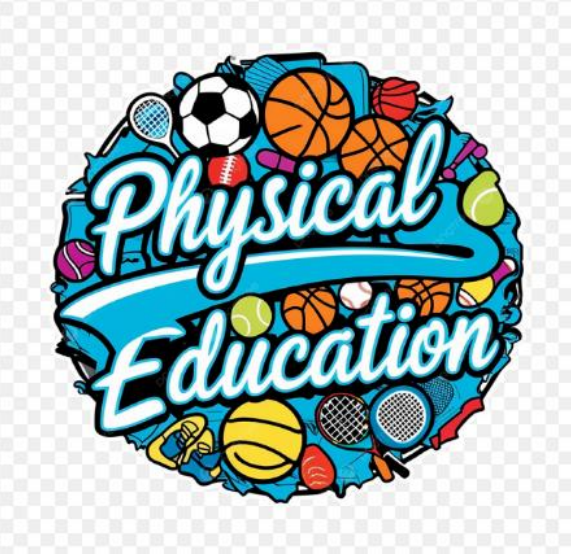
Physical Education Curriculum Map



LADBROOKE JMI SCHOOL

Physical Education and the Foundation Stage

In Nursery and Reception PE links appear mainly in **Physical Development: Fine Motor Skills and Gross Motor Skills** and **Personal, Social and Emotional Development: Building Relationships and Self-Regulation.** The complete progression ladder can be found in the EYFS curriculum document and on the EYFS website page.

Physical Development

Nursery			Reception		
GM7 Walks up steps using alternating feet one foot to each step.	GM8Uses cross lateral movement to move forward and negotiate space when moving through tunnels or dens and when on made or created vehicles.	GM9 Moves with confidence in a range of ways developing core strength, balance, coordination and able to negotiate space.	GM10 Is able to adjust speed, direction and position.	GM11Shows good control, coordination and agility in large and small movements, safely negotiating space.	GM12 Hops and skips when playing games or in time to music.
FM7: Able to use resources that require twisting, turning and rotating.	FM8: Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control	FM9: Able to use one handed tools and equipment with control.	FM10: Able to use precision to control and manipulate resources and small equipment	FM11: Is proficient in handling equipment and tools, (including cutlery) effectively.	

Personal, Social and Emotional Development: Building Relationships

Nursery			Reception		
BR7: Will willingly approach others to play.	BR8: Can play in a group with friends suggesting ideas. Can initiate an interaction with other children.	BR9: Has a good relationship with peers and familiar adults. Is confident to interact with others.	BR10: Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.	BR11: Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children.	BR12: Plays group games with rules. Understands someone else's point of view can be different from their own. Resolves minor conflicts through listening to others to come up with a fair solution.

Personal, Social and Emotional Development: Self Regulation

Nursery			Reception		
SR7: Shows more awareness of the feelings of others.		SR9: Is able to take turns, accepts the needs of others and is aware of the consequences of their actions. Begins to demonstrate some purpose in mind regarding their activity and focus to achieve this.	SR10: Growing sense of intent in activity, working towards the simple goals in mind with growing persistence	SR11: Confident to speak in a familiar group, will talk about their ideas/simple goals. Will choose the resources they need for their chosen activities and demonstrates persistence towards achieving their intended goals. Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences	SR10: Reviews their work and suggests how this could be approached differently. Demonstrates resilience looking for their own way to move forward or overcome an issue. Knows some ways to manage their feelings and are beginning to use these to maintain control of their own behaviour

National Curriculum Physical Education Curriculum

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

In Key Stage 1 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.

In Key Stage 2 Pupils should be taught to:

♣ use running, jumping, throwing and catching in isolation and in combination

♣ play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

♣ develop flexibility, strength, technique, control and balance

♣ 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.

♣ 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.

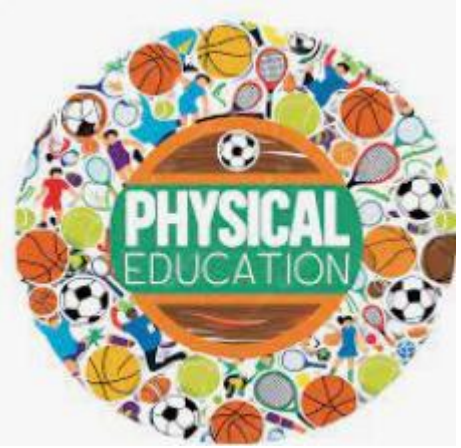
Physical Education at Ladbrooke

From KS1 to KS2, our curriculum is taught using the Get Set PE Scheme. All children from EYFS to Y6 have opportunities to be physically active. In EYFS, we focus on core skill development and the fundamentals of physical education to ensure we build on a strong starting point.

From Y1 to Y6, the children have 2 hours of timetabled PE; one hour taught by the class teacher and the other hour by a sports coach. Units are carefully taught to allow for progression of skills to be developed.

Alongside our PE curriculum, we have a range of sports clubs and opportunities for the children. Our school is part of a sports partnership with 10 other local schools. Through this partnership, we ensure the children have regular competitive opportunities, taking part in football and netball leagues. We aim for every child to have represented the school in an event by the time they leave the school.

Theme weeks and other opportunities in the school, introduce a range of other sports and activities to the children. Each week we celebrate sporting success both in school and outside through our achievement assembly.



Y1 Physical Education Curriculum

1	Autumn 1		Autumn 2	
	Dance	**Ball Skills**	**Gymnastics**	**Fitness**
Key Skills	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, communication **Emotiona**l: empathy, confidence, acceptance, determination, kindness **Thinking**: creativity, select and apply actions, copy and repeat actions, provide feedback, recall	**Physical: dribble** with hands, roll, throw, catch, dribble with feet, track **Socia**l: communication, support others, cooperation **Emotiona**l: perseverance, honesty, determination **Thinking**: exploration, make decisions, comprehension, use tactics	**Physical**: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll **Social**: respect, work safely, collaboration, sharing **Emotional:** confidence, self-regulation, perseverance **Thinking**: comprehension, select and apply, creativity	**Physical:** run, jump, coordination, stamina, strength, agility, balance **Social: communication**, cooperation, support, work safely, kindness **Emotional: kindness**, perseverance, honesty, independence, determination **Thinking: comprehension**, creativity, problem solving, reflection, feedback
Learning Objectives	**THEME: Weather** To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. **THEME: Pirates** To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme.	To develop 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 dribbling a ball with your feet. To explore tracking a ball that is coming towards me.	To explore travelling movements. To develop and combine travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances.	To develop my understanding of how exercise can make you feel. To develop my understanding of how exercise can make you strong and healthy. To develop my understanding of how exercise relates to breathing. To develop my understanding of how exercise helps my brain and muscles To develop my understanding of the importance of daily exercise.
Vocabulary	Action, balance, beat, copy, counts, direction, fast, level, pathway, pose, quickly, slow, slowly, timing	Catch, control, dribble, ready position, roll, safely, score, soft, swing, target, track, underarm	Action, balance, control, direction, jump, level, point, roll, shape, speed, squeeze, star, straight, travel	Active, bones, brain, breathing, calm, exercise, fast, healthy, heart, memory, mood, muscles, quick, safe, strong
Assessment	I am beginning to use counts I can move confidently and safely I can use different parts of the body in isolation and together I choose appropriate movements for different dance ideas	Begin to catch with 2 hands Begin to dribble a ball Begin to understand simple tactics I can roll and throw with some accuracy towards a target say when someone was successful track a ball that is coming towards me I can work cooperatively with a partner	I am confident to perform in front of others I can link simple actions together to create a sequence I can remember and repeat actions and shapes I can say what I liked about someone else's performance	I can recognise changes in my body when I do exercise I can share my ideas with other people in the class I can talk about what exercise does to my body I understand why it is important to warm up

1	Spring 1		Spring 2	
	Invasion Games	**Dance**	**Gymnastics**	**Sending and Receiving**
Key Skills	**Physical: dribble**, throw, catch, kick, receive, run, jump, change direction, change speed **Social:** supporting others, kindness, communication, cooperation, **Emotional:** perseverance, confidence, honesty **Thinking:** comprehension, identifying strengths and areas for development, select and apply	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, communication Emotional: empathy, confidence, acceptance, determination, kindness **Thinking**: creativity, select and apply actions, copy and repeat actions, provide feedback, recall	**Physical**: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll **Social**: respect, work safely, collaboration, sharing **Emotional:** confidence, self-regulation, perseverance **Thinking**: comprehension, select and apply, creativity	**Physical:** roll, throw, catch, track, kick, receive with feet, send with racket **Social:** support others, communication **Emotional:** determination, honesty, independence **Thinking:** comprehension, select and apply skills
Learning Objectives	To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards the goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending.	**THEME: The Lost Toy** To explore speeds and actions. To use expression and create actions that relate to the story. To use a pathway when travelling. **THEME: On Safari** To explore and copy actions in response to a theme. To create my own actions for an animal. To explore pathways with a partner.	To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To develop rolls and use them in a sequence. To link gymnastic actions to create a sequence. To develop quality in gymnastics sequences.	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 or long distance To apply sending and receiving skills to small games.
Vocab	Attacker, defender, dodge, goal, marking, points, score, space	Action, balance, beat, copy, counts, direction, fast, level, pathway, pose, quickly, slow, slowly, timing	Action, balance, control, direction, jump, level, point, roll, shape, speed, squeeze, star, straight, travel	Catch, defender, distance, far, overarm, partner, pass, ready position, score, send, throw, underarm
Assessment	I am beginning to dribble a ball with my hands and feet I can change direction to move away from a defender I can recognise space when playing games I can send and receive a ball with hands and feet I can use simple rules to play fairly I move to stay with another player with defending I understand when I am a defender and when I am an attacker	I can copy, remember and repeat actions I can work with others to share ideas and select actions I say what I liked about someone else's movements	I can make my body tense, relaxed, stretched and curled I can recognise changes in my body when I do exercise I can sue apparatus safely and wait for my turn	I am beginning to send and receive a ball with my feet I can catch a ball with some success I can recognise changes in my body when I do exercise I can roll a ball towards a target I can throw a ball to a partner I can track a ball that is coming towards me I can work cooperatively with a partner

1	Summer 1		Summer 2	
	Team Building	**Athletics**	**Target games**	**Net/Wall Games**
Key Skills	**Physical:** run, jump, hit, balance, co-ordination **Social:** trust, communication, inclusion **Emotional:** determination, confidence **Thinking:** identity, comprehension, reflection	**Physical:** run, balance, agility, coordination, hop, jump, leap, throw **Social:** work safely, collaboration **Emotional:** perseverance, independence, honesty, determination **Thinking:** reflection, comprehension, select and apply skills	**Physical:** underarm throw, overarm throw **Social:** collaboration, leadership, work safely, encourage others **Emotional:** perseverance, honesty **Thinking:** comprehension, select and apply, creativity	**Physical: throw**, catch, hit a ball, track a ball **Social: support** others, work safely, communication, cooperation **Emotional:** perseverance, independence, determination **Thinking:** comprehension, select and apply, reflection, identify strengths and areas for development, decision making
Learning Objectives	To co-operate with a partner to complete challenges. To explore and develop working as a team. To develop talking, listening and sharing skills. To use speaking and listening skills to lead a partner. To plan with a partner and small group to complete challenges. To use talking, listening and sharing skills to complete challenges.	To move at different speeds over varying distances. To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.	To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing at a target. To develop throwing for accuracy and distance using underarm and overarm. To select the correct throw for the target. To develop throwing for accuracy and distance.	To defend space using the ready position. To play against an opponent and keep the score. To explore hitting with a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net.
Vocab	Challenge, co-operate, instruction, lead, listen, plan, share, talk	Balance, bend, control, direction, further, hop, jog, jump, leap, overarm, quickly, safely, target, time, underarm, walk	Balance, distance, further, overarm, point, score, swing, throw, underarm	Net, partner, point, ready position, score, track, underarm
Assessment	I can communicate simple instructions I can follow instructions I can follow path and lead others I can listen to others' ideas I can suggest ideas to solve tasks I can work with a partner and a small group I understand the rules of the game	I am able to throw towards a target I am beginning to show balance and coordination when changing direction I am developing overarm throwing I can recognise changes in my body when I do exercise I can run at different speeds I try my best I understand the difference between a jump, a leap and a hop	I can use an overarm throw aiming towards a target I can throw with some accuracy over increasing distances I can use an underarm throw aiming towards a target I can work cooperatively with a partner I understand what good technique looks like	I can hit a ball using a racket I can throw a ball to land over the net and into the court area I can track balls sent to me I can use a ready position to move to the ball I know how to score points I show honesty and fair play when playing against an opponent

Y2 Physical Education Curriculum

2	Autumn 1		Autumn 2	
	Invasion Games	**Ball Skills**	**Gymnastics**	**Fitness**
Key Skills	**Physical**: dribble, throw, catch, kick, receive, run, jump, change direction, change speed **Social**: communication, kindness, support others, cooperation, respect collaborate **Emotiona**l: empathy, perseverance, honesty, integrity, independence **Thinking**: creativity, select and apply comprehension, problem solving, provide feedback	**Physical:** roll, track, dribble with feet, kick, throw, catch, dribble with hands **Socia**l: inclusion, communication, collaboration, leadership **Emotiona**l: independence, honesty, perseverance, determination **Thinking**: comprehension, select and apply skills, use tactics	**Physical**: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forwards roll **Social**: leadership, work safely, respect **Emotional:** confidence, independence **Thinking**: select and apply actions, creativity	**Physical:** run, coordination, stamina, skip, strength, agility **Social:** communication, encourage others **Emotional:** kindness, perseverance, honesty, independence, determination **Thinking:** comprehension, creativity, problem solving, reflection, feedback
Learning Objectives	To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To apply simple tactics for attacking and defending.	To roll a ball to hit a target. To stop a rolling ball. To develop dribbling a ball with your feet. To develop kicking a ball. To develop throwing and catching. To develop dribbling a ball with your hands.	To perform gymnastic shapes and link them together. To perform gymnastics shapes with control and link them together. To use shapes to create balances. To use shapes to create balances. To link travelling actions and balances using apparatus. To develop travelling actions and balances using apparatus.	To learn how to run for a long time. To develop jumping in a long rope using timing. To develop co-ordination in individual skipping. To develop stamina and change of direction. To explore exercises to develop strength. To develop agility, balance and co-ordination.
Vocabulary	Attack, defend, defender, goalkeeper, opponent, possession, receive, send, score, shoot, tactic, teammate	Bounce, catch, collect, control, dribble, kick, prepare, receive, release, roll, target, touch, underarm	Balance, direction, level, link, pathway, pike, roll, sequence, shape, speed, star, straddle, tuck	Bend, breath, exercise, jog, jump, land, speed, sprint, steady, strong, time, tired
Assessment	I can didge and find space away from the other team I can move with a ball towards goal I can sometimes dribble a ball with my hands and feet I can stay with another player to try and win the ball I can attempt to send the ball to a teammate	I am beginning to understand and use simple tactics I can dribble a ball with my hands and feet with some control I can roll and throw a ball to hit a target I can send and receive a ball using both kicking and throwing and catching skills I can track a ball and collect it	I can perform the basic gymnastic actions with some control and balance I can plan and repeat simple sequences of actions I can work safely with others and apparatus	I can describe how my body feels during exercise I can show hopping and jumping movements with some balance and control I understand the running at a slower speed will allow me to run for longer I work with others to turn a rope and encourage others to jump at the right time

2	Spring 1		Spring 2	
	Gymnastics	**Dance**	**Sending and Receiving**	**Net and Wall**
Key Skills	**Physical**: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forwards roll **Social**: leadership, work safely, respect **Emotional:** confidence, independence **Thinking**: select and apply actions, creativity	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, communication **Emotional**: independence, confidence, perseverance, determination **Thinking**: provide feedback, comprehension, reflection, observation, creativity	**Physical**: roll, track, catch, receive with feet, kick, send and receive with a racket **Social**: communication, collaboration, leadership **Emotional:** honesty, determination **Thinking**: identifying how to improve, comprehension	**Physical:** throw, catch, hit, track **Social:** co-operate, respect, support others **Emotional:** perseverance, honesty **Thinking:** select and apply, reflection, decision making, comprehension
Learning Objectives	To demonstrate different shapes, take-off and landing when performing jumps. To develop different shapes, take offs and landings when performing jumps. To develop rolling and sequence building. To refine rolling and sequence building. To create a sequence using apparatus. To create a sequence using apparatus	**THEME: Secret Garden** To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. **THEME: The Circus** To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character.	To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.	To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket.
Vocab	Balance, direction, level, link, pathway, pike, roll, sequence, shape, speed, star, straddle, tuck	Action, counts, create, direction, dynamics, expression, level, matching, mirroring, pathway, perform, speed, timing, unison	Catch, distance, kick, ready position, receive, roll, send, target, throw, track	Against, defend, partner, point, quickly, ready position, receive, return, trap
Assessment	I can perform basic gymnastic actions with some control and balance I can use directions and levels to make my work look interesting I can use shapes when performing other skills	I can copy, remember, repeat and create dance phrases I can show a character and idea through the actions and dynamics I choose I can use counts to stay in time with the music	I am beginning to trap and cushion a ball that is coming to me I can accurately throw and kick a ball to a partner I can catch a ball with or without a bounce I can roll a ball to a target I can track a ball and stop it using my feet	I can defend y space on court using the ready position I can hit a ball over the net and into the court area I can throw accurately to a partner I can use simple tactics

2	Summer 1		Summer 2	
	Team Building	**Athletics**	**Striking and Fielding**	**Dance**
Key Skills	**Physical:** run, jump, balance, co-ordination **Social:** support and encourage others, communication, inclusion, trust, kindness **Emotional:** determination, confidence, perseverance, accepting **Thinking:** identity strengths and areas of development, comprehension, problem solving	**Physical:** run, jump for distance, jump for height, throw for distance, throw for accuracy **Social:** work safely, communication, support others **Emotional:** independence, determination **Thinking:** comprehension, select and apply skills, explore ideas, observe and give feedback	**Physical:** underarm throw, overarm throw, catch, track, bowl, bat **Social:** collaboration, communication, encourage others **Emotional:** perseverance, honesty, determination, acceptance **Thinking: use tactics,** comprehension, select and apply, decision making	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, communication **Emotional**: independence, confidence, perseverance, determination **Thinking**: provide feedback, comprehension, reflection, observation, creativity
Learning Objectives	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 use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map.	To develop the sprinting action. To develop jumping for distance. To develop jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel.	To track a rolling ball and collect it. To develop underarm throwing and catching to field a ball. To develop overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To be able to get a batter out. To understand the rules of the game and use these to play fairly.	**THEME: The Rainforest** 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. **THEME: Jack Frost** To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group.
Vocab	Communicate, include, instruction, map, plan, solve, successful, support	Aim, distance, far, fast, height, jog, jump, overarm, sprint, take off, target, throw	Backstop, batter, batting, bowler, collect, fielder, fielding, hit, out, rules, runs, stump, tactics, teammate, track	Action, counts, create, direction, dynamics, expression, level, matching, mirroring, pathway, perform, speed, timing, unison
Assessment	I can follow instructions I can share my ideas and help to solve tasks I can work cooperatively with a partner and small group I understand how to use and follow and create a simple diagram/map	I can identify good technique I can jump and land with control I can use an underarm throw to help me to throw for distance I show balance and co-ordination when running at different speed	I am developing underarm and overarm throwing skills I can hit a ball using equipment with some consistency I can track a ball and collect it I can use simple tactics	I can copy, remember, repeat and create dance phrases I can show a character and idea through the actions and dynamics I choose I can work with a partner using mirroring and Unison in our actions

Y3 Physical Education Curriculum

3	Autumn 1		Autumn 2	
	Hockey	**Flag Football**	**Gymnastics**	**Dance**
Key Skills	**Physical:** run, dribble, pass, receive, intercept, shoot **Social:** communication, collaboration, work safely **Emotional:** honesty, perseverance, determination, support others **Thinking:** decision making, selecting and apply, comprehension, identifying strengths and areas for development	**Physical:** running, throwing, catching **Social:** Be able to play in a team **Emotional:** Can you move on from dropping the ball and ending the play? Can we be happy when completing a play and a touchdown **Thinking:** what jobs do all the positions have?	**Physical:** point and patch, balances, jumps, straight roll, barrel toll, forward roll **Social:** work safely, collaboration, supportive **Emotional:** perseverance, confidence, independence **Thinking:** use tactics, observe and provide feedback, creativity, select and apply skills	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, share ideas, inclusion **Emotional**: sensitivity, confidence, perseverance, acceptance **Thinking**: provide feedback, comprehension, reflection, observation, creativity
Learning Objectives	To send and receive with some control. To move safely and with control when dribbling. To develop decision making in attack. To understand the role of a defender. To apply tactics to small, sided games. To apply rules, skills and tactics to play in a tournament.	**By the end of the lesson, students will** have a basic understanding of the key skills involved in Flag Football. be able to describe and demonstrate how to grip and throw a football. be able to describe and demonstrate how to snap a football. be able to demonstrate and describe three basic passing routes: hook, slant and fade. be able to describe and demonstrate at least three different football plays that involve C, QB, RB and WR be able to play a full game of flag football and play all positions	To be able to create interesting point and patch balances. To develop point and patch balances on apparatus. To develop stepping into shape jumps with control. To develop stepping into shape jumps using apparatus. To develop the straight, barrel, and forward roll. To include rolls in sequence work using apparatus.	THEME: Machines 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 select and link appropriate actions and dynamics to show our dance idea. THEME: A Trip to... To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance.
Vocab	Accurate, attack, attacker, control, decision, defender, defend, dribble, intercept, invasion, opposition, possession, receiver, tactics, teamwork, tournament	Offence, Defensive, Quarterback, Running Back, Plays, Touchdown, Down, Snap, Line of scrimmage	Body tension, contrast, control, direction, extend, flow, landing position, match, matching, patch, point, take off	Action, canon, create, dynamics, explore, expression, extend, feedback, formation, interact, pathway, perform, pose, timing, unison
Assessment	I am beginning to use simple tactics I am learning the rules of the game and am beginning to use them honestly I can dribble, pass, receive and shoot the ball with some control I can find space away from others and near my goal I can track an opponent to slow them down understand my role as an attacker an as a defender I work cooperatively with my group to self-manage games	Do they know the difference between offence and defence Are they able to throw a ball as a quarterback to a member of their team? Are we able to use sportsmanship when we win and lose?	I can adapt sequences to suit different types of apparatus I can choose actions that flow well into one another I can complete actions with increasing balance and control I can provide feedback using key words I can sue matching and contrasting actions in a partner sequence I use a greater number of my own ideas for movements in response to a task With help, I can recognise how performances could be improved	I am respectful of others when watching them perform I can provide feedback using key words I can repeat, remember and perform a dance phrase I can use counts to keep in time with a partner and group I can sue dynamic and expressive qualities in relation to an idea I can work with a partner and in a small group, sharing ideas I create short dance phrases that communicate the idea

3	Spring 1		Spring 2	
	Swimming	**Netball**	**Swimming**	**Athletics**
Key Skills	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical:** run, throw, catch, change direction, change speed, shoot **Social:** communication, collaboration, sporting behaviour **Emotional:** honesty, perseverance, confidence **Thinking:** select and apply skills, apply tactics, observation, apply rules	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical:** sprint, jump for distance, push throw, pull throw **Social:** collaborate, work safely **Emotional:** determination, perseverance **Thinking:** observe and provide feedback, comprehension, explore technique
Learning Objectives	To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke.	To understand the role of an attacker when in possession. To develop movement skills to lose a defender. To understand that scoring goals is an attacking skill and learn how to do this. To understand the role of defender. To remember that intercepting is a defending skill and explore ways to do this. To apply skills and knowledge to play games using netball rules.	To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke.	To develop sprinting techniques and improve on your personal best. To develop changeover technique 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.
Vocab	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Attack, control, court, defend, intercept, invasion, opposition, possession, receive, technique, teammate tournament umpire	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Accuracy, baton, control, event, further, personal best, power, relay, speed, strength, technique
Assessment	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	I am beginning to use simple tactics I am learning the rules of the game and am beginning to use them honestly I can communicate with my team and move into space to support them I can defend an opponent and try to win the ball I can pass, receive and shoot the ball with some control I can provide feedback using key words I understand my tole as an attacker and as a defender I work cooperatively with my group to self-manage games	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	I am developing jumping for distance I can identify when I was successful I can take part in a relay activity, remembering when to run and what to do I can throw a variety of objects, changing my action for accuracy and distance I can use different take off and landings when jumping I can use key points to help me to improve my sprinting technique I can show determination to achieve my personal best

3	Summer 1		Summer 2	
	Cricket	**Gymnastics**	**Fitness/OAA**	**Tennis**
Key Skills	**Physical:** underarm and over=rm throwing, underarm bowling, batting and catching **Social:** communication, support, collaboration, respect **Emotional:** honesty, perseverance determination **Thinking:** select and apply skills and tactics, make decisions	**Physical:** point and patch, balances, jumps, straight roll, barrel toll, forward roll **Social:** work safely, collaboration, supportive **Emotional:** perseverance, confidence, independence **Thinking: use tactics,** observe and provide feedback, creativity, select and apply skills	**Physical:** balance, dodge, hop, jump, skip **Social:** respect, communication, cooperation, safety **Emotional:** determination, perseverance, honesty, independence **Thinking:** comprehension select and apply, tactics, exploration	**Physical:** forehand, backhand, throwing, catching, rallying **Socia**l: cooperation, collaboration, respect, support and encourage others **Emotional:** perseverance, honesty, **Thinking:** comprehension select and apply, use tactics, reflection, decision making
Learning Objectives	To learn how to score points in a striking and fielding game. To develop batting to score points. To develop fielding skills to limit the batter's score. To understand the role of a bowler. To develop my understanding of tactics and begin to use them. To apply skills and knowledge to play games using cricket rules.	To be able to transition smoothly into and out of balances. To be able to transition smoothly in and out of balances using apparatus. To create a sequence with matching and contrasting actions and shapes. To create a sequence on apparatus using matching and contrasting. To create a partner sequence using the skills I have learnt including a hoop and apparatus.	To understand how balance helps us in everyday life. To understand how co-ordination and strength helps us in everyday life. To understand how speed helps us in everyday life. To understand how agility helps us in everyday life. To understand how stamina helps us in everyday life.	To develop racket and ball control. To explore rallying using a forehand. To explore returning the ball using a forehand. To explore returning the ball using a backhand. To learn how to score and use simple rules. To work co-operatively with others to begin to manage a game.
Vocab	Accuracy, caught out, no ball, runs, strike, tactics, technique, tournament, track, umpire, wicket	Body tension, contrast, control, direction, extend, flow, landing position, match, matching, patch, point, take off	Agility, balance, co-ordination, control, muscle, progress, speed, stamina, strength, technique	Backhand, competition, control, court, face, feeder, forehand, opponent, opposition, rally, react, return, tactics, track
Assessment	I can bowl a ball towards a target I am beginning to strike a bowled ball after a bounce I am developing an understanding of tactics, and I am beginning to use them in game situations I am learning the rules of the game and beginning to use them honestly I can persevere when learning a new skill I can provide feedback using key words I can use overarm and underarm throwing, and catching skills I work cooperatively with my group to self-manage games	I can adapt sequences to suit different types of apparatus I can choose actions that flow well into one another I can complete actions with increasing balance and control I can provide feedback using key words I can sue matching and contrasting actions in a partner sequence I use a greater number of my own ideas for movements in response to a task With help, I can recognise how performances could be improved	I can go slower or stop then go again when I get tired I can lean forward to speed up I can persevere when I find a challenge hard I can take small steps to change direction, I can work safely with others I demonstrate balance when performing other fundamental skills I understand that there are different areas of fitness.	I am learning the rules of the game, and I am beginning to use them fairly I can provide feedback using key words I can return a ball to a partner I can use basic racket skills I understand the aim of the game I understand the benefits of exercise I work cooperatively with my group to self-manage games

Y4 Physical Education Curriculum

4	Autumn 1		Autumn 2	
	Swimming	**Flag Football**	**Swimming**	**Dance**
Key Skills	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical:** Running, Throwing, Catching, Evading, Tagging, **Social:** Can you help teammates when they make a mistake **Emotional:** Can we deal with positives and negatives from the game? **Thinking:** What position is becoming my favourite and a strength	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, share ideas, inclusion **Emotional**: sensitivity, confidence, perseverance, acceptance **Thinking**: provide feedback, comprehension, reflection, observation, creativity
Learning Objectives	To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival.	**By the end of the lesson, year four would have recapped understanding from year 3 flag football lessons and** demonstrate throwing as a quarterback back over a longer distance. should be able to snap the ball to the quarterback consistently. should be able to perform basic routes (Hook, slant and fade) without defenders be able to describe and demonstrate at least four different football plays that involve C, QB, RB and WR be able to play multiple positions in a flag football match and play a full match	To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival.	THEME: The Spy 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 develop a dance using matching and mirroring. THEME: Carnival To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance.
Vocab	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Offence, Defensive, Quarterback, Running Back, Plays, Touchdown, Down, Snap, Line of scrimmage	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Action, reaction, canon, dynamics, expression, flow, formation, match, mirror, order, performance, phrase, relationship, rhythm, space, structure, timing, unison
Assessment	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	Can they perform different roles on offence and defence? Can they throw to a moving player as a quarterback back Are we able to use sportsmanship when winning and losing	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	I can choose actions and dynamics to convey a character or idea I can copy and remember set choreography I can respond imaginatively to a range of stimuli relating to character and narrative I can use changes in timing and spacing to develop a dance I can use counts to keep in time with others and the music I can sue simple movement patterns to structure dance phrases on my own, with a partner

4	Spring 1		Spring 2	
	Fitness	**Gymnastics**	**Gymnastics**	**Athletics**
Key Skills	**Physical:** agility, balance, coordination, speed, stamina, strength **Social:** support others, work safely, communication **Emotional:** perseverance, determination, honesty **Thinking:** identify areas of strength and areas for development	**Physical:** individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand **Social:** work safely, determination, collaboration, communication, respect **Emotional:** confidence, perseverance, **Thinking:** observe and provide feedback, select and apply actions, creativity, evaluate and improve	**Physical:** individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand **Social:** work safely, determination, collaboration, communication, respect **Emotional:** confidence, perseverance, **Thinking:** observe and provide feedback, select and apply actions, creativity, evaluate and improve	**Physical:** Pace, sprint, jump for distance, throw for distance **Social:** collaborate, leadership **Emotional:** determination, perseverance, honesty **Thinking:** reflection, observing and providing feedback, exploring ideas, comprehension
Learning Objectives	To recognise different areas of fitness and explore what your body can do. To develop speed and strength. To develop co-ordination. To develop agility. To develop balance. To develop stamina.	To develop individual and partner balances. To develop individual and partner balances using apparatus. To develop control in performing and landing rotation jumps. To develop rotation jumps and sequence building using apparatus. To develop the straight, barrel, forward and straddle roll. To assess my straight, barrel, forward and straddle roll.	To link actions that flow using the rolls I have learnt on my own and with a partner. To develop strength in inverted movements. To create a great partner sequence to include the skills I have learnt and apparatus. To create a great partner sequence to include the skills I have learnt and apparatus.	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 techniques 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.
Vocab	Accelerate, agility, balance, coordination, control, decelerate, direction, dynamic, muscle, progress, react, record, speed, stamina, static, strength, technique	Body tension, bridge, contrast, extend, flow, fluidly, inverted, landing position, match, momentum, perform, rotation, sequence, shoulder stand, stability, wrist grip	Body tension, bridge, contrast, extend, flow, fluidly, inverted, landing position, match, momentum, perform, rotation, sequence, shoulder stand, stability, wrist grip	Accuracy, distance, heave, launch, measure, official, officiate, pace, power, record, speed, stamina, stride, technique, transfer of weight
Assessment	I can collect and record my scores and identify areas I need to improve I can sue key points to help me improve my sprinting technique I show balance when changing direction at speed show control when completing activities to improve balance I show determination to continue working over a period of time I understand there are different areas of fitness, and that each area challenges my body differently	I can plan and perform sequences with a partner that include a change of level and shape I can provide feedback using appropriate language relating to the lesson I can safely perform balances individually and with a partner I understand how body tension can improve the control and quality of my movements	I can plan and perform sequences with a partner that include a change of level and shape I can provide feedback using appropriate language relating to the lesson I can safely perform balances individually and with a partner I understand how body tension can improve the control and quality of my movements	I can demonstrate the difference in sprinting and jogging techniques I can explain what happens when my body warms up I can jump for distance with balance and control I can throw with some accuracy and power to a target area

4	Summer 1		Summer 2	
	OAA	**Cricket**	**Hockey**	**Tennis**
Key Skills	**Physical:** balance, run at speed, run over distance, coordination **Social:** communication, cooperation, collaboration **Emotional:** determination, resilience, honesty, trust **Thinking:** problem solving, evaluation, reflection, create, select and apply	**Physical:** underarm an overarm throwing, bowling, batting, two handed pick up, short barrier **Social:** collaboration and communication, respect **Emotional:** perseverance, honesty, determination **Thinking:** observing and providing feedback, applying strategies	**Physical:** dribble, pass, intercept, receive, run, shoot **Social:** respect, communication, collaboration, work safely **Emotional:** determination, perseverance, honesty **Thinking:** comprehension select and apply, decision making, identifying strengths and areas for development	**Physical:** throwing, catching, forehand, backhand, rallying **Social**: cooperation, collaboration, respect, support and encourage others **Emotional:** perseverance, honesty, determination **Thinking:** comprehension select and apply, use tactics, reflection, identifying strengths and areas for improvement
Learning Objectives	To develop co-operation and teamwork skills. To orientate a map and navigate around a grid. To develop observational skills, listening to others and following instructions. To develop trust whilst listening to others and following instructions. To be able to identify, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions.	To develop overarm and underarm throwing and apply these to a striking and fielding game. To develop bowling technique and learn the rules of the skill within this game. To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament.	To develop sending and receiving the ball with accuracy and control. To develop the attacking skill of dribbling. To develop dribbling to beat a defender. To use defending skills to delay an opponent and gain possession. To apply attacking skills to move towards goal and find space. To apply skills and knowledge to compete in a tournament.	To develop racket and ball control. To develop returning the ball using a forehand and understand when to use it. To develop the backhand and understand when to use it. To keep a continuous rally going showing increased technique. To use and apply rules and simple tactics. To understand and use rules to manage a game.
Vocab	Collaborate, communicate, effectively, key, leader, navigate, orientate, reflect, role, solve, symbol, teamwork	Accuracy, bowled out, caught out, cushion, decision, grip, momentum, no ball, opposition, pressure, retrieve, run out, short barrier, tactics, technique, tournament, two handed pickup, wicket	Accelerate, control, cushion, decision, delay, gain, invasion, opposition, option, possession, receive, referee, tackle, tournament	Backhand, competition, control, court, face, feeder, forehand, opponent, opposition, rally, react, return, tactics, track
Assessment	I can accurately follow and give instructions I can confidently communicate ideas and listen to others I can identify symbols on a map and use a key to help navigate around a grid I can plan and apply strategies to solve problems I can reflect on when I why I was successful at solving challenges I can work collaboratively and effectively with a partner and small group	I can bowl a ball with some accuracy and consistency I can strike a bowled ball after a bounce I can use overarm and underarm throwing, catching skills with increasing accuracy I can communicate with my teammates to apply simple tactics I can persevere when learning a new skill	I can dribble, pas, retrieve and shoot the ball with increasing control I can move to space to help my team to keep possession and score goals I can use simple tactics to help my team score or gain possession I can share ideas wand work with others to manage our game	I can return to the ready position to defend my own court I can sometimes play a continuous game I can use a range of basic racket skills I understand the rules of the game and I can use them often and honestly

Y5 Physical Education Curriculum

5	Autumn 1		Autumn 2	
	Gymnastics	**Hockey**	**Netball**	**Dance**
Key Skills	**Physical:** symmetrical and asymmetrical balances, rotation jumps, straight forward straddle backward roll, cartwheel, bridge, shoulder stand **Social:** work safely, support others collaboration **Emotional:** confidence, perseverance, resilience, determination **Thinking:** observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences	**Physical:** run, dribble, pass, receive, tackle, intercept, shoot **Social:** communication, collaboration, respect, support others **Emotional:** honesty, perseverance **Thinking:** identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection	**Physical:** throw, catch, run, jump, change direction, change speed, shoot **Social:** communication, support collaboration, respect **Emotional:** honesty, independence, perseverance, self-regulation, resilience **Thinking:** select and apply skills, apply tactics, observation, apply rules	**Physical:** actions, dynamics, space, relationships **Social:** collaboration, consideration and awareness of others, inclusion, respect, leadership **Emotional:** empathy, confidence, perseverance **Thinking:** creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills
Learning Objectives	To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation.	To use attacking skills to beat a defender. To send and receive under pressure. To communicate with my team, move into space and take the ball towards goal. To learn defensive techniques to gain possession. To use defending tactics to gain possession. To apply rules, skills and principles to play in a tournament.	To explore different passes and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards goal. To defend an opponent and know when to try and intercept. To develop the shooting action under pressure. To use and apply skills, principles and tactics to a game situation.	THEME: Dance by Chance To create a dance using a random structure and perform the actions with quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. THEME: Rock 'n' Roll To copy movements in the style of rock 'n' roll. To work with a partner to copy and repeat actions in time with the music. To work with a group to choreograph a dance in the style of Rock 'n' Roll.
Vocab	Asymmetrical, canon, cartwheel, decide, extension, identify, inverted, matching, mirroring, momentum, observe, pathways, performance, quality, stable, symmetrical, synchronisation, transition	Ball carrier, barrier, close down, create, maintain, possession, pressure, situation, sporting behaviour, support, tactics, transition, umpire	Accelerate, angle, create, drive, intercept, maintain, opposition, pressure, receiver, rebound, situation, sportsmanship, stance, support, technique, tournament	Actions, canon, choreograph, choreography, collaborate, dynamics, formation, genre, motif, pathway, performance, phrase, posture, quality, relationship, space, structure, timing, transition, unison
Assessment	I can create and perform sequences using apparatus individually and with a partner I can use canon and synchronisation and matching and mirroring I can use strength and flexibility to improve the quality of my performance I can set criteria to make simple judgements about performance and suggest ways they could be improved I can use feedback to improve my work	I can dribble, pass, receive and shoot the ball with some control under pressure I can use tracking, tackling and interception when playing defence I know what position I am playing in and how to contribute when attacking and defending I understand the need for tactics and can identify when to use them in different situations	I communicate with my team and move into space to keep possession and score I can identify when I was successful an what I ned to do to improve I can pass, receive and shoot the ball with some control under pressure I can stay with an opponent, and I am confident to attempt to intercept I know the position I am playing in and how to contribute when attacking and defending	I can accurately copy and repeat set choreography I can choreograph phrases individually and with others considering actions and dynamics I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus I can use counts when choreographing to say in time with others and the music

5	Spring 1		Spring 2	
	Fitness	**Volleyball**	**Gymnastics**	**Basketball**
Key Skills	**Physical: agility**, balance, coordination, speed, stamina, strength **Social:** collaboration, support, communication **Emotional:** perseverance, determination **Thinking: feedback**, comprehension, observation, evaluation	**Physical:** agility, catch, throw, jump set, dig, serve, rally **Social:** communication, respect, support and encourage others **Emotional:** perseverance, honesty, determination **Thinking:** using tactics, select and apply skills, identify strengths and areas for development, reflection	**Physical:** symmetrical and asymmetrical balances, rotation jumps, straight forward straddle backward roll, cartwheel, bridge, shoulder stand **Social:** work safely, support others collaboration **Emotional:** confidence, perseverance, resilience, determination **Thinking:** observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences	**Physical:** throw, catch, run, jump, dribble shoot **Social:** communication, cooperation, collaboration, respect **Emotional:** honesty, confidence perseverance, fair play **Thinking:** select and apply skills, make decisions, observation, tactics, observation, feedback
Learning Objectives	To understand how speed helps me in other activities and apply this. To understand how strength helps me in other activities and apply this. To understand how agility helps me in other activities and apply this. To understand how balance helps me in other activities and apply this. To understand how co-ordination helps me in other activities and apply this. To understand how stamina helps me in other activities and apply this.	To use the serve with consideration of attacking principles. To develop the fast catch volley with consideration of attacking principles. To develop the set shot and use it to pass to a teammate. To recap the set shot and develop the dig, identifying when to use each. To use a variety of shots to keep a continuous rally going. To apply rules, skills and principles to play against an opponent.	To perform progressions of inverted movements. To perform progressions of inverted movements. To explore matching and mirroring in sequence work. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner sequence using apparatus. To create a group sequence using apparatus.	To develop ways to move the ball and apply them to different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards the goal. To defend an opponent and know when to try to intercept. To develop shooting and explore when to pass, dribble or shoot. To use and apply skills, principles and tactics to a game situation.
Vocab	Agility, consistent, drive, dynamic, motivate, persevere, power, react. Rhythm, stable, stamina, static, strength	Cooperatively, communication, cushion, dig, opposition, serve, set, situation, sportsmanship, tactics, volley	Asymmetrical, canon, cartwheel, decide, extension, identify, inverted, matching, mirroring, momentum, observe, pathways, performance, quality, stable, symmetrical, synchronisation, transition	Ball carrier, close down, communicate, decision, delay, deny, drive, maintain, protect, rebound, receiver, situation, sportsmanship, tactics, technique, tournament
Assessment	I can analyse my performance in relation to the fitness component being used I can work with others to manage activities I demonstrate good balance and control when performing other fundamental skills I show accuracy and power when throwing for distance I understand the different components of fitness and how they help me in other activities	I am developing a wide range of skills, and I am beginning to sue these under pressure I understand there are different skills for different situations, and I am beginning to use these I can identify when I was successful and what I need to do to improve I can use feedback provided to improve my work I can use the rules of the game, and I can apply them honestly most of the time	I can lead a partner through short warm up routines I can create and perform sequences using apparatus individually and with a partner I can use canon and synchronisation and matching and mirroring with a partner and group and say how it affects the performance I can use strength and flexibility to improve the quality of my performance I can use feedback to improve my work	I can dribble, pass, receive and shoot the ball with some control under pressure I can use tracking and intercepting when playing in defence I understand the need for tactics and can identify when to use them in different situations I can communication with my team and move into space to keep possession and score.

5	Summer 1		Summer 2	
	Rounders	**Flag Football**	**Tennis**	**Cricket**
Key Skills	**Physical:** throw, catch, bowl, bat, field **Social:** communication, respect, collaboration **Emotional:** perseverance, honesty, confidence and self-regulation **Thinking:** assess, make decisions, comprehension, reflection, select and apply skills, tactics	**Physical:** Running, Throwing, Catching, Evading, Tagging, **Social:** communication, respect, support others **Emotional:** perseverance, confidence, determination **Thinking:** What different routes can be used in flag football?	**Physical:** forehand and backhand groundstroke, volley, underarm serve, rally **Social:** communication, cooperation, encourage and support others collaboration **Emotional:** perseverance, honesty, **Thinking:** observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics	**Physical:** deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting **Social:** communication, respect collaboration **Emotional:** perseverance, honesty, determination **Thinking:** observation, provide feedback, select and apply skills, assessing
Learning Objectives	To develop throwing and catching and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament. Using tactics identified	**By the end of the lesson, year 5 should remember offensive and defensive positions, be able to play all positions and** throw to offensive positions in space. snap the ball with more consistency and control over the quarterback's hands. perform basic routes (hook, slant and fade) with defenders describe and demonstrate at least 5 different football plays that involve C, QB, RB and WR have a good understanding of what position is their strongest and play that within a competitive game	To return the ball using a forehand groundstroke under pressure. To return the ball using a backhand groundstroke under pressure. To use a variety of shots to keep a continuous rally going. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To apply rules, skills and principles to play against an opponent.	To develop throwing and catching skills and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under some pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit
Vocab	Backing up, close catch, compete, decision, deep catch, limit, long barrier, no ball, retrieve, short barrier, situation, stance, tactic, tournament	Offence, Defensive, Quarterback, Running Back, Plays, Touchdown, Down, Snap, Line of scrimmage	Adjust, baseline, consecutive, continuous, dominant, groundstroke, non-dominant, option, pressure, readjust, release, serve, situation, tactic, technique, volley	Backing up, close catch, compete, decide, deep catch, grip, long barrier, momentum, run out, short barrier, situation, stance, tactic
Assessment	I am beginning to strike a ball with a rounders bat I am developing a wider range of fielding skills, and I am beginning to use these under pressure I can work cooperatively with others to manage our game I understand the rules of the game and can apply them honestly most of the time I understand the need for tactics and can identify when to use them in different situations	Can they play a full flag football game using offence and defence positions? Can they pick the correct route to throw when playing quarterback? Are we able to use sportsmanship when winning and losing	I am developing a wide range of skills, and I am beginning to use these under pressure I can use feedback provided to improve my work I understand there are different skills for different situations, and I am beginning to apply this. I understand the rules of the game and I can apply them honestly most of the time	I am developing a wider range of fielding skills and I am beginning to use these under some pressure I can strike a bowled ball with increasing accuracy I understand there are different skills for different situations, and I am beginning to apply this. I understand the rules of the game and I can apply them honestly most of the time

Y6 Physical Education Curriculum

6	Autumn 1		Autumn 2	
	Netball	**Football**	**Gymnastics**	**Volleyball**
Key Skills	**Physical:** throw, catch, run, jump, change direction, change speed, shoot **Social:** communication, collaboration, respect **Emotional:** honesty and fair play, pride, empathise, persevere **Thinking:** select and apply, decision making, comprehension	**Physical:** dribble, pass, receive, tackle, track **Social:** communication, collaboration, respect, cooperation **Emotional:** honesty, persevere, determination **Thinking:** assess, explore, decision making, select and apply	**Physical:** forward straddle & backward roll, counter balance, counter tension, cartwheel, bridge, shoulder stand, handstand **Social:** work safely, collaboration **Emotional:** independence, confidence, determination **Thinking:** observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences	**Physical:** catch, throw, jump set, dig, serve, rally **Social:** communication, respect, support and encourage others **Emotional:** perseverance, honesty, determination **Thinking:** using tactics, select and apply skills, identify strengths and areas for development, reflection
Learning Objectives	To develop passing and moving to maintain possession. To use a variety of attacking skills to lose a defender. To move into and create space to support a teammate. To use defending skills to gain possession. To develop accuracy in the shooting action under pressure. To use and apply skills, principles and tactics to a game situation.	To maintain possession when dribbling. To dribble with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.	To develop the straddle, forward and backward roll. To develop rolling into sequence work and on apparatus. To develop counter balance and counter tension. To develop counter balance and counter tension into sequence work with apparatus. To develop jumps and explore the effect of height. To explore jump sequence work with consideration of performance tools.	To use the fast catch volley to create space and place the ball. To develop the set shot and understand when to use it. To develop the dig and understand when to use it. To select and apply skills to keep a continuous rally going. To develop the underarm serve and learn the rules of serving. To apply rules, skills and principles to play in a tournament.
Vocab	Abide, angle, assess, ball carrier, call side, close down, contest, definite, dominant, draw, drive, extend, maintain, possession, rebound, umpire	Abide, appropriate, assess, close down, consecutive, create, draw, drive, maintain, possession, situation, sportsmanship, tactics, transition, turnover	Aesthetics, competent, contrasting, counter balance, counter tension, engage, execution, flight, formation, handstand, progression, refine, structure, vault	Actions, canon, choreograph, choreography, collaborate, dynamics, formation, genre, motif, pathway, performance, phrase, posture, quality, relationship, space, structure, timing, transition, unison
Assessment	I can create and use space to help my team I can pass, receive and shoot the ball with increasing control under pressure I can use marking and/or interception to improve my defence I can select the appropriate action for the situation and make the decision quickly I can use rules of the game consistently to play honestly and fairly	I can dribble, pass, receive and shoot the ball with some control under pressure I can use making, tackling and interception to improve my defence I can create space to help my team I can recognise my own and others strengths and areas for development and can suggest ways to improve	I can combine and perform gymnastic actions, shapes and balances with control and fluency I can create and perform sequences using compositional devices to improve the quality I understand what counter balance and counter tension is and can show examples with a partner	I can use skills taught in a game situation I am confident to make decisions when refereeing I can select the appropriate action from the situation and make this decision quickly I can work collaboratively to create tactics with my team and evaluate the effectiveness of this

6	Spring 1		Spring 2	
	Dance	**Fitness**	**Hockey**	**Basketball**
Key Skills	**Physical:** actions, dynamics, space, relationships **Social:** share ideas, collaboration, support, communication, inclusion, respect, leadership **Emotional:** confidence, self regulation, perseverance, determination, integrity, empathy **Thinking:** feedback, comprehension, use feedback to improve, select and apply skills	**Physical:** agility, balance, coordination, speed, stamina, strength **Social:** collaboration, support and encourage others **Emotional:** perseverance, determination **Thinking:** feedback, analysis, observation, evaluation	**Physical:** run, dribble, pass, receive, tackle, intercept, shoot **Social:** communication, collaboration, respect, support others **Emotional:** honesty, perseverance, fair play, determination **Thinking:** identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection	**Physical:** throw, catch, run, jump, dribble shoot **Social:** communication, cooperation, collaboration, respect **Emotional:** honesty and fair play, confidence, perseverance, **Thinking:** reflection, decision making, select and apply, use tactics, observe and provide
Learning Objectives	**THEME: Stamp, Clap** To copy and repeat a dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. **THEME: 70s Disco** To copy and repeat a phrase of movement in the 1970s disco style. To choreograph a freeze frame montage in the 1970s style. To use feedback to develop and refine a 1970s dance performance.	To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination. To develop agility. To develop balancing with control.	To develop dribbling to beat a defender. To send and receive the ball with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.	To dribble with control under pressure. To move into and create space to support a teammate. To choose when to pass and when to dribble. To use the appropriate defensive technique for the situation. To develop shooting technique and make decisions about when to pass, dribble or shoot. To apply principles, rules and tactics to a tournament.
Vocab	Action, aesthetic, choreography, dynamics, express, formation, freeze frame, inspiration, mood, motif, phrase, pose, refine, rehearse, stimulus, structure, style, transition	Abdominals, agility, analyse, calves, coordination, consistent, drive, engage, measure, motivate, persevere, power, quadriceps, record, rhythm, stable	Abide, appropriate, barrier, close down, create, cushion, draw, pressure, situation, sportsmanship, stance, support, tactics, transition, turnover	Abide, angle, ball carrier, ball side, barrier, create, dominant, draw, maintain, rebound, sportsmanship, support, tactics, transition, turnover
Assessment	I can perform dances confidently and fluently with accuracy and good timing I can choreograph a dance and work safely using a prop I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters I can use feedback provided to improve the quality of my work	I can change my running technique to adapt to different distances I can collect, record and analyse scores to identify areas where I have made the most improvement I encourage and motivate others to work to their best I understand that there are different areas of fitness and how this helps me in different activities I understand the different components of fitness and ways to test and develop them	I can create and use space to help my team I can dribble, pass, receive and shoot the ball with increasing control, under pressure I can use marking, tackling and /or interception to improve my defence I can work collaboratively to create tactics with my team and evaluate the effectiveness of these	I can create and use space to help my team I can dribble, pass, receive and shoot the ball with increasing control, under pressure I recognise my own and others strengths and areas for development and can suggest ways to improve I understand when to use different styles of defence in game situations

6	Summer 1		Summer 2	
	Athletics	**Flag Football**	**OAA**	**Cricket**
Key Skills	**Physical:** pace, sprint, jump for distance, push throw, fling throw **Social:** negotiating, collaborating, respect **Emotional:** empathy, perseverance, determination **Thinking:** observing and providing feedback, comprehension	**Physical:** Running, Throwing, Catching, Evading, Tagging, **Social:** Can you pick a team for flag football using strengths in every position **Emotional:** How do you react to another member of your team making a mistake **Thinking:** am I a good teammate?	**Physical:** balance, coordination, run at speed, run over distance **Social:** communication, collaboration, inclusion, leadership, work safely **Emotional:** confidence, trust, honesty **Thinking:** evaluation, reflection, problem solving, comprehension, select and apply	**Physical:** deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting **Social:** communication, respect collaboration **Emotional:** perseverance, honesty, **Thinking:** observation, provide feedback, select and apply skills, tactics, assessing
Learning Objectives	To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	**By the end of the lesson, year 6 should be able to play a recap game of flag football to remember all positions and roles on the pitch and** decide which offensive player to pass the ball to because they are in space or not marked. snap the ball straight to the quarterback's hands more times than not, making it easy for the QB to catch and throw. devise their own routes for flag football, based on hook, slant and fade. describe and demonstrate at least 6 different football plays that involve C, QB, RB and WR will be able to play a competitive game of flag football using their teams strengths for picking a team	To build communication and trust whilst showing an awareness of safety. To collaborate as a team to solve problems. To develop tactical planning and problem solving. To work as a team and use critical thinking to determine the best approach. To develop navigational skills and map reading. To use a key to identify objects and locations.	To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament.
Vocab	Discus, drive, event, explosive, fling, grip, maximum, meet, officiate, pace, pattern, phase, power, release, rhythm, stance, strategy	Offence, Defensive, Quarterback, Running Back, Plays, Touchdown, Down, Snap, Line of scrimmage	Adhere, approach, cardinal points, communication, contribute, critical thinking, determine, evaluate, inclusive, leadership, location, navigate, orientate, trust	Backing up, close catch, compete, decide, deep catch, grip, long barrier, momentum, run out, short barrier, situation, stance, tactic
Assessment	I can help others to improve their technique using key teaching points I can perform jumps for distance using good technique I can select and apply the best pace for a running event I can show accuracy and good technique when throwing for distance I use different strategies to persevere to achieve my personal best	Can they play a full game of flag football, choosing the strongest position for you and your team. Can the team choose each play's correct route and explain why? Are we able to use sportsmanship when winning and losing	I can orientate a map efficiently to navigate around a course I can pool ideas within a group, selecting and applying best method to solve a problem I can work effectively with a partner and a group to solve challenges I cam inclusive of others, can share job roles an lead when necessary	I can strike a bowled ball with increasing consistency and accuracy I can sue a wider range of fielding skills with increasing control under pressure I understand and can apply some tactics in the game as a batter, bowler and fielder I can work in collaboration with others so that games run smoothly