sharing and taking turns Emotional: determination Thinking: using tactics Thinking: decision making Physical: shapes Physical: balances Physical: jumps Physical: rock and roll Physical: barrel roll Physical: straight roll Physical: progressions of a forward roll Physical: travelling Social: leadership Social: taking turns Social: helping others Emotional: determination Thinking: selecting and applying skills Thinking: creating sequences	To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target. To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus.	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Accuracy Dribbling Throwing Catching Target Sequences Shapes Balance Jumping Landing Rocking Rolling Over Through sequences

Physical Education Curriculum

Reception Summer		The little red hen, Monkey puzzle, Handa's Hen, What the ladybird heard.	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
Physical: travelling Physical: copying and performing actions Physical: balance Physical: co-ordination Social: respect Social: co-operating with others Emotional: working independently Emotional: confidence Thinking: counting Thinking: observing and providing feedback Thinking: selecting and applying actions Physical: running Physical: changing direction Physical: striking a ball Social: communication Social: taking turns Social: supporting and encouraging others Emotional: honesty Emotional: managing emotions Emotional: perseverance Thinking: using tactics	To use counting to help to stay in time with the music when copying and creating actions. To be able to move safely with confidence and imagination, communicating ideas through movement. To explore movement using a prop with control and co-ordination. To move with control and coordination, expressing ideas through movement. To develop accuracy when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against an opponent. To play by the rules and develop coordination. To explore striking a ball and keeping score. To work co-operatively as a team.	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Actions Safely Confidence Movement Control Coordination Accuracy Throwing Tagging Rules Striking Team work

Physical Education Curriculum

Invasion Games 1		Term: Autumn 1	Year: 1/2 Cycle A
<p>Foundations of previous learning: ELGS that feed into PE: Physical Development 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.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Year 1 Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.</p> <p>Year 2 Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>Year 1 Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p> <p>Year 2 Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.</p>	Direction Speed Collision Fluently Accuracy Throwing Striking Kicking Aiming Position Games Opponent Movement Control Feet Co ordination Distance Sequence
	Skills Assessment	Knowledge assessment	
	<p>Year 1 Sending & receiving: explore s&r with hands and feet to a partner. Year 2 Sending & receiving: developing s&r with increased control.</p>	<p>Year 1 Sending & receiving: know to look at my partner before sending the ball. Year 2 Sending & receiving: know to control the ball before sending it.</p>	

Physical Education Curriculum

Team Building 1		Term: Autumn 1	Year: 1/2 Cycle A
Foundations of previous learning: ELGS that feed into PE: Physical Development 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.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To participate in team games, developing simple tactics for attacking and defending	<u>Year 1</u> Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others. <u>Year 2</u> Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.	<u>Year 1</u> Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop. Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly. <u>Year 2</u> Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.	Balance Encourage Support Trust Honesty Confidence Tactics Problem solving
	Skills Assessment	Knowledge Assessment	
	<u>Year 1</u> Communication: communicate simple instructions and listen to others. <u>Year 2</u> Communication: work co-operatively with a partner and a small group.	<u>Year 1</u> Communication: know that using short instructions will help my partner e.g. start/stop. <u>Year 2</u> Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.	

Physical Education Curriculum

Gymnastics 1		Term: Autumn 2	Year: 1/2 Cycle A
Foundations of previous learning: ELGS that feed into PE: Physical Development 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.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To perform dances using simple movement patterns.	<u>Year 1</u> Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus. <u>Year 2</u> Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.	<u>Year 1</u> Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. <u>Year 2</u> Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow.	Action Travel Jump Roll Climb Stay still Mats Apparatus Movement Task Control Accuracy Tension Relaxation Safely
	Skills assessment	Knowledge assessment	
	<u>Year 1</u> Balances: perform balances making my body tense, stretched and curled. <u>Year 2</u> Balances: remember, repeat and link combinations of gymnastic balances.	<u>Year 1</u> Balances: know that balances should be held for 5 seconds. <u>Year 2</u> Balances: understand that squeezing my muscles helps me to balance.	

Physical Education Curriculum

Fundamentals 1		Term: Autumn 2	Year: 1/2 Cycle A
Foundations of previous learning: ELGS that feed into PE: Physical Development 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.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To perform dances using simple movement patterns.	<p>Year 1 Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> <p>Year 2 Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.</p>	<p>Year 1 Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to land with control. Hopping: know that I should hop with a soft bent knee. Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p> <p>Year 2 Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help me to jump further. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	Balance Sprint Jogging Dodging Jumping Hopping Skipping Taking turns Challenge Perseverance
	Skills assessment	Knowledge assessment	
	<p>Year 1 Jumping: demonstrate control in take off and landing when jumping.</p> <p>Year 2 Jumping: demonstrate jumping for distance, height and in different directions.</p>	<p>Year 1 Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Year 2 Jumping: know that swinging my arms forwards will help me to jump further.</p>	

Physical Education Curriculum

Dance 1		Term: Spring 1	Year: 1/2 Cycle A
Foundations of previous learning: ELGS that feed into PE: Physical Development 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. Expressive art and design - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To perform dances using simple movement patterns	Year 1 Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience. Year 2 Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.	Year 1 Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly. Year 2 Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve.	Routine Partner Shadow Movement Explore Control Coordination Space Sequence Safe Technical Pattern Beginning Middle End Stimuli Actions
	Skills Assessment	Knowledge Assessment	
	Year 1 Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Year 2 Actions: accurately remember, repeat and link actions to express an idea.	Year 1 Actions: understand that actions can be sequenced to create a dance. Year 2 Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.	

Physical Education Curriculum

Fitness 1		Term: Spring 1	Year: 1/2 Cycle A
Foundations of previous learning: ELGS that feed into PE: Physical Development 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. Expressive art and design - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<p>Year 1 Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.</p> <p>Year 2 Agility: demonstrate improved technique when changing direction on the move. Balance: demonstrate increased balance whilst travelling along and over equipment. Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. Speed: demonstrate running at different speeds. Strength: demonstrate increased control in body weight exercises. Stamina: show an ability to work for longer periods of time.</p>	<p>Year 1 Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger. Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</p> <p>Year 2 Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance. Co-ordination: understand that some skills require me to move body parts at different times such as skipping. Speed: know that I take shorter steps to jog and bigger steps to run. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Stamina: know that I need to run slower if running for a long period of time.</p>	Running Co-ordination Stamina Strength Agility Balance Co-operation Kindness Perseverance reflection
	Skills Assessment	Knowledge Assessment	
	<p>Year 1 Agility: change direction whilst running. Year 2 Agility: demonstrate improved technique when changing direction on the move.</p>	<p>Year 1 Agility: understand that bending my knees will help me to change direction. Year 2 Agility: know using small quick steps helps me to change direction.</p>	

Physical Education Curriculum

Target Games 1		Term: Spring 2	Year: 1/2 Cycle A
<p>Foundations of previous learning: ELGS that feed into PE: Physical Development 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. Expressive art and design - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Year 1 Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.</p> <p>Year 2 Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.</p>	<p>Year 1 Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p> <p>Year 2 Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. Striking: know to finish with my object/hand pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.</p>	<p>Movement Explore Control Coordination Space Throwing Striking Participation Tactics Games Safe Technical Actions</p>
	Skills Assessment	Knowledge assessment	
	<p>Year 1 Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Year 2 Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p>	<p>Year 1 Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</p> <p>Year 2 Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.</p>	

Physical Education Curriculum

Ball Skills 1		Term: Spring 2	Year: 1/2 Cycle A
<p>Foundations of previous learning: ELGS that feed into PE: Physical Development 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. Expressive art and design - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Year 1 Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet. Year 2 Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p>Year 1 Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling. Year 2 Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents.</p>	<p>Rolling Kicking Throwing Catching Bouncing Dribbling Tracking Co-operation Communication Leadership Challenge myself</p>
	Skills Assessment	Knowledge assessment	
	<p>Year 1 Dribbling: explore dribbling with hands and feet. Year 2 Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p>Year 1 Dribbling: know that moving with a ball is called dribbling. Year 2 Dribbling: know to keep my head up when dribbling to see space/opponents.</p>	

Physical Education Curriculum

Striking and Fielding 1		Term: Summer 1	Year: 1/2 Cycle A
<p>Foundations of previous learning: ELGS that feed into PE: Physical Development 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. Expressive art and design - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Year 1 Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching. Year 2 Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.</p>	<p>Year 1 Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly. Year 2 Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.</p>	<p>Run Control Shoot Goal Attack Strike Score Centre Pitch Team Fielding Catch Fielding Underarm</p>
	Skills Assessment	Knowledge assessment	
	<p>Year 1 Striking: explore striking a ball with their hand and equipment. Year 2 Striking: develop striking a ball with their hand and equipment with some consistency.</p>	<p>Year 1 Striking: understand that the harder I strike, the further the ball will travel. Year 2 Striking: understand the role of a batter. Know that striking quickly will increase the power.</p>	

Physical Education Curriculum

Yoga 1		Term: Summer 1	Year: 1/2 Cycle A
Foundations of previous learning: ELGS that feed into PE: Physical Development 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. Expressive art and design - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To participate in team games, developing simple tactics for attacking and defending	Year 1 Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst transitioning from one pose to another. Mindfulness: recognise my own feelings in response to a task or activity. Year 2 Balance: remember, copy, and repeat sequences of linked poses Flexibility: show increased awareness of extension in poses. Strength: demonstrate increased control in performing poses. Mindfulness: explore controlling my focus and sense of calm.	Year 1 Balance: know that if I focus on something still it will help me to balance. Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. Strength: know that I can use my strength to move slowly and with control. Mindfulness: understand that yoga can make me feel happy. Year 2 Balance: understand that I can squeeze my muscles to help me to balance. Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Mindfulness: understand that I can use yoga to make me feel calm.	Breathing Relaxation Balance Flexibility Strength Moving safely Calmness Patience Focus Positive feedback
	Skills Assessment	Knowledge assessment	
	Year 1 Flexibility: explore poses and movements that challenge my flexibility. Year 2 Flexibility: show increased awareness of extension in poses.	Year 1 Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. Year 2 Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints.	

Physical Education Curriculum

Athletics 1		Term: Summer 2	Year: 1/2 Cycle A
<p>Foundations of previous learning: ELGS that feed into PE: Physical Development 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. Expressive art and design - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform simple movement patterns.	<p>Year 1 Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.</p> <p>Year 2 Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.</p>	<p>Year 1 Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly.</p> <p>Year 2 Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.</p>	Jump Athletic Stretch Climb Run Balance Speed Jog Technique Effort Challenge Balance Stability Agility Co-ordination
	Skills Assessment	Knowledge Assessment	
	<p>Year 1 Running: explore running at different speeds. Year 2 Running: develop the sprinting action.</p>	<p>Year 1 Running: understand that if I swing my arms it will help me to run faster. Year 2 Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p>	

Physical Education Curriculum

Sending and Receiving		Term: Summer 2	Year: 1/2 Cycle A
Foundations of previous learning: ELGS that feed into PE: Physical Development 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. Expressive art and design - Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform simple movement patterns.	Year 1 Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner. Year 2 Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.	Year 1 Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly. Year 2 Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.	Rolling Kicking Throwing Sending Receiving Transferring skills Tracking Catching
	Skills Assessment	Knowledge Assessment	
	Year 1 Sending & receiving: explore s&r with hands and feet to a partner. Year 2 Sending & receiving: developing s&r with increased control.	Year 1 Sending & receiving: know to look at my partner before sending the ball. Year 2 Sending & receiving: know to control the ball before sending it.	

Physical Education Curriculum

Invasion Games 2		Term: Autumn 1	Year: 1/2 Cycle B
<p>Foundations of previous learning: To develop dribbling towards a goal. To understand what being 'in possession' means. To develop passing to a teammate with your feet. To understand who to pass to and why when playing against a defender. To develop dribbling a ball with hands. To move towards a goal with the ball. To develop throwing to a teammate. To support a teammate when in possession. To move into space showing an awareness of defenders. To be able to stay with a player when defending</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Year 1 Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.</p> <p>Year 2 Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>Year 1 Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p> <p>Year 2 Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.</p>	<p>Jump Court Space Overarm Zone Underarm Defender Collect Attacker Stretch Action Leap Coordination Tactic Balance Rules Exercise Control Catch Healthy Throw Dribble Block Target Bounce pass Net Pass Hoop Foul Backboard Guard Pivot</p>
	Skills Assessment	Knowledge Assessment	
	<p>Year 1 Space: recognise good space when playing games. Year 2 Space: explore moving into space away from others.</p>	<p>Year 1 Space: understand that being in a good space helps us to pass the ball. Year 2 Space: know that moving into space away from defenders helps me to pass and receive a ball.</p>	

Physical Education Curriculum

Team Building 2		Term: Autumn 1	Year: 1/2 Cycle B
Foundations of previous learning: To co-operate and communicate with a partner to solve challenges. To explore and develop teamwork skills. To develop communication skills. To use communication skills to lead a partner. To plan with a partner and small group to solve problems. To communicate with a group to solve challenges.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Year 1 Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others. Year 2 Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.	Year 1 Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop. Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly. Year 2 Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.	Balance Encourage Support Trust Honesty Confidence Tactics Problem solving
	Skills Assessment	Knowledge Assessment	
	Year 1 Navigational skills: follow a path and lead others. Year 2 Navigational skills: follow and create a simple diagram/map.	Year 1 Navigational skills: know that deciding which way to go before starting will help me. Year 2 Navigational skills: understand that the map tells us what to do.	

Physical Education Curriculum

Gymnastics 2		Term: Autumn 2	Year: 1/2 Cycle B
Foundations of previous learning: Year 1 Gymnastics To explore travelling movements using the space around you. To develop quality when performing gymnastic shapes To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To perform simple movement patterns.	<u>Year 1</u> Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus. <u>Year 2</u> Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.	<u>Year 1</u> Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. <u>Year 2</u> Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow.	Jump warm up roll cool down twist Cartwheel balance Handstand move Games perform Exercise skip Challenge flexibility Leap stretch Mid-air tumble Mount forward Turn roll Springboard control Mat sequence Technique reflect Discipline evaluate Co-ordination routine fast slow
	Skills Assessment	Knowledge Assessment	
	<u>Year 1</u> Shapes: explore basic shapes straight, tuck, straddle, pike. <u>Year 2</u> Shapes: explore using shapes in different gymnastic balances.	<u>Year 1</u> Shapes: understand that I can improve my shapes by extending parts of my body. <u>Year 2</u> Shapes: know that some shapes link well together.	

Physical Education Curriculum

Fundamentals 2		Term: Autumn 2	Year: 1/2 Cycle B
<p>Foundations of previous learning: To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping, and skipping actions. To explore co-ordination and combining jumps. To explore combination jumping and skipping in an individual rope.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p>	<p>Year 1 Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> <p>Year 2 Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.</p>	<p>Year 1 Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to land with control. Hopping: know that I should hop with a soft bent knee. Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p> <p>Year 2 Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help me to jump further. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>Balancing Sprinting Jogging Dodging Jumping Hopping Skipping Taking turns Encourage others Selecting and applying Identifying strengths</p>
	Skills Assessment	Knowledge Assessment	
	<p>Year 1 Hopping: begin to explore hopping in different directions.</p> <p>Year 2 Hopping: demonstrate hopping for distance, height and in different directions.</p>	<p>Year 1 Hopping: know that I should hop with a soft bent knee.</p> <p>Year 2 Hopping: know that if I look straight ahead it will stop me falling over when I land.</p>	

Physical Education Curriculum

Dance 2		Term: Spring 1	Year: 1/2 Cycle B
<p>Foundations of previous learning: To explore travelling actions and use counts of 8 to move in time with the music. To remember and repeat actions and respond imaginatively to a stimulus. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. To use expression and create actions that relate to the story. To use a pathway when travelling. To copy, repeat and choose actions that represent the theme. To show changes in expression, level and shape.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p>To perform dances using simple movement patterns.</p>	<p>Year 1 Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.</p> <p>Year 2 Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.</p>	<p>Year 1 Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p> <p>Year 2 Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve.</p>	<p>Dance Phrase Rhythm Movement Sequence Coordination Roll Travel Balance Stretch Climb Curl Improvise Range Dynamic Perform Heart Mirror Team Control Direction Timing</p>
	Skills Assessment	Knowledge Assessment	
	<p>Year 1 Performance: perform on my own and with others to an audience.</p> <p>Year 2 Performance: develop the use of facial expressions in my performance.</p>	<p>Year 1 Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Year 2 Performance: know that using facial expressions helps to show the mood of my dance.</p>	

Physical Education Curriculum

Fitness 2		Term: Spring 1	Year: 1/2 Cycle B
<p>Foundations of previous learning: To develop knowledge about how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p>Year 1 Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.</p> <p>Year 2 Agility: demonstrate improved technique when changing direction on the move. Balance: demonstrate increased balance whilst travelling along and over equipment. Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. Speed: demonstrate running at different speeds. Strength: demonstrate increased control in body weight exercises. Stamina: show an ability to work for longer periods of time.</p>	<p>Year 1 Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger. Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</p> <p>Year 2 Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance. Co-ordination: understand that some skills require me to move body parts at different times such as skipping. Speed: know that I take shorter steps to jog and bigger steps to run. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Stamina: know that I need to run slower if running for a long period of time.</p>	Agility Balance Co-ordination Speed Stamina Skipping Taking turns Encouraging others Determination
	Skills Assessment	Knowledge Assessment	
	<p>Year 1 Co-ordination: explore co-ordination when using equipment.</p> <p>Year 2 Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.</p>	<p>Year 1 Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> <p>Year 2 Co-ordination: understand that some skills require me to move body parts at different times such as skipping.</p>	

Physical Education Curriculum

Target Games 2		Term: Spring 2	Year: 1/2 Cycle B	
Foundations of previous learning: Year 1: To develop underarm throwing towards a target .To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To participate in team games, developing simple tactics for attacking and defending	<u>Year 1</u> Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target. <u>Year 2</u> Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.	<u>Year 1</u> Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly. <u>Year 2</u> Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. Striking: know to finish with my object/hand pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.	Jump Space Zone Defender Attacker Action Coordination Balance Exercise Catch Throw Block Bounce pass Pass Foul Guard Court Overarm	Underarm Collect Stretch Leap Tactic Rules Control Healthy Dribble Target Net Hoop Backboard Pivot
	Skills Assessment	Knowledge Assessment		
	<u>Year 1</u> Throwing underarm: explore technique when throwing underarm towards a target. <u>Year 2</u> Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.	<u>Year 1</u> Tactics: know that tactics can help us when playing games. <u>Year 2</u> Tactics: understand and apply simple tactics.		

Physical Education Curriculum

Ball Skills 2		Term: Spring 2	Year: 1/2 Cycle B
Foundations of previous learning: Year 1: To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To participate in team games, developing simple tactics for attacking and defending	Year 1 Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet. Year 2 Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.	Year 1 Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling. Year 2 Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents.	Rolling Kicking Throwing Target Catching Bouncing Dribbling Co-operation Control
	Skills Assessment	Knowledge Assessment	
	Year 1 Tracking: track a ball being sent directly. Year 2 Tracking: consistently track and collect a ball being sent directly.	Year 1 Tracking: know to move my feet to get in the line with the ball. Year 2 Tracking: know that it is easier to move towards a ball to track it than chase it.	

Physical Education Curriculum

Striking and Fielding 2		Term: Summer 1	Year: 1/2 Cycle B
Foundations of previous learning:			
<p>To develop underarm throwing and catching and put this into small sided games. To develop overarm throwing. To develop striking a ball with my hand and equipment. To retrieve a ball when fielding. To understand how to get a batter out. To develop decision making and understand how to score points.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Year 1 Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.</p> <p>Year 2 Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.</p>	<p>Year 1 Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p> <p>Year 2 Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.</p>	<p>Run Control Shoot Goal Attack Strike Score Centre Pitch Team Fielding Catch Fielding Underarm</p>
	Skills Assessment	Knowledge Assessment	
	<p>Year 1 Fielding: develop tracking and retrieving a ball.</p> <p>Year 2 Fielding: develop tracking a ball and decision making with the ball.</p>	<p>Year 1 Fielding: know that throwing the ball back is quicker than running with it.</p> <p>Year 2 Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p>	

Physical Education Curriculum

Yoga 2		Term: Summer 1	Year: 1/2 Cycle B
Foundations of previous learning:			
To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<u>Year 1</u> Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst transitioning from one pose to another. Mindfulness: recognise my own feelings in response to a task or activity. <u>Year 2</u> Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength: demonstrate increased control in performing poses. Mindfulness: explore controlling my focus and sense of calm.	<u>Year 1</u> Balance: know that if I focus on something still it will help me to balance. Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. Strength: know that I can use my strength to move slowly and with control. Mindfulness: understand that yoga can make me feel happy. <u>Year 2</u> Balance: understand that I can squeeze my muscles to help me to balance. Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Mindfulness: understand that I can use yoga to make me feel calm.	Breathing Balance Flexibility Strength Leadership Calmness Patience Understanding Poses Focus
	Skills Assessment	Knowledge Assessment	
	<u>Year 1</u> Strength: explore strength whilst transitioning from one pose to another. <u>Year 2</u> Strength: demonstrate increased control in performing poses	<u>Year 1</u> Strength: know that I can use my strength to move slowly and with control. <u>Year 2</u> Strength: know that strength helps us with everyday tasks such as carrying our school bag.	

Physical Education Curriculum

Athletics 2		Term: Summer 2	Year: 1/2 Cycle B
<p>Foundations of previous learning: Year 1: To learn to move at different speeds for varying distances. To develop a foundation for balance and stability. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform simple movement patterns.</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Year 1 Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.</p> <p>Year 2 Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.</p>	<p>Year 1 Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly.</p> <p>Year 2 Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.</p>	<p>Run Control Defend Tackle Shoot Goal Attack Goalkeeper Strike Midfield Referee Score Offside</p> <p>Throw in Corner Penalty Kick off Centre Pitch Foul Yellow card Red card Free kick Team</p>
	Skills Assessment	Knowledge Assessment	
	<p>Year 1 Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Year 2 Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p>	<p>Year 1 Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.</p> <p>Year 2 Jumping: know that swinging my arms forwards will help me to jump further.</p>	

Physical Education Curriculum

Sending and Receiving 2		Term: Summer 2	Year: 1/2 Cycle B
<p>Foundations of previous learning: Year 1: To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform simple movement patterns.</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>Year 1 Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly.</p> <p>Year 2 Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly.</p>	<p>Year 1 Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball.</p> <p>Year 2 Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it.</p>	<p>Rolling Kicking Throwing Catching Tracking Co-operation Communication Transferring skills</p>
	Skills Assessment	Knowledge Assessment	
	<p>Year 1 Catching: begin to catch with two hands. Catch after a bounce. Year 2 Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p>	<p>Year 1 Catching: know to watch the ball as it comes towards me. Year 2 Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.</p>	

Physical Education Curriculum

Football		Term: Autumn 1	Year: 3
Foundations of previous learning To understand what being in possession means and support a teammate to do this. To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.	Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them.	pass shoot strategy teamwork cooperation posture position
	Skills Assessment	Knowledge Assessment	
	Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.	Attacking and defending: know my role as an attacker and defender.	

Physical Education Curriculum

Fundamentals		Term: Autumn 1	Year: 3
<p>Foundations of previous learning To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p>Running: change direction. Show an increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope.</p>	<p>Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Understand how agility helps us with everyday tasks. Balancing: understand how balance helps us with everyday tasks. Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further. Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	Balancing Running Hopping Jumping Dodging Skipping Supporting and encouraging Respect Taking turns Observing Feedback Development
	Skills Assessment	Knowledge Assessment	
	<p>Skipping: jump and turn a skipping rope.</p>	<p>Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	

Physical Education Curriculum

Gymnastics		Term: Autumn 2	Year: 3/4 cycle 1
Foundations of previous learning:			
<p>To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.</p>	<p>Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting.</p>	Combination Apparatus Shape Balance Travel Action Transitions Control Accuracy Movement Gymnastic Sequence Beginning Middle End Strength Fitness
	Skills Assessment	Knowledge Assessment	

Physical Education Curriculum

Ball Skills		Term: Autumn 2	Year: 3
Foundations of previous learning:			
<p>To be able to roll a ball to hit a target.</p> <p>To develop co-ordination and be able to stop a rolling ball.</p> <p>To develop technique and control when dribbling a ball with your feet.</p> <p>To develop control and technique when kicking a ball.</p> <p>To develop co-ordination and technique when throwing and catching.</p> <p>To develop control and co-ordination when dribbling a ball with your hands.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Sending: send a ball with accuracy and increasing consistency to a target.</p> <p>Catching: catch a range of objects with increasing consistency.</p> <p>Tracking: track a ball not sent directly.</p> <p>Dribbling: dribble a ball with hands and feet with control.</p>	<p>Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Catching: know to move my feet to the ball.</p> <p>Tracking: know that using a ready position will help me to react to the ball.</p> <p>Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>	<p>Tracking a ball</p> <p>Throwing</p> <p>Catching</p> <p>Dribbling</p> <p>Supporting others</p> <p>Co-operation</p> <p>Perseverance</p> <p>Honesty</p> <p>Respect</p> <p>Developing tactics</p>
	Skills Assessment	Knowledge Assessment	
	<p>Tracking: track a ball not sent directly.</p>	<p>Tracking: know that using a ready position will help me to react to the ball.</p>	

Physical Education Curriculum

Dance		Term: Spring 1	Year: 3
Foundations of previous learning:			
<p>To repeat, link and choose actions. To create actions and accurately copy other's actions. To copy, remember and repeat actions using facial expressions to show different characters. To perform in unison creating shapes with a partner. To be able to mirror a partner and create ideas. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>	Dance Performance Sequence Movement Routine Stimuli Dance phrases Warm up Cool down
	Skills Assessment	Knowledge Assessment	
	<p>Space: use direction to transition between formations.</p>	<p>Space: understand that I can use space to help my dance to flow.</p>	

Physical Education Curriculum

Fitness		Term: Spring 1	Year: 3
Foundations of previous learning:			
<p>To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p>Agility: show balance when changing direction. Balance: explore more complex activities which challenge balance. Co-ordination: co-ordinate my body with increased consistency in a variety of activities. Speed: explore sprinting technique. Strength: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time.</p>	<p>Agility: understand how agility helps us with everyday tasks. Balance: understand how balance helps us with everyday tasks. Co-ordination: understand how co-ordination helps us with everyday tasks. Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe. Stamina: understand how stamina helps us in other life activities.</p>	<p>Speed Strength Co-ordination Power Agility Balance Stamina Determination</p>
	Skills Assessment	Knowledge Assessment	
	<p>Balance: explore more complex activities which challenge balance.</p>	<p>Balance: understand how balance helps us with everyday tasks.</p>	

Physical Education Curriculum

Tennis		Term: Spring 2	Year: 3
Foundations of previous learning: <i>Tennis not previously taught</i> To roll a ball towards a target. To be able to track and receive a rolling ball. To be able to stop, send and receive a ball with your feet. To develop throwing and catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.	Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. Footwork: know that moving to the middle of my court will enable me to cover the most space. Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. Rules: know the rules of the game and begin to apply them.	Tennis Control Skill Throwing Catching Serving Direction Speed Space Height
	Skills Assessment	Knowledge Assessment	
	Shots: explore returning a ball using shots such as the forehand and backhand.	Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.	

Physical Education Curriculum

Yoga		Term: Spring 2	Year: 3
Foundations of previous learning: To copy and repeat yoga poses. To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow and teach it to a partner. To explore poses and create a yoga flow.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Balance: demonstrate increased control when in poses. Flexibility: explore poses and movement in relation to my breath. Strength: explore arm balances with some control. Mindfulness: develop my ability to stay still and keep my focus.	Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance. Flexibility: know that if I move as I breathe out I can stretch a little bit further. Strength: understand that I need to use different muscles for different poses. Mindfulness: know that I can use my breath to focus.	Breathing Balance Flexibility Strength Coordination Calmness Focus Confidence
	Skills Assessment	Knowledge Assessment	
	Mindfulness: develop my ability to stay still and keep my focus.	Mindfulness: know that I can use my breath to focus.	

Physical Education Curriculum

Rounders		Term: Summer 1	Year: 3
Foundations of previous learning: Rounders not previously taught			
<p>To be able to track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop striking for distance and accuracy. To develop decision making to get a batter out. To develop decision making when under pressure.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.</p>	<p>Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them.</p>	<p>Skill Control Performance Bowling Fielding Batting Opponents Team</p>
	Skills Assessment	Knowledge Assessment	
	<p>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.</p>	<p>Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p>	

Physical Education Curriculum

Handball		Term: Summer 1	Year: 3
Foundations of previous learning:			
<p>To understand what being in possession means and support a teammate to do this. To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them.</p>	<p>Ball control Throwing Catching Dribbling Shooting Fair play Honesty Observing/ feedback</p>
	Skills Assessment	Knowledge Assessment	
	<p>Space: develop using space as a team.</p>	<p>Space: know that by spreading out as a team we move the defenders away from each other.</p>	

Physical Education Curriculum

Athletics		Term: Summer 2	Year: 3
Foundations of previous learning:			
<p>To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.</p>	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Jumping: know that if I jump and land in quickly it will help me to jump further. Throwing: understand that the speed of the movement helps to create power. Rules: know the rules of the event and begin to apply them.</p>	<p>Speed Jumps Control Target Accuracy Styles Running Jumping Throwing Pace Warm up Cool down</p>
	Skills Assessment	Knowledge Assessment	
	<p>Throwing: explore the technique for a pull throw.</p>	<p>Throwing: understand that the speed of the movement helps to create power.</p>	

Physical Education Curriculum

Basketball		Term: Summer 2	Year: 3
Foundations of previous learning:			
<p>To understand what being in possession means and support a teammate to do this. To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them.</p>	<p>Throwing Catching Interception Shooting Safety Communication Collaboration Honesty Fair play Perseverance Opponent Bounce pass Chest pass Defending Attacking</p>
	Skills Assessment	Knowledge Assessment	
	<p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p>	<p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p>	

Physical Education Curriculum

Netball		Term: Autumn 1	Year:4
<p>Foundations of previous learning: To develop controlling the ball and dribbling under To develop passing to a teammate. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To be able to jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<p>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.</p>	<p>Shots: understand when to play a forehand and a backhand and why. Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Footwork: know that getting my feet in the right position will help me to balance before playing a shot. Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. Rules: know and understand the rules to be able to manage our own game.</p>	pass shoot strategy teamwork cooperation posture position technique high low fast slow bounced control speed flow
	Skills Assessment	Knowledge Assessment	
	<p>Footwork: begin to use appropriate footwork patterns to move around the court.</p>	<p>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</p>	

Physical Education Curriculum

Fundamentals		Term: Autumn 1	Year:4
<p>Foundations of previous learning: To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p>Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate. Balancing: demonstrate good balance and control when performing other fundamental skills. Jumping and hopping: link hopping and jumping actions with other fundamental skills. Skipping: consistently skip in a rope.</p>	<p>Running: know that keeping my elbows bent when changing direction will help me to stay balanced. Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Jumping and hopping: know that swinging my non-hopping foot helps to create momentum. Skipping: understand that keeping my chest up helps me to stay balanced.</p>	Balancing Running Hopping Jumping Dodging Skipping Supporting and encouraging Respect Taking turns Observing Feedback Development
	Skills Assessment	Knowledge Assessment	
	<p>Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</p>		

Physical Education Curriculum

Gymnastics		Term: Autumn 2	Year: 4
Foundations of previous learning:			
<p>To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Shapes: develop the range of shapes I use in my sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>	<p>Shapes: understand how shapes can be used to improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>	<p>balance travel composition action shape performance theme sequence change speed level direction</p>
	Skills Assessment	Knowledge Assessment	
	<p>Balances: develop control and fluency in individual and partner balances.</p>	<p>Balances: know how to keep myself and others safe when performing partner balances.</p>	

Physical Education Curriculum

Ball Skills		Term: Autumn 2	Year: 4
Foundations of previous learning:			
<p>To be able to roll a ball to hit a target.</p> <p>To develop co-ordination and be able to stop a rolling ball.</p> <p>To develop technique and control when dribbling a ball with your feet.</p> <p>To develop control and technique when kicking a ball.</p> <p>To develop co-ordination and technique when throwing and catching.</p> <p>To develop control and co-ordination when dribbling a ball with your hands.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Sending: accurately use a range of techniques to send a ball to a target.</p> <p>Catching: catch different sized objects with increasing consistency with one and two hands.</p> <p>Tracking: consistently track a ball sent directly and indirectly.</p> <p>Dribbling: dribble a ball with increasing control and co-ordination.</p>	<p>Sending: know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.</p> <p>Catching: know to adjust my hands to the height of the ball.</p> <p>Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this.</p> <p>Dribbling: know that dribbling with soft hands/touches will help me to keep control.</p>	<p>Tracking a ball</p> <p>Throwing</p> <p>Catching</p> <p>Dribbling</p> <p>Supporting others</p> <p>Co-operation</p> <p>Perseverance</p> <p>Honesty</p> <p>Respect</p> <p>Developing tactics</p>
	Skills Assessment	Knowledge Assessment	
	<p>Tracking: consistently track a ball sent directly and indirectly.</p>	<p>Tracking: know that tracking a ball is an important skill used in games activities and be able to give examples of this.</p>	

Physical Education Curriculum

Dance		Term: Spring 1	Year: 4
Foundations of previous learning:			
<p>To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea. To work with a partner to choose actions that relate to an idea. To remember and repeat actions, using dynamics to clearly show different phrases. To choose actions which relate to the idea, using space and timing to make my work look interesting. To understand and use formations, choosing poses which relate to the stimulus. To use transitions and changes of timing to move into and out of shapes.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time. Strategy: know that I can select from a range of dance techniques to translate my idea.</p>	<p>Analyse Evaluate Vary Combine Stimulus Continuity Choreograph Phrases Character Narrative Movement performance</p>
	Skills Assessment	Knowledge Assessment	
	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p>	

Physical Education Curriculum

Fitness		Term: Spring 1	Year: 4
Foundations of previous learning:			
<p>To understand how to run for longer periods of time without stopping.</p> <p>To develop co-ordination and timing when jumping in a long rope.</p> <p>To develop individual skipping.</p> <p>To take part in a circuit to develop stamina and agility.</p> <p>To explore exercises that use your own body weight.</p> <p>To develop 'ABC,' agility, balance and co-ordination.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p>Agility: show balance when changing direction at speed.</p> <p>Balance: show control whilst completing activities which challenge balance.</p> <p>Co-ordination: explore increased speed when co-ordinating my body. Speed: demonstrate improved sprinting technique.</p> <p>Strength: develop building strength in different muscle groups.</p> <p>Stamina: demonstrate using my breath to maintain my work rate.</p>	<p>Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.</p> <p>Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities.</p> <p>Co-ordination: understand that if I begin in a ready position I can react quicker.</p> <p>Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Strength: understand that strength comes from different muscles and know how I can improve my strength.</p> <p>Stamina: understand that I need to pace myself when running further or for a long period of time.</p>	<p>Speed</p> <p>Strength</p> <p>Co-ordination</p> <p>Power</p> <p>Agility</p> <p>Balance</p> <p>Stamina</p> <p>Determination</p>
	Skills Assessment	Knowledge Assessment	
	<p>Agility: show balance when changing direction at speed.</p>	<p>Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.</p>	

Physical Education Curriculum

Tennis		Term: Spring 2	Year:4
Foundations of previous learning: To develop racket and ball control. To develop returning the ball using a forehand groundstroke. To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others.			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.	Shots: understand when to play a forehand and a backhand and why. Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Footwork: know that getting my feet in the right position will help me to balance before playing a shot. Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. Rules: know and understand the rules to be able to manage our own game.	Analyse Evaluate Stroke Self-rescue Net Tactic Strategies Affect Breathing Warm up Cool down
	Skills Assessment	Knowledge Assessment	
	Footwork: begin to use appropriate footwork patterns to move around the court.	Footwork: know that getting my feet in the right position will help me to balance before playing a shot.	

Physical Education Curriculum

Hockey		Term: Spring 2	Year:4
<p>Foundations of previous learning: To understand what being in possession means and support a teammate to do this. To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.</p>	<p>Sending & receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game.</p>	<p>Passing Dribbling Receiving Intercepting Tackling Communication Collaboration Inclusive Perseverance Empathy Push pass Reverse stick (Indian Dribble) Tackle Defending Attacking</p>
	Skills Assessment	Knowledge Assessment	
	<p>Attacking: change direction to lose an opponent with some success.</p>	<p>Attacking: recognise when to pass and when to shoot.</p>	

Physical Education Curriculum

Cricket		Term: Summer 1	Year:4
<p>Foundations of previous learning: To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Striking: develop batting technique with a range of equipment.</p> <p>Fielding: develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: begin to catch with one and two hands with some consistency in game situations.</p>	<p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Control Strike Accuracy Bowling Fielding Batting Throwing Fielder Batter Rules Disputes Warm up Cool down</p>
	Skills Assessment	Knowledge Assessment	
	<p>Striking: develop batting technique with a range of equipment.</p>	<p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p>	

Physical Education Curriculum

Dodgeball		Term: Summer 1	Year:4
<p>Foundations of previous learning: To develop an understanding of target games and consider how much power to apply when aiming at a target. To understand how to score in different target games using overarm throwing. To develop understanding of different target games using the skill of kicking. To develop striking to a target. To develop hitting a moving target. To select an appropriate skill to play a game.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Throwing: throw with increasing accuracy at a target. Catching (dodgeball): catch with increasing consistency. Striking: strike a ball with increasing consistency.</p>	<p>Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power. Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently. Striking: know that using a smooth action will help to increase accuracy. Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game. Rules: know and understand the rules to be able to manage our own game.</p>	<p>Throwing Catching Dodging Blocking Respect Honesty Perseverance Duck Rules Tournament</p>
	Skills Assessment	Knowledge Assessment	
	<p>Catching (dodgeball): catch with increasing consistency.</p>	<p>Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p>	

Physical Education Curriculum

Athletics		Term: Summer 2	Year: 4
Foundations of previous learning:			
<p>To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further. Rules: know and understand the rules to be able to manage our own events.</p>	<p>isolation combination speed consistent target accuracy running jumping throwing</p>
	Skills Assessment	Knowledge Assessment	
	<p>Jumping: develop technique when jumping for distance.</p>	<p>Jumping: understand that transferring weight will help me to jump further.</p>	

Physical Education Curriculum

OAA		Term: Summer 2	Year: 4
Foundations of previous learning:			
<p>To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To work with a group to copy and create a basic map.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Take part in outdoor and adventurous activity challenge both individually and as within a team.	<p>Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others.</p>	<p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it. Communication: understand that there are different types of communication and that I can communicate without talking. Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: understand the importance of working with integrity.</p>	Balance Running Communication Teamwork Trust Inclusion Listening Confidence Planning Map reading
	Skills Assessment	Knowledge Assessment	
	<p>Communication: confidently communicate ideas and listen to others.</p>	<p>Communication: understand that there are different types of communication and that I can communicate without talking.</p>	

Physical Education Curriculum

Invasion games: Tag Rugby		Term: Autumn 1	Year: 5/6 Cycle A
Foundations of previous learning: Tag Rugby not taught before			
<p>To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Year 5 Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p>Year 6 Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>	<p>Year 5 Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p> <p>Year 6 Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>	<p>Tag Rugby Ball Pitch Passing Try Score Tackling Defending Attacking</p>
	Skills Assessment	Knowledge Assessment	
	<p>Year 5 Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p>Year 6 Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>	<p>Year 5 Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Year 6 Tactics: know how to create and apply a tactic for a specific situation or outcome.</p>	
	Volleyball		

Physical Education Curriculum

Foundations of previous learning: Volleyball not taught before:			
To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others.			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Year 5 Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court. Year 6 Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.	Year 5 Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating. Year 6 Shots: understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved my opponent to the back of the court. Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: understand when to apply some tactics for attacking and/or defending. Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.	Backhand Stroke Shot Target Net Wall Aim
	Skills Assessment	Knowledge Assessment	
	Year 5 Serving: develop the range of serving techniques appropriate to the game. Year 6 Serving: serve accurately and consistently.	Year 5 Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Year 6 Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.	

Physical Education Curriculum

Gymnastics		Term: Autumn 2	Year: 5/6 Cycle A
Foundations of previous learning:			
<p>To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Year 5 Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p> <p>Year 6 Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>	<p>Year 5 Shapes: understand that shapes underpin all other skills. Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. Balances: understand how to use contrasting balances to make my sequences look interesting. Rolls: understand that I need to work within my own capabilities and this may be different to others. Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p> <p>Year 6 Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and know where that momentum from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>	<p>Pace Tempo Roll Balance Movements Routine Tension Extension Fluency</p>
	Skills Assessment	Knowledge Assessment	
	<p>Year 5 Inverted movements: explore progressions of a cartwheel.</p> <p>Year 6 Inverted movements: develop control in progressions of a cartwheel and a headstand.</p>	<p>Year 5 Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Year 6 Inverted movements: understand that spreading my weight across a base of support will help me to balance.</p>	

Physical Education Curriculum

Yoga		Term: Autumn 2	Year: 5/6 Cycle A
Foundations of previous learning:			
<p>To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p>Year 5 Balance: use my breath to maintain balance within an individual and partner pose. Flexibility: develop flexibility by connecting movement with breath. Strength: demonstrate increased control and strength when in and transitioning between poses. Mindfulness: explore methods I can use to control how I feel.</p> <p>Year 6 Balance: link combinations of poses for balance with increased control in transition. Flexibility: confidently transition from one pose to another showing extension connected to breath. Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. Mindfulness: explore methods to control how I feel with some success.</p>	<p>Year 5 Balance: understand that I need to apply force to maintain balance in a partner pose. Flexibility: understand that I can improve my flexibility when moving with my breath. Strength: know the muscles I am using by name. Mindfulness: understand that there are different techniques I can use to control how I feel.</p> <p>Year 6 Balance: know where and when to apply force to maintain control and balance. Flexibility: know which of my muscles require more practice to increase my flexibility. Strength: understand that I can build up my strength by practicing in my own time. Mindfulness: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.</p>	Breathing Balance Flexibility Strength Coordination Calmness Focus Confidence
	Skills Assessment	Knowledge Assessment	
	<p>Year 5 Flexibility: develop flexibility by connecting movement with breath.</p> <p>Year 6 Flexibility: confidently transition from one pose to another showing extension connected to breath.</p>	<p>Year 5 Flexibility: understand that I can improve my flexibility when moving with my breath.</p> <p>Year 6 Flexibility: know which of my muscles require more practice to increase my flexibility.</p>	

Physical Education Curriculum

Dance		Term: Spring 1	Year: 5/6 Cycle A
Foundations of previous learning:			
<p>To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To use actions, dynamics, spacing and timing to represent a state of matter. To use actions, dynamics, spacing and timing to represent a state of matter. To remember and repeat actions and create dance ideas in response to a stimulus. To use action and reaction when creating ideas with a partner. To remember, repeat and create actions to represent an idea. To use choreographing ideas to change how actions are performed.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Perform dances using a range of movement patterns	<p>Year 5 Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p>Year 6 Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>	<p>Year 5 Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p> <p>Year 6 Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. Performance: understand how a leader can ensure our dance group performs together. Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>	Tempo Pace Style Rhythm Sequence
	Skills Assessment	Knowledge Assessment	
	<p>Year 5 Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p>Year 6 Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>	<p>Year 5 Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>Year 6 Performance: understand how a leader can ensure our dance group performs together.</p>	

Physical Education Curriculum

Netball		Term: Spring 1	Year: 5/6 Cycle A
<p>Foundations of previous learning: To be able to dribble the ball under pressure. To pass the ball accurately to a target to help to maintain possession. To use different turns to keep the ball away from defenders. To develop defending skills to gain possession. To develop goalkeeping skills to stop the opposition from scoring. To be able to apply the rules and tactics you have learnt to play in a football tournament</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Year 5 Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p>Year 6 Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>	<p>Year 5 Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p> <p>Year 6 Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>	Passing Catching Footwork Interception Shooting Dodging Communication Collaboration Perseverance Honesty Fair play Attacking Find a space Defend Change direction Receive Positions of 5-a-side netball
	Skills Assessment	Knowledge Assessment	
	<p>Year 5 Sending & receiving: develop control when s&r under pressure.</p> <p>Year 6 Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.</p>	<p>Year 5 Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.</p> <p>Year 6 Sending & receiving: understand and make quick decisions about when, how and who to pass to</p>	

Physical Education Curriculum

Tennis 5		Term: Spring 2	Year: 5/6 Cycle A
<p>Foundations of previous learning: To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<p>Year 5 Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court. Year 6 Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>	<p>Year 5 Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating. Year 6 Shots: understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved my opponent to the back of the court. Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: understand when to apply some tactics for attacking and/or defending. Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p>	Ball Hit Stroke Opponent Deep Forecourt Backcourt Defensive Attacking Racquet
	Skills Assessment	Knowledge Assessment	
	<p>Year 5 Rallying: use a variety of shots to keep a continuous rally. Year 6 Rallying: successfully apply a variety of shots to keep a continuous rally.</p>	<p>Year 5 Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Year 6 Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.</p>	

Physical Education Curriculum

Football		Term: Spring 2	Year: 5/6 Cycle A
Foundations of previous learning:			
To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop moving into space after passing the ball. To be able to use an open stick tackle. To apply defending and attacking principles and skills in a hockey tournament.			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
. Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<p><u>Year 5</u> Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p><u>Year 6</u> Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>	<p><u>Year 5</u> Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p> <p><u>Year 6</u> Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>	Dribbling Passing Ball control Tracking Turning Goalkeeping Receiving Possession Defenders Attackers Opposition Scoring
	Skills Assessment	Knowledge Assessment	
	<p><u>Year 5</u> Space: explore moving to create space for themselves and others in their team.</p> <p><u>Year 6</u> Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others</p>	<p><u>Year 5</u> Space: know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p><u>Year 6</u> Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p>	

Physical Education Curriculum

Rounders		Term: Summer 1	Year: 5/6 Cycle A
Foundations of previous learning:			
<p>To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Year 5 Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p> <p>Year 6 Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.</p>	<p>Year 5 Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is. Catching: understand when to use a close catch technique or deep catch technique. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p> <p>Year 6 Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Fielder Batting Striking Aim</p>
	Skills Assessment	Knowledge Assessment	
	<p>Year 5 Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. Year 6 Catching: consistently demonstrate good technique in catching skills under pressure.</p>	<p>Year 5 Catching: understand when to use a close catch technique or deep catch technique. Year 6 Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p>	

Physical Education Curriculum

Fitness		Term: Summer 1	Year: 5/6 Cycle A
Foundations of previous learning:			
.To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina.			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)	<p>Year 5 Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time.</p> <p>Year 6 Agility: change direction with a fluent action and transition smoothly between varying speeds. Balance: show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Speed: adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with control and fluency. Stamina: use my breath to increase my ability to move for sustained periods of time.</p>	<p>Year 5 Agility: understand that to change direction I push off my outside foot and turn my hips. Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes. Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice. Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Strength: know the muscles I am using by name. Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p> <p>Year 6 Agility: understand that agility requires speed, strength, good balance and co-ordination. Balance: know where and when to apply force to maintain control and balance. Co-ordination: understand that co-ordination also requires good balance and know how to achieve this. Speed: know that speed can be improved by training and know which speed to select for the distance. Strength: understand that I can build up my strength by practicing in my own time. Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.</p>	Strength Speed Power Agility Coordination Balance Stamina
	Skills Assessment	Knowledge Assessment	
	<p>Year 5 Co-ordination: demonstrate increased speed when co-ordinating my body.</p> <p>Year 6 Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p>	<p>Year 5 Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice.</p> <p>Year 6 Co-ordination: understand that co-ordination also requires good balance and know how to achieve this.</p>	

Physical Education Curriculum

Athletics 5		Term: Summer 2	Year: 5/6 Cycle A
Foundations of previous learning:			
<p>To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Year 5 Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put. Year 6 Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put.</p>	<p>Year 5 Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. Throwing: know how to transfer my weight in different throws to increase the distance. Rules: understand and apply rules in a variety of events using official equipment. Year 6 Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. Jumping: understand that a run up builds speed and power and enables me to jump further. Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. Rules: understand and apply rules in events that pose an increased risk.</p>	<p>Pace Run Jump Javelin Shot put Long jump Triple jump Sprint Strength Power</p>
	Skills Assessment	Knowledge Assessment	
	<p>Year 5 Throwing: Develop technique and power in javelin and shot put. Year 6 Throwing: develop power, control and technique when throwing discus and shot put.</p>	<p>Year 5 Throwing: know how to transfer my weight in different throws to increase the distance. Year 6 Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p>	

Physical Education Curriculum

OAA 5		Term: Summer 2	Year: 5/6 Cycle A
Foundations of previous learning:			
<p>To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust and accept support whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Take part in outdoor and adventurous activity challenge both individually and as within a team.	<p>Year 5 Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.</p> <p>Year 6 Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary.</p>	<p>Year 5 Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: use a key to identify objects and locations. Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve. Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p> <p>Year 6 Problem solving: understand that being able to solve problems is an important life skill. Navigational skills: understand why having good navigational skills are important. Communication: know that good communication skills are key to solving problems and working effectively as a team. Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>	stamina running communication teamwork trust inclusion listening confidence planning map reading decision making problem solving
	Skills Assessment	Knowledge Assessment	
	<p>Year 5 Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Year 6 Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p>	<p>Year 5 Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Year 6 Problem solving: understand that being able to solve problems is an important life skill.</p>	

Physical Education Curriculum

Handball		Term: Autumn 1	Year: 5/6 Cycle B
Foundations of previous learning:			
To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules.			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
. Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<u>Year 5</u> Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands. <u>Year 6</u> Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.	<u>Year 5</u> Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating. <u>Year 6</u> Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.	Tactics Offside Control Foul Support Pressure Obstruction Onside Consecutive Formation Consistent Conceding Dictate Turnover Context Shutdown
	Skills Assessment	Knowledge Assessment	
	<u>Year 5</u> Space: explore moving to create space for themselves and others in their team. <u>Year 6</u> Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.	<u>Year 5</u> Space: know that by moving to space even if not receiving the ball will create space for a teammate. <u>Year 6</u> Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.	

Physical Education Curriculum

Badminton		Term: Autumn 1	Year: 5/6 Cycle B
<p>Foundations of previous learning: To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Year 5</u> Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.</p> <p><u>Year 6</u> Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>	<p><u>Year 5</u> Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.</p> <p><u>Year 6</u> Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court. Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: understand when to apply some tactics for attacking and/or defending. Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p>	<p>Ball Volley Hit Shot Stroke Opponent Strike</p>
	Skills Assessment	Knowledge Assessment	
	<p><u>Year 5</u> Footwork: demonstrate effective footwork patterns to move around the court.</p> <p><u>Year 6</u> Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>	<p><u>Year 5</u> Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p><u>Year 6</u> Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.</p>	

Physical Education Curriculum

Gymnastics 6		Term: Autumn 2	Year: 5/6 Cycle B
Foundations of previous learning:			
<p>To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p><u>Year 5</u> Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p> <p><u>Year 6</u> Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel and a headstand. Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>	<p><u>Year 5</u> Shapes: understand that shapes underpin all other skills. Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. Balances: understand how to use contrasting balances to make my sequences look interesting. Rolls: understand that I need to work within my own capabilities and this may be different to others. Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p> <p><u>Year 6</u> Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and know where that momentum from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>	Front roll Back roll Teddy bear roll Symmetrical/asymmetrical Canon Unison Apparatus Unison Flexibility Co-ordination Routine
	Skills Assessment	Knowledge Assessment	
	<p><u>Year 5</u> Jumps: select a range of jumps to include in sequence work.</p> <p><u>Year 6</u> Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>	<p><u>Year 5</u> Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p><u>Year 6</u> Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.</p>	

Physical Education Curriculum

Fitness 5/6		Term: Autumn 2	Year: 5/6 Cycle B
<p>Foundations of previous learning: To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p><u>Year 5</u> Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time.</p> <p><u>Year 6</u> Agility: change direction with a fluent action and transition smoothly between varying speeds. Balance: show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Speed: adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with control and fluency. Stamina: use my breath to increase my ability to move for sustained periods of time.</p>	<p><u>Year 5</u> Agility: understand that to change direction I push off my outside foot and turn my hips. Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes. Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice. Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Strength: know the muscles I am using by name. Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p> <p><u>Year 6</u> Agility: understand that agility requires speed, strength, good balance and co-ordination. Balance: know where and when to apply force to maintain control and balance. Co-ordination: understand that co-ordination also requires good balance and know how to achieve this. Speed: know that speed can be improved by training and know which speed to select for the distance. Strength: understand that I can build up my strength by practicing in my own time. Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.</p>	Strength Speed Power Agility Coordination Balance Stamina
	Skills Assessment	Knowledge Assessment	
	<p><u>Year 5</u> Stamina: use a steady pace to be able to move for sustained periods of time.</p> <p><u>Year 6</u> Stamina: use my breath to increase my ability to move for sustained periods of time.</p>	<p><u>Year 5</u> Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p> <p><u>Year 6</u> Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.</p>	

Physical Education Curriculum

Dance 6		Term: Spring 1	Year: 5/6 Cycle B
Foundations of previous learning:			
<p>To create a dance using a random structure and perform the actions showing quality and control. To understand how changing the dynamics of an action changes Dance by Chance the appearance of the performance. To understand and use relationships and space to change how a performance looks. To work with a group to create poses and link them together using transitions. To use choreographing devices when working as a group. To copy and repeat movements in the style of Rock 'n' Roll. To work with a partner to copy and repeat actions keeping in time with the music. To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Year 5</u> Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p><u>Year 6</u> Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>	<p><u>Year 5</u> Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p> <p><u>Year 6</u> Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. Performance: understand how a leader can ensure our dance group performs together. Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>	<p>Tempo Pace Style Rhythm Sequence Artistic intention Mood Music Adapt control</p>
	Skills Assessment	Knowledge Assessment	
	<p><u>Year 5</u> Dynamics: confidently use dynamics to express different dance styles.</p> <p><u>Year 6</u> Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p>	<p><u>Year 5</u> Dynamics: understand that different dance styles utilise selected dynamics to express mood.</p> <p><u>Year 6</u> Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p>	

Physical Education Curriculum

Basketball		Term: Spring 1	Year: 5/6 Cycle B
Foundations of previous learning:			
To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules.			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
. Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<u>Year 5</u> Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	<u>Year 5</u> Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.	Throwing Catching Dribbling Interception Shooting Communication Perseverance Fair play Opponent Teammate Defend Set shot Jump shot Tactics Tournament
	Skills Assessment	Knowledge Assessment	
	<u>Year 5</u> Dribbling: dribble with some control under pressure. <u>Year 6</u> Dribbling: dribble consistently using a range of techniques with increasing control under pressure.	<u>Year 5</u> Dribbling: know that dribbling in different directions will help to lose a defender. <u>Year 6</u> Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.	

Physical Education Curriculum

Tennis 6		Term: Spring 2	Year: 5/6 Cycle B
Foundations of previous learning: To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others.			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<u>Year 5</u> Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court. <u>Year 6</u> Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.	<u>Year 5</u> Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating. <u>Year 6</u> Shots: understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved my opponent to the back of the court. Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: understand when to apply some tactics for attacking and/or defending. Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.	Ball Hit Stroke Opponent Deep Forecourt Backcourt Defensive Attacking Racquet
	Skills Assessment	Knowledge Assessment	
	<u>Year 5</u> Shots: develop the range of shots used in a variety of games. <u>Year 6</u> Shots: demonstrate increased success and technique in a variety of shots	<u>Year 5</u> Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. <u>Year 6</u> Shots: understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved my opponent to the back of the court.	

Physical Education Curriculum

Hockey		Term: Spring 2	Year: 5/6 Cycle B	
Foundations of previous learning:				
<p>To develop a variety of passes and know when to use each to help to maintain possession. To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders. To use defending skills to stop an opponent from scoring. To select and apply the appropriate skill to score goals. To use defensive skills to gain possession. To maintain possession under pressure.</p>				
Unit Learning				
NC Objective - Coverage	Skills and Knowledge		Vocabulary	
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Year 5</u> Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p><u>Year 6</u> Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>	<p><u>Year 5</u> Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p> <p><u>Year 6</u> Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>	<p>Dribbling Passing Receiving Tackling Space Shooting Defender Attacker Push pass Control Teammate Open stick (block) Jab tackle Rules Skills Tournament</p>	
	Skills Assessment			Knowledge Assessment
	<p><u>Year 5</u> Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p><u>Year 6</u> Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>	<p><u>Year 5</u> Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p> <p><u>Year 6</u> Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>		

Physical Education Curriculum

Cricket		Term: Summer 1	Year: 5/6 Cycle B
<p>Foundations of previous learning: To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Year 5</u> Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p> <p><u>Year 6</u> Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.</p>	<p><u>Year 5</u> Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is. Catching: understand when to use a close catch technique or deep catch technique. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p> <p><u>Year 6</u> Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Cricket Opponent Bowler Batting Fielding Strike Aim Drives Cuts Hooks Blocks Wicket</p>
	Skills Assessment	Knowledge Assessment	
	<p><u>Year 5</u> Throwing: demonstrate good technique when using a variety of throws under pressure.</p> <p><u>Year 6</u> Throwing: consistently demonstrate good technique in throwing skills under pressure.</p>	<p><u>Year 5</u> Throwing: understand where to throw the ball in relation to where a batter is.</p> <p><u>Year 6</u> Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p>	

Physical Education Curriculum

Golf		Term: Summer 1	Year: 5/6 Cycle B
Foundations of previous learning:			
<p>To learn the rules of dodgeball and apply them to a game situation. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Year 5</u> Throwing: demonstrate clear technique and accuracy when throwing at a target. Striking: develop a wider range of striking techniques and begin to use them under pressure.</p> <p><u>Year 6</u> Throwing: throw with increasing control under pressure. Striking: use a variety of striking techniques with control and under pressure.</p>	<p><u>Year 5</u> Throwing: know to aim low to make it difficult for an opponent to catch. Striking: know that aligning my body and equipment before striking will help me to be balanced. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p> <p><u>Year 6</u> Throwing: know who to throw at and when to throw in order to get opponents out. Striking: know which skill to select for the situation. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>	<p>Accuracy Balance Coordination Striking Taking turns Support Encouraging Respect Communication Sharing Challenging Honesty Proud Putting Chipping Course</p>
	Skills Assessment	Knowledge Assessment	
	<p><u>Year 5</u> Striking: develop a wider range of striking techniques and begin to use them under pressure.</p> <p><u>Year 6</u> Striking: use a variety of striking techniques with control and under pressure.</p>	<p><u>Year 5</u> Striking: know that aligning my body and equipment before striking will help me to be balanced.</p> <p><u>Year 6</u> Striking: know which skill to select for the situation.</p>	

Physical Education Curriculum

Athletics 6		Term: Summer 2	Year: 5/6 Cycle B
Foundations of previous learning:			
<p>To be able to apply different speeds over varying distances. To develop fluency and coordination when running for speed. To develop technique in relay changeovers. To develop technique and coordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Year 5</u> Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put. <u>Year 6</u> Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put.</p>	<p><u>Year 5</u> Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. Throwing: know how to transfer my weight in different throws to increase the distance. Rules: understand and apply rules in a variety of events using official equipment. <u>Year 6</u> Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. Jumping: understand that a run up builds speed and power and enables me to jump further. Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. Rules: understand and apply rules in events that pose an increased risk.</p>	<p>Pace Run Jump Javelin Shot put Long jump Triple jump Sprint Strength Power</p>
	Skills Assessment	Knowledge Assessment	
	<p><u>Year 5</u> Jumping: explore technique and rhythm in the triple jump. <u>Year 6</u> Jumping: develop power, control and technique in the triple jump.</p>	<p><u>Year 5</u> Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. <u>Year 6</u> Jumping: understand that a run up builds speed and power and enables me to jump further.</p>	

Physical Education Curriculum

OAA 6		Term: Summer 2	Year: 5/6 Cycle B
Foundations of previous learning:			
<p>To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust and accept support whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid.</p>			
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Take part in outdoor and adventurous activity challenge both individually and as within a team.	<p><u>Year 5</u> Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.</p> <p><u>Year 6</u> Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary.</p>	<p><u>Year 5</u> Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: use a key to identify objects and locations. Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve. Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p> <p><u>Year 6</u> Problem solving: understand that being able to solve problems is an important life skill. Navigational skills: understand why having good navigational skills are important. Communication: know that good communication skills are key to solving problems and working effectively as a team. Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p>	stamina running communication teamwork trust inclusion listening confidence planning map reading decision making problem solving
	Skills Assessment	Knowledge Assessment	
	<p><u>Year 5</u> Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p><u>Year 6</u> Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p>	<p><u>Year 5</u> Navigational skills: use a key to identify objects and locations.</p> <p><u>Year 6</u> Navigational skills: understand why having good navigational skills are important.</p>	

Physical Education Curriculum

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.