

PE Whole School Curriculum Map



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term			Gymnastics – High, Low, Over, Under	Dance - Ourselves	Ball Skills - Hands	Ball Skills - Feet
Reception PE unit	Children in Reception have a gradual start to school. They start full time in October.	Children in Reception are involved in a Nativity play and learn dances to perform to parents/carers.	<p>Lesson 1: Children will be learning to move in a high way and explore making high shapes.</p> <p>Lesson 2: Children will be learning to move in a low way and explore making low shapes.</p> <p>Lesson 3: Children will be learning and exploring how to move safely using apparatus.</p> <p>Lesson 4: Children will be learning to explore movements and shapes in high and low ways on the apparatus.</p> <p>Lesson 5: Children will be learning how to explore movements and shapes in high, low, over and under ways on apparatus.</p> <p>Lesson 6: Children will be continuing to explore movements and shapes in high, low, over and under ways on the apparatus.</p>	<p>Lesson 1: Children will be learning to explore different movements using different body parts.</p> <p>Lesson 2: Children will be learning to explore larger scale travelling movements.</p> <p>Lesson 3: Children will be learning to respond to words and music using their bodies and props.</p> <p>Lesson 4: Children will be creating their own movement ideas relating to specific words.</p> <p>Lesson 5: Children will be learning to explore different movements using qualities of movement.</p> <p>Lesson 6: Children will be exploring movements such as creeping, tiptoeing and hiding.</p>	<p>Lesson 1: Children will be exploring different ways of using their hands to move with a ball. Children will focus on using their hands to push a ball.</p> <p>Lesson 2: Children will be exploring different ways of using their hands to move with a ball. Children will focus on using their hands to roll a ball.</p> <p>Lesson 3: Children will be exploring different ways of using their hands to move with a ball. Children will focus on bouncing a ball.</p> <p>Lesson 4: Children will be learning to explore different ways of using their hands to move with a ball into spaces.</p> <p>Lesson 5: Children will be continuing to explore different ways</p>	<p>Lesson 1: Children will be exploring different ways of using their feet to move with a ball.</p> <p>Lesson 2: Children will be exploring different ways of using their feet to move with a ball. They will focus on control.</p> <p>Lesson 3: Children will be learning to dribble using their feet to move a ball.</p> <p>Lesson 4: Children will be learning to understand where to dribble and why. They will continue to develop their technique of dribbling a ball.</p> <p>Lesson 5: Children will be continuing to explore moving with a ball using their feet.</p> <p>Lesson 6: Children will be learning to develop their kicking and dribbling skills.</p>

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					<p>of using their hands to move with a ball. Children will focus on exploring different ways of rolling and pushing a ball.</p> <p>Lesson 6: Children will be learning to use their hands to move a ball, focusing on control. They will explore this with a partner.</p>	
Links to National Curriculum	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility. 					
Skills	<p>Gymnastics – High, Low, Over, Under: Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.</p> <p>Dance – Ourselves: Pupils will move their bodies with big actions linked to the idea of ‘ourselves’. Pupils will explore movements such as creeping, tiptoeing and hiding as they try becoming different characters.</p> <p>Ball Skills – Hands: Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.</p> <p>Ball Skills – Feet: Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.</p>					



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Year Group: 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Locomotion – Running Ball Skills – Hands 1	Gymnastics – Wide, Narrow, Curled Locomotion - Jumping	Gymnastics – Body Parts Dance - Growing	Ball Skills – Feet Dance – The Zoo	Team Building Ball Skills – Hands 2	Attack & Defence Athletics
PE unit	<u>Locomotion – Running</u> Lesson 1: Pupils will explore running using different body parts and different techniques. They will begin to understand how to run efficiently. Lesson 2: The focus of learning is for pupils to develop their running technique applying it into a game. Lesson 3: The focus of learning is to apply pupils' knowledge of how to run and where to run, while exploring running at different speeds. Lesson 4: The focus of learning is to apply the correct technique of running as fast as they can in a racing context. Lesson 5: The focus of learning is to apply	<u>Gymnastics – Wide, Narrow, Curled</u> Lesson 7: The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus. Lesson 8: The focus of learning is to apply 'champion gymnastics' to everything pupils do. Pupils will explore movements and balances in a narrow way on the floor and on apparatus. Lesson 9: The focus of learning is to apply 'champion gymnastics' to everything pupils do. Pupils will explore movements and balances in a curled way on the floor and on apparatus. Lesson 10: The focus of learning is to allow pupils	<u>Gymnastics – Body Parts</u> Lesson 1: The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus. Lesson 2: The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus. Lesson 3: The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.' Lesson 4: The focus of the learning is to explore the	<u>Ball Skills – Feet</u> Lesson 7: The focus of learning is to recap the different ways of using our feet to move with a ball. Lesson 8: The focus of learning is to develop using our feet to move with a ball. Lesson 9: The focus of learning is to apply dribbling with our feet into games. Lesson 10: The focus of learning is to consolidate pupils understanding of where to dribble and why. Lesson 11: The focus of learning is to explore kicking (passing) a ball. Lesson 12: The focus of learning is to develop pupils kicking (passing) technique applying this into a game to score points.	<u>Team Building</u> Lesson 1: The focus of the learning is to introduce teamwork. Lesson 2: The focus of the learning is to develop the skills required to make an effective team. Lesson 3: The focus of the learning is to understand why it is important to trust our partner (team) if we are going to be successful. Lesson 4: The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team. Lesson 5: The focus of the learning is to	<u>Attack & Defence</u> Lesson 7: The focus of the learning is to understand the basic principles of attack. Lesson 8: The focus of the learning is to apply simple attacking principles into a game situation. Lesson 9: The focus of the learning is to understand the basic principles of defence. Lesson 10: The focus of the learning is to apply simple defending principles into a game situation. Lesson 11: The focus of the learning is to consolidate pupils' knowledge of how, where and why to attack in a game. <u>Athletics:</u>



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<p>pupils understanding and application of running over a longer duration and as part of a team.</p> <p>Lesson 6: The focus of learning is for pupils to apply their understanding of running, applying it into a competitive game.</p> <p><u>Ball Skills – Hands 1</u></p> <p>Lesson 1: The focus of learning is to develop bouncing (dribbling).</p> <p>Lesson 2: The focus of learning is to explore and develop different ways of sending a ball (passing) using our hands.</p> <p>Lesson 3: The focus of learning is to develop different ways of sending a ball using our hands.</p> <p>Lesson 4: The focus of learning is to explore different ways of stopping a ball with our hands.</p> <p>Lesson 5: The focus of learning is to develop different ways of</p>	<p>to continue to explore the three theme words: narrow, wide and curled.</p> <p>Lesson 11: The focus of learning is for pupils to explore combining wide, narrow and curled movements together. Introduce, 'linking.'</p> <p>Lesson 12: The focus of learning is to link two movements together.</p> <p><u>Locomotion – Jumping</u></p> <p>Lesson 7: The focus of learning is to recap jumping, in different directions, at different speeds and different levels.</p> <p>Lesson 8: The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently.</p> <p>Lesson 9: The focus of learning is to explore how jumping affects our bodies.</p> <p>Lesson 10: The focus of learning is to explore skipping.</p> <p>Lesson 11: The focus of learning is to apply our understanding of jumping and skipping into a game.</p>	<p>different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') changing the combinations on different apparatus.</p> <p>Lesson 5: The focus of the learning is to explore adding movement combinations together to create mini sequences.</p> <p>Lesson 6: The focus of the learning is to adapt our mini sequences, exploring how we can make them more creative.</p> <p><u>Dance – Growing</u></p> <p>Lesson 1: The focus of learning is for pupils to respond to rhythm and patterns through their movement.</p> <p>Lesson 2: The focus of learning is for pupils to respond to rhythm and patterns through their movement.</p> <p>Lesson 3: The focus of learning is for pupils to respond to rhythm and patterns through their movement.</p> <p>Lesson 4: The focus of learning is for pupils to respond to rhythms and</p>	<p><u>Dance – The Zoo</u></p> <p>Lesson 7: The focus of the learning is to respond to the stimulus (big animals) using a range of different, controlled movements showing character expression.</p> <p>Lesson 8: The focus of the learning is to respond to the stimulus (small animals) using a range of different and controlled movements.</p> <p>Lesson 9: The focus of the learning is for pupils to respond to rhythm using a range of controlled movements.</p> <p>Lesson 10: The focus of the learning is for pupils to respond to rhythm using a range of controlled movements that represent arctic animals.</p> <p>Lesson 11: The focus of learning is for pupils to respond to a rhythm performing a range of controlled movements that represent a big cat and a zookeeper.</p> <p>Lesson 12: The focus of the learning is to explore the relationship between a zookeeper and a big cat,</p>	<p>explore simple strategies as a team.</p> <p>Lesson 6: The focus of the learning is to explore simple strategies as a team to help us solve a problem.</p> <p><u>Ball Skills – Hands 2</u></p> <p>Lesson 1: The focus of the learning is to introduce throwing (underarm).</p> <p>Lesson 2: The focus of learning is to develop throwing (underarm) a beanbag.</p> <p>Lesson 3: The focus of learning is to work in a team and apply the underarm throw in a competitive situation.</p> <p>Lesson 4: The focus of learning is to explore different ways of stopping a ball using our hands.</p> <p>Lesson 5: The focus of the learning is to develop pupils' ability to accurately roll a ball towards a target.</p> <p>Lesson 6: The focus of the learning is to consolidate pupils'</p>	<p>Sports day activities and preparation.</p>
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	<p>stopping a ball with our hands, preventing pupils from passing the ball.</p> <p>Lesson 6: The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.</p>	<p>Lesson 12: The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>patterns through their movement.</p> <p>Lesson 5: The focus of learning is to use improvisation to explore various dynamics and movement qualities.</p> <p>Lesson 6: The focus of learning is to explore the relationship between two living things, creating movement patterns.</p>	<p>creating movement patterns.</p>	<p>ability to accurately roll a ball towards a target.</p>	
Links to National Curriculum	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ 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. 					
Skills	<p>Locomotion – Running: Pupils will be able to run applying the correct technique to ensure maximum speed. Pupils will run and stay in a space avoiding the defenders.</p> <p>Ball Skills – Hands 1: Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.</p> <p>Gymnastics – Wide, Narrow, Curled: Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>Locomotion – Jumping: Pupils will apply the correct technique for jumping and explore skipping. Pupils will develop their jumping skills and jump into spaces to avoid the defenders.</p> <p>Gymnastics – Body Parts: Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying ‘champion gymnastics’ and start to link movements.</p> <p>Dance – Growing: Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.</p> <p>Ball Skills – Feet: Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.</p> <p>Dance – The Zoo: Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.</p> <p>Team Building: Pupils will use developing teamwork skills in pairs and small teams to complete all of the challenges successfully</p> <p>Ball Skills – Hands 2: Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</p> <p>Attack & Defence: Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.</p>					



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Year Group: 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Locomotion – Jumping	Dance – Water	Dance – Explorers	Locomotion – Dodging	Dance – Mr Candy's Sweet Shop	Health & Well-being – Agility
PE unit	Team Building Locomotion - Jumping Lesson 1: Children will consolidate jumping skills and to apply an effective jumping technique. Lesson 2: Children will consolidate knowledge of how, where and why we jump in a game. Lesson 3: Children will apply knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps. Lesson 4: Children will develop their application of jumping. Lesson 5: Children will develop their application of linking jumps together. Lesson 6: Children will apply their knowledge of jumping into competitions.	Ball Skills - Hands Dance – Water Lesson 7: Children to explore and respond to a stimulus through structured tasks. Lesson 8: Children will initiate whole group movement and to understand how to work safely in the dance space, responding to music through movement Lesson 9: Children will use improvisation to explore various dynamics and movement qualities. Lesson 10: Children will use whole body to create sequences of movement. Lesson 11: Children to explore and respond to music as a stimulus. Lesson 12: Children will use basic actions as an individual and in sequence. Ball Skills – Hands	Gymnastics - Linking Dance – Explorers Lesson 1: The focus of the learning is to respond to the stimulus using a range of different, controlled movements. Lesson 2: The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif. Lesson 3: The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif. Lesson 4: The focus of the learning is to explore a variety of movements in a character (explorer and jungle animal) with a partner. Lesson 5: The focus of the learning is to extend our sequences as our characters (explorer and jungle animal). Lesson 6: The focus of the learning is to consolidate	Gymnastics - Pathways Locomotion – Dodging Lesson 1: The focus of the learning is to explore dodging and learn how to dodge effectively. Lesson 2: The focus of the learning is to develop pupils' dodging technique applying this into games. Lesson 3: The focus of the learning is to apply pupils' knowledge of how, where and why to dodge, into game situations. Lesson 4: The focus of the learning is to apply pupils' knowledge of how, where and why to dodge in game situations working as a team. Lesson 5: The focus of the learning is to consolidate pupils' knowledge of how, where and why to dodge in game situations, working in teams. Lesson 6: The focus of the learning is to apply pupils' knowledge of how where	Ball Skills - Feet Dance – Mr Candy's Sweet Shop Lesson 1: The focus of the learning is to respond to the stimulus using a range of different, controlled movements showing expression. Lesson 2: The focus of the learning is to respond to the stimulus (sweets) using a range of different and controlled movements. Lesson 3: The focus of the learning is to develop our character work, adding movements, expression and emotion to create a motif. Lesson 4: The focus of the learning is for pupils to create movements that are telling a story while	Athletics Health & Well-being – Agility Lesson 1: The focus of the learning is to consolidate our understanding of agility and when this is applied during sport. Lesson 2: The focus of the learning is to develop ways of balancing on apparatus. Lesson 3: The focus of the learning is to introduce coordination (feet eye coordination). Lesson 4: The focus of the learning is to understand the importance of being, 'agile'. Lesson 5: The focus of the learning is to understand the importance of being balanced. Pupils will perform a circuit to develop their application and understanding of balance. Lesson 6: The focus of the learning is to understand



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	<p><u>Team Building</u></p> <p>Lesson 1: Children will understand why it is important to include everyone when working as a team and how it feels to be left out. Children will start to learn and understand what makes an effective team.</p> <p>Lesson 2: Children will start to develop their communication skills, enabling them to create simple strategies to complete a challenge.</p> <p>Lesson 3: Children will develop their communication skills to enable them to successfully complete a challenge.</p> <p>Lesson 4: Children will continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.</p> <p>Lesson 5: Children will explore simple strategies as a team.</p>	<p>Lesson 7: Children will develop dribbling in order to keep control and possession of the ball.</p> <p>Lesson 8: Children to develop dribbling in order to keep control and possession</p> <p>Lesson 9: Children will combine dribbling, passing and receiving in order to keep possession of the ball.</p> <p>Lesson 10: Children will learn to develop dribbling in order to keep possession and score a point.</p> <p>Lesson 11: Children will develop passing and receiving in order to keep possession and score a point.</p> <p>Lesson 12: Children will combine dribbling, passing and receiving in order to keep possession and score a point.</p>	<p>our learning from previous suggested sequences of learning performing a sequence with extended movements.</p> <p><u>Gymnastics – Linking</u></p> <p>Lesson 1: The focus of the learning is to apply 'champion gymnastics' to explore different movements that pupils can link together.</p> <p>Lesson 2: The focus of the learning is to apply 'champion gymnastics' to develop the different movements that pupils can link together on apparatus.</p> <p>Lesson 3: The focus of the learning is to apply 'champion gymnastics' to explore different ways pupils can perform the sequence. Jump, Roll, Balance.</p> <p>Lesson 4: The focus of the learning is to apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.</p> <p>Lesson 5: The focus of the learning is to apply</p>	<p>and why to dodge, into a level 1 competition.</p> <p><u>Gymnastics - Pathways</u></p> <p>Lesson 1: The focus of the learning is to apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that pupils can link together.</p> <p>Lesson 2: The focus of the learning is to apply 'champion gymnastics' developing different pathways (zig-zag), creating movements that pupils can link together on apparatus.</p> <p>Lesson 3: The focus of the learning is to apply 'champion gymnastics' exploring different pathways (curved), creating movements that pupils can link together.</p> <p>Lesson 4: The focus of the learning is to apply 'champion gymnastics' developing different pathways (curved), creating movements that pupils can link together on apparatus.</p> <p>Lesson 5: The focus of the learning is to apply</p>	<p>incorporating emotion and varying dynamics.</p> <p>Lesson 5: The focus of the learning is to explore a variety of movements in character with a partner.</p> <p>Lesson 6: The focus of the learning is for pupils to consider the texture, taste and appearance of sweets as they created different movement combinations to represent this.</p> <p><u>Ball Skills - Feet</u></p> <p>Lesson 1: The focus of learning is to develop dribbling using our feet in order to keep control and possession of the ball.</p> <p>Lesson 2: The focus of learning is to develop passing and receiving using our feet in order to keep possession of the ball.</p> <p>Lesson 3: The focus of learning is to combine dribbling, passing and receiving using our feet</p>	<p>the importance of being coordinated. Pupils will perform a circuit to develop their application and understanding of coordination.</p> <p><u>Athletics</u></p>
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	<p>Lesson 6: Children will explore simple strategies as a team to help us solve a problem.</p>		<p>'champion gymnastics' to create pupils' own sequences.</p> <p>Lesson 6: The focus of the learning is for pupils to perform their completed sequences.</p>	<p>'champion gymnastics' to create pupils' own sequences.</p> <p>Lesson 6: The focus of the learning is for pupils to perform their completed sequences.</p>	<p>in order to keep possession of the ball.</p> <p>Lesson 4: The focus of learning is to develop dribbling using our feet in order to keep possession and score a point.</p> <p>Lesson 5: The focus of learning is to combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.</p> <p>Lesson 6: The focus of learning is for pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p>	
<p>Links to National Curriculum</p>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ 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. 					

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Skills	<p>Locomotion – Jumping: Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.</p> <p>Team Building: Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully.</p> <p>Dance – Water: Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities</p> <p>Ball Skills – Hands: Pupils will be able to dribble, pass and move with developing accuracy and keep possession. They will combine these skills to score points.</p> <p>Dance – Explorers: Pupils will develop their ability to create and develop characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography.</p> <p>Gymnastics – Linking: Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. They will be able to perform a sequence on apparatus focused on; jumps, rolls and balances.</p> <p>Locomotion – Dodging: Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.</p> <p>Gymnastics – Pathways: Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>Dance – Mr Candy's Sweet Shop: Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography, including telling a story.</p> <p>Ball Skills – Feet: Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point.</p> <p>Health & Well-being – Agility: Pupils will move showing refined agility, balance and coordination, applying these elements of fitness in activities and within circuit challenges.</p>
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PE Whole School Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term Year Group : 3	Outdoor Education – Problem Solving Dance – Wild Animals	Gymnastics – Symmetry and Asymmetry Games - Hockey	Games – Net/Wall – Tennis Dance - Weather	Athletics – Running Outdoor Adv – Communication & Tactics	Athletics – Throwing & Jumping Games – Striking & Fielding - Cricket	Games – Striking & Fielding – Rounders Athletics - Competitions
PE unit	<u>Outdoor Education – Problem Solving</u> Lesson 1: The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility. Lesson 2: The focus of the learning is to look at what makes an effective team with the focus on communication. Lesson 3: The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Lesson 4: The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Lesson 5: The focus of the learning is to look at what makes an	<u>Gymnastics – Symmetry & Asymmetry</u> Lesson 7: The class will focus on exploring movements and balances in a symmetrical way. Lesson 8: The focus of the learning is to apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way. Lesson 9: The focus of the learning is to re-create pupils' symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence. Lesson 10: The focus of the learning is for pupils to start with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and	<u>Games – Net/Wall – Tennis</u> Lesson 1: The focus of the learning is to introduce how we win a game of tennis, thinking about where and why we throw the ball on the court. Lesson 2: The focus of the learning is to continue to explore how we win a game of tennis, thinking about where and why we throw the ball on the court. Lesson 3: The focus of the learning is to apply pupils' prior learning of the different ways we can win a point, into mini games. Pupils will be introduced to mini ladder tournaments. Lesson 4: The focus of the learning is to introduce rackets. Pupils will learn how to hold the racket safely and understand why it is important that they	<u>Athletics – Running</u> Lesson 7: The focus of the learning is to explore how we can use our bodies to make us run as fast as possible. Pupils will learn the correct technique used for sprinting Lesson 8: The focus of the learning is to continue to explore running for speed. Pupils will continue to learn and apply the correct sprinting technique. Lesson 9: The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team. Lesson 10: The focus of the learning is to continue to apply pupils' understanding of running for speed into running as part of a team. Lesson 11: The focus of the learning is to explore	<u>Athletics – Throwing & Jumping</u> Lesson 1: The focus of the learning is to explore the differences between throwing for accuracy and throwing for distance. Lesson 2: The focus of the learning is to develop pupils' understanding of throwing for distance. Pupils will learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance Lesson 3: The focus of the learning is to develop pupils' understanding of throwing for distance. Pupils will learn how to throw a primary school shot put and how they can use their bodies to	<u>Games – Striking & Fielding – Rounders</u> Lesson 7: The focus of learning is to introduce the concept of batting and fielding. Pupils will develop an understanding of the purpose of each team. Lesson 8: The focus of learning is to introduce throwing overarm. Pupils will develop an understanding of how to throw a ball accurately, with power over distance and understand its purpose in a game of rounders. Lesson 9: The focus of the learning is to play mini games where fielders apply the use of both the overarm and underarm throw in order to keep a batter's score as low as possible. Lesson 10: The focus of the learning is to



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<p>effective team with the focus on collaboration and communication.</p> <p>Lesson 6: The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.</p> <p><u>Dance – Wild Animals</u></p> <p>Lesson 1: The focus of the learning is to respond to different stimuli being able to sustain characters to add drama and emotion to the dance.</p> <p>Lesson 2: The focus of the learning is to build on the character work adding drama and emotion to dance and to create motifs in pairs.</p> <p>Lesson 3: The focus of the learning is to execute a wider variety of movements singly and in extended sequences, with a partner. Pupils will sustain their characters to add drama and emotion to their dance.</p>	<p>middle section of a sequence.</p> <p>Lesson 11: The focus of the learning is for pupils to complete their sequences. Pupils will start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.</p> <p>Lesson 12: The focus of the learning is for pupils to perform their completed sequences.</p> <p><u>Games - Hockey</u></p> <p>Lesson 7: The focus of the learning is to introduce dribbling in order to keep control and possession of the ball.</p> <p>Lesson 8: The focus of the learning is to introduce passing and receiving in order to keep possession of the ball. Concentrate on the attacking players can they pass and receive the ball with control to keep possession. Pupils will develop an understanding of how to win the ball back (defending, tackling</p>	<p>control the ball when playing a shot.</p> <p>Lesson 5: The focus of learning is to introduce the forehand shot. Pupils will understand when and where to play the forehand shot in a mini game.</p> <p>Lesson 6: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.:</p> <p><u>Dance - Weather</u></p> <p>Lesson 1: The focus of the learning is to respond to different stimuli being able to add drama and emotion to the dance</p> <p>Lesson 2: The focus of the learning is to continue to respond to different stimuli being able to add drama and emotion to the dance.</p> <p>Lesson 3: The focus of the learning is to build on the thematic work in a different context creating motifs.</p> <p>Lesson 4: The focus of the learning is to execute a wider variety of movements in extended</p>	<p>pacing and running for distance.</p> <p>Lesson 12: The focus of the learning is to continue to explore pacing and running for distance.</p> <p><u>Outdoor Adv – Communication & Tactics</u></p> <p>Lesson 7: The focus of the learning is to look at what makes an effective team with the focus being on creating tactics as a team. Pupils will learn why they need to work as a team to create simple tactics.</p> <p>Lesson 8: The focus of the learning is to look at what makes an effective team leader. Pupils will develop the qualities required to lead a team effectively.</p> <p>Lesson 9: The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.</p> <p>Lesson 10: The focus of learning is to develop pupils' communication and collaborating within their team. Pupils will learn how to solve problems by collaborating</p>	<p>throw with greater distance.</p> <p>Lesson 4: The focus of the learning is to develop pupils' understanding of throwing for distance. Pupils will learn how to throw a primary school discus and how they can use their bodies to throw with greater distance.</p> <p>Lesson 5: The focus of the learning is to explore how we can use our bodies to jump as far as possible in one jump.</p> <p><u>Games – Striking & Fielding - Cricket</u></p> <p>Lesson 1: The focus of the learning is to introduce the concept of batting and fielding.</p> <p>Lesson 2: The focus of the learning is to introduce throwing overarm.</p> <p>Lesson 3: The focus of the learning is to introduce throwing underarm.</p>	<p>introduce ways of stopping the ball. Pupils will learn when, where and to they use a long barrier and how this can improve our fielding skills to keep the batter's score as low as possible.</p> <p>Lesson 11: The focus of the learning is to apply the long, barrier in a game situation to keep the batters score as low as possible.</p> <p><u>Athletics – Competitions</u></p> <p>Lesson 7: The focus of the learning is to bring together the suggested sequence of learning for running into a competition.</p> <p>Lesson 8: The focus of the learning is to bring together the suggested sequence of learning for throwing into a competition.</p> <p>Lesson 9: The focus of the learning is to bring together the suggested sequence of learning for jumping, into a competition.</p> <p>Lesson 10: The focus of the learning is to bring</p>
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	<p>Lesson 4: The focus of the learning is to continue executing a wide variety of movements singly and in extended sequences, with a partner. Pupils will sustain their characters to add drama and emotion to their dance.</p> <p>Lesson 5: The focus of the learning is to extend dance skills by using more complex actions. Pupils will develop movement vocabulary by introducing more advanced dance terms</p> <p>Lesson 6: Traditional Greek Dancing to be carried out as part of Ancient Greek day.</p>	<p>and intercepting), at a later stage but questions to provoke thinking are appropriate.</p> <p>Lesson 9: The focus of the learning is to use pupils' prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games.</p> <p>Lesson 10: The focus of the learning is to develop passing, receiving and dribbling to create space when attacking, building up into mini games where pupils will explore the transition between attack and defence.</p> <p>Lesson 11: The focus of the learning is to introduce pupils to shooting. Pupils will understand when, where and why they shoot from in order to increase their chances of scoring.</p> <p>Lesson 12: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>sequences, with a partner.</p> <p>Lesson 5: The focus of the learning is to extend pupils' dance skills by using more than one theme to create movements and actions forming longer sequences.</p> <p>Lesson 6: The focus of the learning is to bring the entire dance together and perform it. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.</p>	<p>and communicating within their team. Pupils will understand why we need to communicate clearly with other team members to be successful.</p> <p>Lesson 11: The focus of the learning is to develop the skills required to make an effective team. The class will focus on collaboration and communication, enabling them to create simple tactics.</p> <p>Lesson 12: The focus of the learning is to consolidate the skills required to make an effective team.</p>	<p>Lesson 4: The focus of the learning is to introduce catching.</p> <p>Lesson 5: The focus of the learning is to introduce striking the ball with intent away from fielders to score runs (points). Pupils will develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.</p>	<p>together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</p> <p>Lesson 11: The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</p>
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Links to National Curriculum	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ 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.
Skills	<p>Outdoor Education – Problem Solving: Pupils will work within a team to complete the different problem solving challenges successfully.</p> <p>Dance – Wild Animals: Pupils will be challenged to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups.</p> <p>Gymnastics – Symmetry and Asymmetry: Pupils will execute ‘excellent’ balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.</p> <p>Games – Hockey: Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>Games – Net/Wall – Tennis: Pupils will throw/hit the ball into space on their opponents side of the court. After playing a shot pupils will recover to a ready position, ready to return the ball.</p> <p>Dance – Weather: Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character.</p> <p>Athletics – Running: Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.</p> <p>Outdoor Adv – Communication & Tactics: Pupils will explore what makes an effective team through different problem-solving challenges. Throughout the unit, there will be a focus on pupils developing their communication skills, essential to working within a team to complete the activities.</p> <p>Athletics – Throwing & Jumping: Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.</p> <p>Games – Striking & Fielding – Cricket: Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game.</p> <p>Games – Striking & Fielding – Rounders: Pupils will explore the concept of batting and fielding (attack and defence). Pupils will develop an understanding of the purpose of each team. Pupils will learn how to apply a variety of fielding skills such as throwing and stopping the ball to keep the batter’s score low.</p> <p>Athletics – Competitions: Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.</p>



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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term Year Group : 4	Outdoor Education – Orienteering Dance - Space	Gymnastics - Bridges Games – Invasion – Football	Dance - Cats Games – Invasion – Basketball	Games – Net/Wall – Tennis Games – Invasion – Tag Rugby	Athletics – Running Games - Striking & Fielding - Cricket	Games – Striking & Fielding – Rounders Athletics - Competitions
PE unit	<u>Outdoor Education – Orienteering</u> Lesson 1: The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate. Lesson 2: The focus of the learning is to introduce the concept of orienteering. Pupils will learn how to use a map to follow a route. Lesson 3: The focus of the learning is to challenge pupils to orientate a map, locate points on the map, then travel to them and record what they find. Lesson 4: The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order.	<u>Gymnastics – Bridges</u> Lesson 7: The focus of the learning is to explore movements and balances creating bridges. Lesson 8: The focus of the learning is to re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence. Lesson 9: The focus of the learning is to move over and under individual bridges on apparatus. These ideas will be used for sequences. Lesson 10: The focus of the learning is to apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges. Lesson 11: The focus of the learning is for pupils to complete their sequences.	<u>Dance – Cats</u> Lesson 1: The focus of the learning is to explore movement through improvisation, introducing unison and matching. Lesson 2: The focus of the learning is to apply a canon into our movements when performing as two contrasting characters. Lesson 3: The focus of the learning is to build on the character work from suggested sequence of learning part 2, adding drama and emotion to our dance. Lesson 4: The focus of the learning is to extend dance skills by using more complex interacting movements and actions and incorporate apparatus. Lesson 5: The focus of the learning is to bring together pupils'	<u>Games – Net/Wall – Tennis</u> Lesson 7: The focus of the learning is to develop our understanding of how we can win a game of tennis. Pupils will recap the forehand. Lesson 8: The focus of the learning is to develop racket control. Pupils will learn how to use their racket to direct the ball towards a space to win a point. Lesson 9: The focus of learning is to introduce the backhand shot. Pupils will understand when and where to play the backhand shot. Lesson 10: The focus of learning is to develop the use of forehand and backhand shots applying these in game situations. Lesson 11: The focus of learning is to develop pupil's ability to use a	<u>Athletics – Running</u> Lesson 1: The focus of the learning is to explore how we can use our bodies to make us run as fast as possible. Lesson 2: The focus of the learning is to continue to explore running for speed. Pupils will continue to learn and apply the correct sprinting technique. Lesson 3: The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team. Lesson 4: The focus of the learning is to continue to apply pupils' understanding of running for speed into running as part of a team.	<u>Games – Striking & Fielding – Rounders</u> Lesson 6: The focus of learning is to develop the concept of batting and fielding to ensure that pupils have a clear understanding of each role. Lesson 7: The focus of the learning is to develop fielding skills. Pupils will learn about the roles of the bowler and the back stop and what their purpose is within the game. Lesson 8: The focus of the learning is to introduce batting. Pupils will learn how to hit the ball, where and why. Lesson 9: The focus of the learning is to develop batting skills and think about where we should hit the ball and why. Lesson 10: The focus of the learning is to develop



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<p>Lesson 5: The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.</p> <p>Lesson 6: The focus of the learning is to bring the orienteering topic together into a competition either as a house event or with another school.</p> <p><u>Dance – Space</u></p> <p>Lesson 1: The focus of the learning is to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance.</p> <p>Lesson 2: The focus of the learning is to apply a canon into our movements when performing as a character reacting to a discovery. Pupils will</p>	<p>Lesson 12: The focus of the learning is for pupils to perform completed sequences.</p> <p><u>Games – Invasion – Football</u></p> <p>Lesson 7: The focus of the learning is to refine dribbling in order to keep control and possession of the ball.</p> <p>Lesson 8: The focus of the learning is to explore the purpose of turning in a game of football and understand why turns can help us to keep possession.</p> <p>Lesson 9: The focus of the learning is to see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations.</p> <p>Lesson 10: The focus of the learning is to develop passing and dribbling to create space, building up into mini games where pupils explore the transition between attack and defence.</p> <p>Lesson 11: The focus of the learning is to</p>	<p>choreography from suggested sequence of learning.</p> <p>Lesson 6: The focus of the learning is to experience dancing like a 'cat' in a group performance. Pupils will create a performance which will include stage presence, timing, rhythm and sustaining character.</p> <p><u>Games – Invasion – Basketball</u></p> <p>Lesson 1: The focus of the learning is to refine dribbling in order to keep control and possession of the ball. Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent.</p> <p>Lesson 2: The focus of the learning is to see how effectively they can apply their passing (bounce and chest) and moving skills to keep possession, developing this concept into mini game situations.</p> <p>Lesson 3: The focus of the learning is to develop passing and dribbling to create space, building up into mini games where</p>	<p>racket by considering tactical play (creating space) to win a point.</p> <p>Lesson 12: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p> <p><u>Games – Invasion – Tag Rugby</u></p> <p>Lesson 7: The focus of learning is to develop passing and moving to create space to beat an opponent and score a try.</p> <p>Lesson 8: The focus of the learning is to extend pupils' understanding and knowledge of passing and moving applying this into 3v3 mini games.</p> <p>Lesson 9: The focus of the learning is to develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</p> <p>Lesson 10: The focus of the learning is for pupils to apply their understanding and knowledge from suggested sequence of learning part 3 into mini games.</p>	<p>Lesson 5: The focus of the learning is to explore pacing and running for distance.</p> <p><u>Games - Striking & Fielding - Cricket</u></p> <p>Lesson 1: The focus of the learning is to develop pupils understanding of batting and fielding.</p> <p>Lesson 2: The focus of the learning is to introduce bowling.</p> <p>Lesson 3: The focus of the learning is to develop ways of stopping and returning the ball.</p> <p>Lesson 4: The focus of the learning is to develop ways of retrieving and returning the ball to prevent the batters from scoring runs.</p> <p>Lesson 5: The focus of the learning is to develop an understanding of how, where and why we need to strike the ball to score runs.</p>	<p>an understanding of basic tactics used when fielding. Pupils will develop their fielding skills and understand where fielders can position themselves to prevent the batter from scoring.</p> <p><u>Athletics - Competitions</u></p> <p>Lesson 6: The focus of the learning is to bring together the suggested sequence of learning for running into a competition.</p> <p>Lesson 7: The focus of the learning is to bring together the suggested sequence of learning for throwing into a competition.</p> <p>Lesson 8: The focus of the learning is to bring together the suggested sequence of learning for jumping, into a competition.</p> <p>Lesson 9: The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</p>
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	<p>sustain their characters to add drama and emotion to the dance.</p> <p>Lesson 3: The focus of the learning is to build on the character work from suggested sequence of learning part 2 adding drama and emotion to our dance. Pupils will create performances with two contrasting characters.</p> <p>Lesson 4: The focus of the learning is to extend dance skills by using more complex interacting movements and actions and incorporate apparatus.</p> <p>Lesson 5: The focus of the learning is to bring together pupils' choreography from suggested sequence of learning part 4.</p> <p>Lesson 6: The focus of the learning is to bring the entire dance together and perform it. Pupils will create a performance, which will include stage presence, timing,</p>	<p>introduce pupils to shooting. Pupils will understand not just how they shoot but where they shoot from on the pitch.</p> <p>Lesson 12: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>pupils explore the transition between attack and defence.</p> <p>Lesson 4: The focus of the learning is to apply prior learning of passing and dribbling to create an attack that results in a shooting opportunity. Pupils will understand not just how to shoot but where to shoot from and why.</p> <p>Lesson 5: The focus of the learning is to introduce pupils to the concept of defending (marking) and how this can be applied during a game to prevent attacking opportunities. Pupils will understand that their role changes (defender) as soon as they lose possession of the ball.</p> <p>Lesson 6: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>Lesson 11: The focus of the learning is to combine passing and moving to develop ways of creating space to beat an opponent to score a try.</p> <p>Lesson 12: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>		<p>Lesson 10: The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</p>
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	rhythm and sustaining character.					
Links to National Curriculum	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ 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. 					
Skills	<p>Outdoor Education – Orienteering: Pupils will apply their developing ability to orientate a map and locate points, returning to base as quickly as possible</p> <p>Dance – Space: Pupils will explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus.</p> <p>Gymnastics – Bridges: Pupils will execute ‘excellent’ balances and movements within the ‘bridges’ theme. Applying flow, pupils will link these movements and balances together.</p> <p>Games – Invasion – Football: Pupils will be able to apply a secure understanding of passing, moving and dribbling in order to shoot and score goals against another team.</p> <p>Dance – Cats: Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</p> <p>Games – Invasion – Basketball: Pupils will be able to apply a secure understanding of passing, moving, dribbling and shooting in order to score points against another team.</p> <p>Games – Net/Wall – Tennis: Pupils will hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point.</p> <p>Games – Invasion – Tag Rugby: Pupils will be able to apply a secure understanding of passing, moving to create space and score. Pupils will apply tagging to prevent an attacker scoring.</p> <p>Athletics – Running: Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.</p> <p>Games – Striking & Fielding – Cricket: Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game.</p> <p>Games – Striking & Fielding – Rounders: Pupils will be able to apply developing batting skills in order to score points. Pupils will continue to develop accurate throwing, catching and retrieving skills.</p> <p>Athletics – Competitions: Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.</p>					



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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term Year Group : 5	Dance – The Circus Outdoor Education – Problem Solving	Gymnastics – Counter Balance & Tension Games - Net/Wall - Badminton	Swimming Games – Invasion - Netball	Swimming Games - Handball	Athletics Health Related Exercise	Athletics - Competitions Games – Striking & Fielding - Rounders
PE unit	<u>Dance – The Circus</u> Lesson 1: The focus of the learning is for pupils to explore the social divide and prejudices that existed in the 19th century through movement. Lesson 2: The focus of the learning is for pupils to demonstrate a greater understanding of the prejudices in society in the 19th Century and portray this understanding through movement and characterisation. Lesson 3: The focus of the learning is for pupils to create movements that represent a variety of different circus performers. Pupils will explore the important role of the 'ringmaster'.	<u>Gymnastics – Counter Balance & Tension</u> Lesson 7: The focus of the learning is to apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance. Lesson 8: The focus of the learning is to transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus. Lesson 9: The focus of the learning is to apply, "excellent gymnastics" to pupils' developing sequences. Start with a counter balance on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence. Lesson 10: The focus of the learning is to apply, "excellent gymnastics", to	<u>Swimming</u> The children will attend swimming lessons every week for this term. <u>Games – Invasion - Netball</u> Lesson 7: The focus of the learning is on using passing and moving skills, refining these skills and applying them into game situations. Lesson 8: The focus of the learning is for pupils to apply their understanding of the rules of the game by officiating and playing in mini games. Pupils should be able to use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity. Lesson 9: The focus of the learning is to ensure pupils understand that their role changes and they become a defender as soon as they	<u>Swimming</u> The children will attend swimming lessons every week for this term. <u>Games – Invasion - Handball</u> Lesson 7: The focus of the learning is to consolidate passing and receiving skills, using them to move the ball up the court to create a successful shooting opportunity. Pupils will refine these skills and apply them into game situations. Lesson 8: The focus of the learning is to allow pupils to explore other passing styles. Pupils will learn where and why other passing styles will be effective. For example, the bounce pass. Lesson 9: The focus of the learning is to ensure pupils understand that their role changes (defender) as soon as they lose	<u>Athletics</u> Lesson 1: The focus of the learning is to develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line. Lesson 2: The focus of the learning is to consolidate pupils' knowledge, understanding and ability to sprint effectively. Pupils will evaluate their own and others sprinting technique making suggestions on how they can improve their performance on the three different phases of a sprinting race; start, middle and finish. Lesson 3: The focus of the learning is to consolidate pupils' knowledge,	<u>Athletics – Competitions</u> Lesson 6: The focus of the learning is to bring together the suggested sequence of learning for running into a competition. Lesson 7: The focus of the learning is to bring together the suggested sequence of learning for throwing into a competition. Lesson 8: The focus of the learning is to bring together the suggested sequence of learning for jumping, into a competition. Lesson 9: The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition. Lesson 10: The focus of the learning is to bring together the suggested sequence of learning for



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<p>Lesson 4: The focus of the learning is to bring together the different characters and performers that would have formed a 19th Century (1850) circus. Pupils will be able to distinguishing between the different performers through clear movements and expression.</p> <p>Lesson 5: The focus of the learning is to consolidate our performance utilising props and apparatus to extend characterisation and expression.</p> <p>Lesson 6: The focus of the learning is to finalise and perform our circus routine. Pupils will be able to peer assess each other's work, making valid evaluations on performance, choreography, stage presence, timing, rhythm and sustaining character.</p>	<p>everything pupils do, and explore the new concept of counter tension.</p> <p>Lesson 11: The focus of the learning is to apply "excellent gymnastics" to complete pupils' sequences. Start with a counter balances on apparatus and move out of them. Travel to a new piece of apparatus creating a counter tension balance to end the sequence.</p> <p>Lesson 12: The focus of the learning is to perform their completed sequences. One pair at a time will perform and their partner pair will complete the assessment sheet (see appendix).</p> <p><u>Games - Net/Wall - Badminton</u></p> <p>Lesson 1: The focus of the learning is to develop our understanding of how we can win a game of badminton.</p> <p>Lesson 2: The focus of learning is to introduce the forehand shot. Pupils will understand when and</p>	<p>lose possession of the ball. Pupils should be able to use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shot when in possession and react instantly when they lose possession, transition into defence.</p> <p>Lesson 10: The focus of the learning is to introduce pupils to Stinger netball. This will increase the playing space and allow pupils to develop their understanding of attacking and defending positions.</p> <p>Lesson 11: The focus of the learning is to allow pupils to explore other passing styles. Pupils will learn where and why other passing styles will be effective. For example, the shoulder and bounce passes.</p> <p>Lesson 12: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>possession of the ball. Pupils should be able to apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shot when in possession. Pupils should be able to react instantly when they lose possession which is transition into defence.</p> <p>Lesson 10: The focus of the learning is to develop pupils understanding of the rules of the game and how they can apply this knowledge to play in mini games. Pupils should be able to apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shooting opportunity. Pupils will develop an understanding of the rules of handball and take responsibility for officiating their own games.</p> <p>Lesson 11: The focus of the learning is to refine shooting ensuring that their shots are accurate and successful. Pupils will</p>	<p>understanding and ability to sprint setting their own personal best. Pupils will evaluate their own and others sprinting technique making suggestions on how they can improve their performance to improve their personal best.</p> <p>Lesson 4: The focus of the learning is to consolidate running as part of a team. Pupils will develop an understanding of when and where the changeovers take place on a curved track. Pupils will start to understand and apply changeover tactics.</p> <p>Lesson 5: The focus of the learning is to develop pupils' understanding of throwing for distance. Pupils will learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance.</p>	<p>jumping, throwing and running into a mini athletics competition.</p> <p><u>Games – Striking & Fielding - Rounders</u></p> <p>Lesson 6: The focus of learning is to consolidate learning from year 4, ensuring that all pupils understand the role of the batting and fielding team.</p> <p>Lesson 7: The focus of the learning is to develop an understanding of fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team.</p> <p>Lesson 8: The focus of the learning is to look at what happens if the batter misses the ball. Pupils will understand that if the batter misses the ball they can still score 1/2 a rounder and the fielding team can use tactics to prevent the batters from scoring.</p> <p>Lesson 9: The focus of the learning is to refine fielding tactics.</p>
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		<p>where to play the forehand shot.</p> <p>Lesson 3: The focus of learning is to introduce the backhand shot. Pupils will understand when and where to play the backhand shot.</p> <p>Lesson 4: The focus of learning is to develop pupils' ability and understanding of how to create space to win a point. Pupils will refine their understanding of when to apply the forehand and backhand in a game situation to win a point.</p> <p>Lesson 5: The focus of the learning is to look at how players can control the game from the beginning (serve) by thinking about how and where to serve.</p> <p>Lesson 6: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>		<p>refine their understanding of not just how they shoot but where, when and why to increase their chances of scoring. Pupils will be able to apply their prior learning of passing and moving to move the ball up the court, creating an attack that results in a successful shooting opportunity.</p> <p>Lesson 12: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>		<p>Lesson 10: The focus of the learning is to apply prior knowledge of fielding and tactical thinking in ability games.</p>
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Links to National Curriculum	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ 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.
Skills	<p>Dance – The Circus: Pupils will perform accurately and convincingly in character with big bold actions. Pupils can perform with flow and include a change of level and dynamic.</p> <p>Outdoor Education – Problem Solving: Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>Gymnastics – Counter Balance & Tension: Pupils will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p> <p>Games - Net/Wall – Badminton: Pupils will be able to execute the backhand and forehand technique with accuracy and consistency. Pupils will be able to use and apply the serve in games.</p> <p>Games – Invasion – Netball: Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.</p> <p>Games – Invasion – Handball: Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes.</p> <p>Athletics: Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.</p> <p>Health Related Exercise: Pupils will be able to complete fitness assessments and participate in circuits that will develop their fitness.</p> <p>Athletics – Competitions: Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.</p> <p>Games – Striking & Fielding – Rounders: Pupils will be able to apply refined fielding skills, (accurate throwing, catching and retrieving skills) will be in order to prevent the batters from scoring.</p>



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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	Gymnastics – Matching & Mirroring	Dance – Carnival	Dance – Titanic	Games – Invasion – Dodgeball	Athletics – Throwing and Jumping	Athletics – Running
Year Group : 6	Outdoor Education – Communication and Tactics	Games – Invasion - Hockey	Games – Tennis	Health Related Exercise	Games - Invasion - Football	Games - Striking & Fielding - Rounders
[subject] unit	<p><u>Gymnastics – Matching & Mirroring</u></p> <p>Lesson 1: The focus of the learning is to apply excellent gymnastics to everything the pupils do and explore the concept of matching.</p> <p>Lesson 2: The focus of the learning is to transfer the matching sequences pupils created in sequence of learning part 1, onto apparatus. Pupils will explore how the apparatus can change and improve their movements.</p> <p>Lesson 3: The focus of the learning is to apply "excellent gymnastics" to everything pupils do, whilst exploring the concept of mirroring.</p> <p>Lesson 4: The focus of the learning is to transfer the mirroring</p>	<p><u>Dance – Carnival</u></p> <p>Lesson 7: The focus of learning is to create group movements selecting and applying choreography into a routine. Pupils will be able to use their bodies to perform technical movements with control and rhythm.</p> <p>Lesson 8: The focus of learning is to develop group movements selecting and applying choreography into a routine. Pupils will continue to use their bodies to perform technical movements with control and rhythm.</p> <p>Lesson 9: The focus of the learning is for pupils to experience dances from different cultural traditions. Pupils will learn to create movements from a stimulus creating dances that use compositional principles.</p>	<p><u>Dance – Titanic</u></p> <p>Lesson 1: The focus of the learning is for pupils to create balances and movements that represent The Titanic. Pupils will create different movements that replicate the ship arriving at a port. Pupils will use their bodies to perform balances that represent the ship.</p> <p>Lesson 2: The focus of learning is to create movements that represent the different social classes in 1912. Pupils will be able to use levels and characterisation to differentiate between each of the different social classes.</p> <p>Lesson 3: The focus of learning is to develop group movements selecting and applying choreography into a routine.</p>	<p><u>Games – Invasion – Dodgeball</u></p> <p>Lesson 7: The focus of learning is to create attacking tactics applying them into game situations. Pupils will start to build on their understanding of where we stand on the court when throwing the ball which results in us hitting our opponent.</p> <p>Lesson 8: The focus of learning is to develop defensive tactics applying them into game situations. Pupils will develop their understanding where we stand on the court to reduce the chances of our opponents hitting us with the ball.</p> <p>Lesson 9: The focus of learning is developing an understanding of why we need to quickly transition from attack to defence and defence to attack when</p>	<p><u>Athletics – Throwing and Jumping</u></p> <p>Lesson 1: The focus of the learning is to explore the differences between throwing for accuracy and throwing for distance.</p> <p>Lesson 2: The focus of the learning is to develop pupils' understanding of throwing for distance. Pupils will learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.</p> <p>Lesson 3: The focus of the learning is to develop pupils' understanding of throwing for distance. Pupils will learn how to throw a primary school shot put and how they can use their bodies to</p>	<p><u>Athletics – Running</u></p> <p>Lesson 7: The focus of the learning is to explore how we can use our bodies to make us run as fast as possible. Pupils will learn the correct technique used for sprinting.</p> <p>Lesson 8: The focus of the learning is to continue to explore running for speed. Pupils will continue to learn and apply the correct sprinting technique.</p> <p>Lesson 9: The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team.</p> <p>Lesson 10: The focus of the learning is to continue to apply pupils' understanding of running for speed into running as part of a team.</p> <p>Lesson 11: The focus of the learning is to explore</p>



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<p>sequences pupils created in sequence of learning part 3, onto apparatus. Pupils will explore how the apparatus can change and improve their movements.</p> <p>Lesson 5: The focus of the learning is to apply "excellent gymnastics" bringing together their matching and mirroring movements, to create a final sequence. Pupils should apply two matching and two mirroring movements in any order.</p> <p>Lesson 6: The focus of the learning is for pupils to perform their completed sequences. One pair at a time will perform and their partner / pair will complete the assessment sheet (see appendix).</p> <p><u>Outdoor Education – Communication and Tactics</u></p> <p>Lesson 1: The focus of the learning is to look</p>	<p>Lesson 10: The focus of the learning is for pupils to continue to experience dances from different cultural traditions. Pupils will develop their movements from suggested sequence of learning part 3, using a stimulus, creating dances that use compositional principles.</p> <p>Lesson 11: The focus of the learning is to review, describe and evaluate our dance performances. Pupils will rehearse and perform their dance sequences with technical control and a good sense of rhythm.</p> <p>Lesson 12: The focus of the learning is to continue to review, describe and evaluate our dance performances. Pupils will continue to rehearse and perform their dance sequences with technical control and a good sense of rhythm.</p> <p><u>Games – Invasion - Hockey</u></p> <p>Lesson 7: The focus of the learning is to consolidate</p>	<p>Lesson 4: The focus of the learning is to recreate through controlled movement, The Titanic hitting an iceberg. Pupils will perform choreographed movements that incorporate emotion, expression and characterisation.</p> <p>Lesson 5: The focus of the learning is to demonstrate emotion, expression and characterisation to represent the relationships between the passengers on The Titanic when the ship is sinking.</p> <p>Lesson 6: The focus of the learning is to continue to review, describe and evaluate our dance performances. Pupils will continue to rehearse and perform their dance sequences incorporate emotion, expression and characterisation.</p> <p><u>Games – Tennis</u></p> <p>Lesson 1: The focus of the learning is to develop our understanding of how we</p>	<p>playing dodgeball. Pupils will develop an understanding that when they are in possession of the ball they become an attacker and when they are not in possession of a ball they become a defender.</p> <p>Lesson 10: The focus of learning is to take turns to officiate dodgeball games. Pupils will consolidate their understanding of the rules of dodgeball and will start to take responsibility for officiating their own games.</p> <p>Lesson 11: The focus of learning is to consolidate pupils understanding of attacking and defensive tactics during a game. Pupils will take responsibility for officiating and managing their own games.</p> <p>Lesson 12: The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.</p> <p><u>Health Related Exercise</u></p> <p>Lesson 7: The focus of the learning is to take pupils</p>	<p>throw with greater distance.</p> <p>Lesson 4: The focus of the learning is to develop pupils' understanding of throwing for distance. Pupils will learn how to throw a primary school discus and how they can use their bodies to throw with greater distance.</p> <p>Lesson 5: The focus of the learning is to explore how we can use our bodies to jump as far as possible in one jump.</p> <p>Lesson 6: The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.</p> <p><u>Games - Invasion - Football</u></p> <p>Lesson 1: The focus of the learning is to consolidate pupils' ability to use passing, dribbling and moving</p>	<p>pacing and running for distance. Pupils will learn the correct technique to use when running for distance.</p> <p>Lesson 12: The focus of the learning is to continue to explore pacing and running for distance.</p> <p><u>Games - Striking & Fielding - Rounders</u></p> <p>Lesson 7: The focus of learning is to consolidate and refine learning from Year 5, ensuring that all pupils have a clear and accurate understanding of their roles and their team's roles when batting and fielding.</p> <p>Lesson 8: The focus of learning is to introduce the class to the full version of rounders.</p> <p>Lesson 9: The focus of the learning is to consolidate fielding. Pupils will use their prior knowledge of fielding tactics and consider when, where and why they will apply these during a game.</p> <p>Lesson 10: The focus of the learning is to recap what happens if the</p>
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<p>at what makes an effective team with the focus being on creating tactics as a team. Pupils will learn why they need to work as a team to create simple tactics.</p> <p>Lesson 2: The focus of the learning is to look at what makes an effective team leader.</p> <p>Lesson 3: The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. Pupils will learn why we need to communicate within our team whilst developing different ways of communicating.</p> <p>Lesson 4: The focus of learning is to develop pupils' communication and collaborating within their team. Pupils will learn how to solve problems by collaborating and communicating within their team. Pupils will understand why we</p>	<p>pupil's ability to use passing, dribbling and moving skills to keep possession and score.</p> <p>Lesson 8: The focus of the learning is to consolidate pupils' understanding of the rules of the game and how they can apply this knowledge in mini games. Pupils should be able to apply their prior learning of passing, dribbling and moving, to keep possession and create an attack that results in a successful shot.</p> <p>Lesson 9: The focus of the learning is to ensure pupils understand that they are defending as soon as they lose possession of the ball. Pupils will refine their knowledge and understanding of defending (marking, tackling and blocking) and how this is applied during a game to prevent attacking opportunities.</p> <p>Lesson 10: The focus of the learning is to consolidate the pupils' understanding of attacking tactics, applying them into game situations. Pupils</p>	<p>can win a game of doubles tennis.</p> <p>Lesson 2: The focus of learning is to develop pupils' ability to think tactically about which shot to play, during a game.</p> <p>Lesson 3: The focus of learning is to refine pupils' ability to think tactically in game, considering which shot to play. Pupils will refine their understanding of when, where and why they are selecting to play that shot to win a point.</p> <p>Lesson 4: The focus of learning is to continue to refine pupils' ability to think tactically about which shot to play, during a game. Pupils organise, umpire and manage round robin games with HA pupils acting as coaches providing constructive feedback to their partners.</p> <p>Lesson 5: The focus of learning is to consolidate game play considering when, where and why pupils are playing a shot to win a point. Pupils will work in mixed abilities with both HA and LA pupils acting as coaches</p>	<p>through 4 health related fitness assessments. Pupils will record their scores, ready to compare them against their scores recorded at the end of the programme in week 6.</p> <p>Lesson 8: The focus of the learning is to understand the functions of the cardiovascular system and how aerobic fitness affects our bodies. Pupils will perform a cardio circuit developing their own aerobic fitness.</p> <p>Lesson 9: The focus of the learning is to understand the meaning of flexibility and how flexibility affects our bodies. Pupils will perform a flexibility circuit developing their own flexibility.</p> <p>Lesson 10: The focus of the learning is to understand the meaning of strength and how strength affects our bodies. Pupils will perform a strength circuit developing their own strength.</p> <p>Lesson 11: The focus of the learning is to develop pupils' understanding of</p>	<p>skills to keep possession and score.</p> <p>Lesson 2: The focus of the learning is to consolidate pupils' understanding of the rules (laws) of the game and how they can apply this knowledge to play in mini games. Pupils should be able to apply their prior learning of passing, dribbling, turning and moving, to move the ball up the pitch, creating an attack that results in a successful shot.</p> <p>Lesson 3: The focus of the learning is to ensure pupils understand that they are defending as soon as they lose possession of the ball. Pupils will refine their knowledge and understanding of defending and how different tactics can be applied during a game to prevent attacking opportunities.</p> <p>Lesson 4: The focus of the learning is to consolidate pupils'</p>	<p>batter misses the ball and to introduce what happens if the batter hits the ball backwards.</p> <p>Lesson 11: The focus of the learning is to consider tactics which batters can apply during the game.</p> <p>Lesson 12: The focus of the learning is to bring together all of the units of learning into a level 1 tournament.</p>
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	<p>need to communicate clearly with other team members to be successful.</p> <p>Lesson 5: The focus of the learning is to develop the skills required to make an effective team. The class will focus on collaboration and communication, enabling them to create simple tactics.</p> <p>Lesson 6: The focus of the learning is to consolidate the skills required to make an effective team. The class will focus on collaboration and communication, enabling them to create simple attacking and defending tactics.</p>	<p>should be able to apply their prior learning of passing, dribbling and moving, to create effective attacking tactics that results in a successful shot.</p> <p>Lesson 11: The focus of the learning is to consolidate the pupils understanding of defensive tactics applying them to into game situations. Pupils should be able to apply their prior learning of defending to create effective tactics that will prevent attacking opportunities.</p> <p>Lesson 12: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>providing constructive feedback to each other.</p> <p>Lesson 6: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>aerobic fitness and how exercise affects our bodies.</p> <p>Pupils will perform an aerobic fitness circuit developing their own aerobic fitness.</p> <p>Lesson 12: The focus of the learning is to take pupils through the 4 fitness assessments performed in week 1. Pupils will record their scores and compare their scores with their initial fitness assessment scores.</p>	<p>understanding of attacking and defensive tactics. Pupils will create, organise and apply formations when defending and attacking into game situations. Pupils will learn how to manage their team selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions.</p> <p>Lesson 5: The focus of the learning is to consolidate pupils' understanding of attacking and defensive tactics. Pupils will create, organise and apply formations when defending and attacking in game situations. Pupils will learn how to manage their team, selecting players to play in certain positions and understand what skills and attributes are</p>	
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					<p>required to be successful in these positions.</p> <p>Lesson 6: The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	
Links to National Curriculum	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ 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. 					
Skills	<p>Gymnastics – Matching & Mirroring: Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p>Outdoor Education – Communication and Tactics: Pupils will work within teams to consolidate effective strategies and tactics in order to complete the different problem solving challenges successfully.</p> <p>Dance – Carnival: Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy with control and rhythm.</p> <p>Games – Invasion – Hockey: Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p>Dance – Titanic: Pupils will perform with clarity, fluency, accuracy and consistency. Pupils will execute movements and balances with accurate expression and emotion.</p> <p>Games – Tennis: Pupils will apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points.</p> <p>Games – Invasion – Dodgeball: Pupils will refine their application of dodging, throwing, jumping, ducking and catching. Pupils will be able to switch fluidly between attacking and defending.</p> <p>Health Related Exercise: Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness.</p> <p>Athletics – Throwing and Jumping: Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.</p> <p>Games – Invasion – Football: Pupils will learn to consistently apply effective attacking skills, applying decision making in order to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively.</p> <p>Athletics – Running: Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.</p> <p>Games – Striking & Fielding – Rounders: Pupils will apply a refined ability to consistently execute throwing, catching, retrieving and batting skills.</p>					