

The vision for PE.

At Ravensfield Primary School, our PE curriculum aims to excel and develop a passion for physical activity for all pupils. Our mission is to improve the quality and quantity of physical activity across the school day through specially trained coaches and staff. Our school values of hope, love, honesty, forgiveness and respect are reflected in our provision. This can be seen through our focus on healthy lifestyles, self-expression and concepts such as fair play, teamwork and leadership that will advance the child both in and out of the classroom. With an additional focus on wellbeing and healthy mind's our Physical education programme values joy and sense of achievement, highlighting inclusivity for all sporting abilities. We endeavour to link our work with that of other grassroots and professional clubs in the local area to promote accessible sports and allow our children cultural capital.

'You can't put a limit on anything' Michael Phelps.

Key concepts:

As pupils progress through each unit of work, the following five key concepts will be explored and revisited to develop pupils' knowledge, skills and competence in Physical Education:

1. Competence: The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical exercise/movement.

- **Movement (self):** travelling, rolling balancing, sliding, jogging, running, jumping, dodging, spinning, skipping
- **Movement (object control):** bouncing, throwing, catching, kicking, striking
- **Balance:** control, stability
- **Agility:** changing and controlling direction and position
- **Coordination:** using senses together, dribbling, hand-eye co-ordination, completing movements in dance

- **Speed:** moving body or parts of body at controlled pace
- **Tactics:** strategy, plans
- **Attacking and defending:** 5 principles (width in attack, width in defence, depth in attack, depth in defence, delay in defence)

2. Performance: Using physical competence and knowledge to gain a better understanding of physical activity.

- **Technique:** Skill, ability, capability, proficiency, expertise, style
- **Performance:** conduct, accomplishment, achievement, completion, fulfilment, implementation, execution, presenting, improving, refining
- **Spatial awareness:** awareness, understanding of self and objects within a space, changes in position
- **Physical literacy:** performing with confidence, performing actions accurately
- **Rules:** regulation, directions, commands, guidelines, safety, referee, decision making

3. Creativity: Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

- Applying tactics: strategy, games, planning, sequencing, creating
- Competition: rivalry, contesting, opposition, match, game, round, heat, event
- Co-operation: collaboration, working together, combined effort, teamwork, partnership, coordination
- Communication: instructions, discussion, interaction, encouragement, clarity

4. Healthy, active lifestyles: Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives

- Safety: Ourselves, others, dangers, risks, long term effects of exercise, keeping healthy, rescue, confidence, limitations, rules
- Health and fitness: mental, physical and social well-being, types of exercise (aerobic, circuit, yoga/Pilates)

5. Evaluation and analysis: Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best

- Evaluation: assessment, appraisal, judgement, analysis, improving

- Determination: self-improvement, resilience, personal best

Second order concepts:

These can be used across all aspects of a subject to organise the substantive knowledge taught.

- Teamwork (Communication and the understanding of the strengths of others)
- Respect (Respect for inclusion, diversity and the rules of the game)
- Self-discipline (regulate own emotions)
- Participation (Confidence and a positive mental attitude towards partaking within a range of physical activities)

By the end of EYFS, pupils will:

- Demonstrate strength, balance and coordination when playing
- Negotiate space and obstacles safely, with consideration for themselves and others
- Confidently and safely use a range of large & small apparatus
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

By the end of Key Stage 1, pupils will:

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

By the end of Key Stage 2: pupils will:

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

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- be able to play competitive games such as 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 through athletics and gymnastics
- take part in outdoor adventurous activity challenges both individually and within a team
- be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best

Any child working below their age-related expectation, will receive a tailored curriculum with personalised objectives taken from the Curriculum Assessment Toolkit. This will enable all children to build the skills and knowledge needed to bridge the gap between themselves and their peers enabling them to reach their full potential.

Implementation:

At Ravensfield Primary School, our curriculum is carefully mapped out into a long-term plan by subject coordinator. This enables links between subjects to be identified and carefully planned for to support pupil's retention of knowledge and skills. At Ravensfield the majority of PE lessons are delivered by class teachers and specialised sports instructors. These instructors follow the long-term plan and the progressive objectives from the progressive skills document.

Children will participate in **2 hours of Physical Education per week**, accessing a variety of sports. Throughout the teaching of PE, from Foundation 1 to the end of Year 6, progressive skills such as movement, performance and competence ensure a balanced range of skills across a broad range of sports.

Lesson objectives are clear and sequenced so that outcomes are secure and meaningful. In PE children do not learn objectives in isolation but continue to embed these through carefully planned application of skills in pair and group work throughout the year, which has a direct impact on teamwork and evaluating their own progress and others.

Through the PE curriculum, pupils will develop their knowledge and skills through the following domains of knowledge:

- Athletics (running, jumping, throwing, catching)
- Dance and movement (movement, sequences, communicating ideas, rhythm, performance)
- Gymnastics (balance, shape, travelling, sequences, flexibility, strength, control)
- Team Games (competitive games, attacking and defending, passing, fielding, dribbling, shooting)

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- Outdoor Adventurous Activities (orientation, problem solving, navigation, maps, compasses, teamwork, communication)
- Swimming (water safety, different strokes, confidence)

They will also develop knowledge, skills and confidence in:

- Leadership (communication, tactics, refereeing, explaining rules, coaching)
- Evaluation (reflecting, analysing, improving, communicating)
- Responsibility (Being fit and active, leading a healthy lifestyle)

Key dates and activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
After School club	Invasion games	Gymnastics	Dance	Net and wall games	Striking and fielding	Athletics
Bikeability				26 th , 27 th , 28 th and 29 th February		
Sports Week/day	TBC when dates are released					
Swimming						

Domains of knowledge and vertical concepts

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Domains of knowledge	Vertical concepts	Definition	Units
Games	Competence Performance Creativity Healthy, active lifestyles Evaluation and analysis Attacking and defending	Developing and using equipment, learning rules and tactics of play and applying these skills in a range of different games.	<p>Year 1 – developing bat and ball skills and through simple games.</p> <p>Year 2 – developing throwing, catching, kicking, dribbling and hitting skills through modified games.</p> <p>Year 3 – developing invasion ball skills and introducing simple games (invasion, net and wall, striking and fielding).</p> <p>Year 4 – developing knowledge of skills and rules for small groups in invasion, net and wall, striking and fielding games.</p> <p>Year 5 – develop their knowledge of attacking and defending and applying rules to games (invasion, net and wall, striking and fielding).</p> <p>Year 6 – applying skills and introducing game specific rules and tactics for games (invasion, net and wall, striking and fielding).</p>
Athletics	Competence Performance Creativity Healthy, active lifestyles Evaluation and analysis	Developing speed, strength, stamina, starting and finishing techniques and applying these to a range of sporting events.	<p>Year 1 & 2– develop their ability to coordinate and link movements and refine their techniques.</p> <p>Year 3 & 4 – Participate in a range of throwing, jumping and running techniques and hone technique before competing against ourselves and others.</p> <p>Year 5 & 6 – refining skills for running, jumping and throwing for different purposes and introducing timing and measuring with an awareness of safety.</p>

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			KS3- Demonstrates strength and stamina across activities including being able to complete short periods of sustained exercise.
Dance	Competence Performance Creativity Healthy, active lifestyles Evaluation and analysis	Developing co-ordination and movement skills in order to respond to a range of different stimuli. Also, showing expression.	Year 1 & 2 – using basic stimuli and responding with developing basic movements and travel. Year 3 & 4 – developing a routine with the use of mirroring, canon and change in formation. Year 5 & 6 – developing the use of changes in formation, dynamics, Canon, Unison, Direction and Level when performing whilst recognising timing and execution to enhance performance.
Gymnastics	Competence Performance Creativity Healthy, active lifestyles Evaluation and analysis	Developing flexibility and strength whilst moving on different parts of the body and creating sequences of movement individually and as part of a group.	Year 1 & 2 – beginning to develop balance, rolls and travelling and linking these to create a simple sequence. Year 3 & 4 –balance with tension and extension while performing a range of balances both off and on apparatus. Year 5 & 6 – developing previously learnt skills by improving smooth links within sequences, using synchronisation and cannon when working in pairs or groups, and performing and evaluating other children's performances. KS3- Accurately replicate gymnastics skills with quality and control (Y8)
Swimming	Competence Performance Creativity Healthy, active lifestyles	Swim competently, confidently and proficiently over a distance (25m). Use a range of strokes effectively (front crawl, backstroke and breaststroke)	Taught in year 4

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	Evaluation and analysis	Perform safe self-rescue in water based- situations. (Taught in either KS1 or KS2)	
Outdoor and adventurous activities	Competence Performance Creativity Healthy, active lifestyles Evaluation and analysis		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS overview	Physical development is a prime area of the Early Learning Goals, which is split into two parts: 'moving and handling' and 'health and self-care'. By the end of Reception, children should show good control and co-ordination in large and small movements. They should move confidently in a range of ways, safely negotiating space. They should also know the importance for good health through physical exercise and a healthy diet and talk about ways to keep healthy.					
Nursery	Locomotion 1 One of the 3 key Fundamental movement skill areas, locomotion 1 introduces children to moving in different ways whilst learning about their	Fine Motor Skills This unit looks to build on children's gross motor skills and combines locomotion skills with fine motor activities. • Run skilfully.	Dance- Circus Develop a motif demonstrating some agility, balance, coordination and precision. • 1 st 12 count of 24 count motifs. Mind Map. Use my	Gymnastics – Travelling, stopping, making shapes The unit looks at children travelling in different ways while incorporating then key elements of gymnastics such	Dance – Seasons Develop a motif demonstrating some agility, balance, coordination and precision. • 1 st 12 count of 24 count motifs. Mind Map. Use my	Target Games 1 This unit starts looking at the technique involved in sending an object with accuracy and also power. It encourages children from the

	<p>own space and negotiating space with others.</p> <ul style="list-style-type: none"> • Find a space • Run skilfully and negotiate space. • Hop on either leg. • Jump in different ways • Slide to my left and right (Dodge). • Gallop confidently with either leg as the lead leg. 	<ul style="list-style-type: none"> • Use the strength in my hand to manipulate objects. • Pick up, carry and put down with care. • Negotiate space successfully. • Pick up, carry and thread with control. • Build carefully using small objects. 	<p>body and create simple theme related shapes, movements and actions.</p> <ul style="list-style-type: none"> • 2nd 12 count of 24 count motif. Poem. Use my body to express simple theme related shapes, movements and feelings • Individual travel 32 count. Music. Travel safely and creatively in space. • Start 8-16 count group section. Picture/Prop. Use pictures to create shapes, movements and actions. • Finish 8-16 count group section. Picture. Work with a partner. 	<p>as balance and control.</p> <ul style="list-style-type: none"> • Mirror a friend's movements. • Travel in different ways along the floor. • Balance on different body parts. • Jump in different ways. • Travel with confidence and skill around, under, over and through • Link movements together. 	<p>body and create simple theme related shapes, movements and actions.</p> <ul style="list-style-type: none"> • 2nd 12 count of 24 count motif. Poem. Use my body to express simple theme related shapes, movements and feelings • Individual travel 32 count. Music. Show different levels when I travel. • Start 8-16 count group section. Picture/Prop. Communicate effectively with a partner. • Finish 8-16 count group section. Picture. Look at pictures and create shapes, 	<p>outset to use both hands/feet.</p> <ul style="list-style-type: none"> • Throw a ball underarm with some accuracy at a target. • Work with others and take turns. • Strike a ball with my foot for power. • Kick a ball with some accuracy with both feet. • Roll a ball with some accuracy. • Link movements together.
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			<ul style="list-style-type: none"> • Performance Week. Remember and perform a basic sequence of movement when led by a teacher 		<p>movements and actions.</p> <ul style="list-style-type: none"> • Performance Week. Identify what good looks like. 	
Reception	<p>Locomotion 1</p> <p>One of the 3 key Fundamental movement skill areas, locomotion 1 introduces children to moving in different ways whilst learning about their own space and negotiating space with others.</p> <ul style="list-style-type: none"> • Walk forwards and backwards, stopping when instructed. • Run skilfully and negotiate space. • Hop while negotiating space successfully. • Move freely and with pleasure and confidence in a range of ways. 	<p>An Encounter with Pirates (Pippa & Eddie) A story-based activity to introduce games in a fun manner. This links key physical skills within EYFS.</p> <ul style="list-style-type: none"> • Skills - running, bending, stretching, balancing, bouncing, • Skills - running, bending, stretching, balancing, bouncing, jumping, rolling, twisting, turning. • Skills - bending, stretching, balancing, jumping, throwing, catching, kicking, running, twisting, turning. 	<p>Gymnastics – Flight</p> <p>Flight - bouncing, jumping & landing</p> <ul style="list-style-type: none"> • Jump in a variety of ways. • Jump showing good technique throughout take-off and landing. • Jump through turns with control. • Jump and show a tucked body shape in the air. • Change leg positions whilst I am in the air. • Execute a variety of jumps and leaps with control. 	<p>Dance- Jungle</p> <p>Develop a motif demonstrating some agility, balance, coordination and precision.</p> <ul style="list-style-type: none"> • 1 st 12 of 24 count motif. Use my body and create simple theme related shapes, movements and actions. • 2 nd 12 counts of 24 count motif. Use my body to express simple theme related shapes, movements and feelings. • Individual travel 32 count. Show 	<p>Athletics 1</p> <p>Children learn some techniques for running, how to run in a lane; dip at the finish and transfer a baton. They learn how to jump from a short run and how to throw for accuracy and power.</p> <ul style="list-style-type: none"> • Share space and run with my head up. • Jump 1 foot to 2 feet and 2 feet to 2 feet. • Throw accurately. • Run efficiently and within a lane. • Jump for height. 	<p>Invasion Games 1</p> <p>In this unit children learn how to send and receive and how to bounce, dribble dodge and evade.</p> <ul style="list-style-type: none"> • Pass the ball from my chest using a bounce pass. • Move around safely in a limited space. • Change direction confidently and competently. • Move around safely whilst bouncing/dribbling. • Receive a hockey ball.

	<ul style="list-style-type: none"> • Dodge with sliding to left and right. • Manipulate objects whilst galloping. 	<ul style="list-style-type: none"> • Skills - running, twisting, turning, balancing, jumping, starting, stopping. • balancing, jumping, starting, stopping. • Combine skills to review work completed. 		<p>different levels when I travel.</p> <ul style="list-style-type: none"> • Start 8-16 count group section. Use pictures to create shapes, movements and actions. • Finish 8-16 count group section. Work with a partner. • Performance Week. Remember and perform a basic sequence of movement when led by a teacher. 	<ul style="list-style-type: none"> • Throw for distance 	<ul style="list-style-type: none"> • Dribble a ball with my feet with good control.
Year 1	<p>Fundamental Movement Skills 1</p> <p>In this unit children work on developing their fine motor skills.</p> <ul style="list-style-type: none"> • Negotiate space successfully. • Use tools to help me manipulate objects. • Control my emotions when playing games. 	<p>Gymnastics –</p> <p>Pathways small and long Children will understand Pathways both small & long.</p> <ul style="list-style-type: none"> • How to step in controlled elegant movement. • Push and pull myself along the ground on 	<p>Dance – Animals</p> <p>Develop a motif demonstrating some agility, balance, coordination and precision.</p> <ul style="list-style-type: none"> • 1 st 16 count of 32 count motif. <p>Mind map. Use my body and create</p>	<p>Invasion Game Skills 2</p> <p>This unit explores some strategies of attack and defence like using the width of the pitch when attacking and closing the space down quickly when defending.</p>	<p>Net and Wall Game Skills 1</p> <p>Net and wall game skills 1 introduces children to net/wall games and the skills involved in games they will play at a later date such as volleyball,</p>	<p>Athletics 2</p> <p>Children get to develop their ability to coordinate and link movements and refine their techniques. • Show a sense of anticipation to begin work.</p>

	<ul style="list-style-type: none"> • Move through an obstacle course skilfully. • Encourage my teammates whilst I wait my turn. • Play games fairly. 	<p>different parts of my body.</p> <ul style="list-style-type: none"> • Step and turn gracefully. • Jump in different pathways with coordination. • Travel across the floor like a spider. • Use different pathways within a sequence. 	<p>theme related shapes, movements and actions.</p> <ul style="list-style-type: none"> • 2 nd count of 32 count motif. Mind map. Use my body to express simple theme related shapes, movements and feelings. • Individual travel 32 count. Music. Show different levels when I travel. • Start 16-32 count phrase. Poem. Communicate effectively with a partner. • Finish 16-32 count phrase. Picture. Look at pictures and create shapes, movements and actions. 	<ul style="list-style-type: none"> • Throw overarm for my partner to catch after one bounce. • Catch a ball consistently on the full. Track an opponent. • Dodge to beat an opponent. • Pass the ball consistently with control. • Compete with some spatial awareness in team games. 	<p>short tennis and dodgeball.</p> <ul style="list-style-type: none"> • Receive a ball by moving swiftly into the right position. I can play passive and then active rallies by striking over a net with my hand. • Dig a ball by getting underneath it. • Strike a small ball using an open palm and move into position to receive it back. • Strike a small ball with my open palm with some accuracy Keep a rally going with a partner. • Throw with accuracy and power. 	<ul style="list-style-type: none"> • Jump in a variety of ways. • Discover and develop different styles of jumping. • Jump in a variety of ways competently. • Throw with good technique. • Demonstrate a variety of athletic techniques competently.
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			<ul style="list-style-type: none"> • Performance Week. Identify what good looks like. 			
Year 2	Fundamental Movement Skills 3 Looking primarily at locomotion skills this units attempts to ensure that children have mastered different ways of moving and whilst doing so can show awareness of others and their surroundings. <ul style="list-style-type: none"> • Jump in a variety of ways. • Dribble a ball with either hand. • Receive a ball and trap it. • Pass in different ways. • Jump for height. • Catch consistently well. 	Gymnastics – Stretching, curling and arching Children can stretch, curl and arch under control. <ul style="list-style-type: none"> • Travel in curled positions. • Stretch whilst in balance. • Arch my body. • Stretch and curl whilst performing a variety of gymnastic movements. • Form front and back supports. • Perform a sequence with clear starting and finishing positions. 	Dance – Animals Develop a motif demonstrating some agility, balance, coordination and precision. <ul style="list-style-type: none"> • 1 st 16 count of 32 count motif. Mind map. Use my body and create theme related shapes, movements and actions. • 2 nd count of 32 count motif. Mind map. Use my body to express simple theme related shapes, movements and feelings. • Individual travel 32 count. Music. 	Invasion Game Skills 3 This unit explores some strategies of attack and defence like using the width of the pitch when attacking and closing the space down quickly when defending. <ul style="list-style-type: none"> • Catch a ball consistently after one bounce. • Catch a ball consistently on the full. • Track an opponent. • Dodge to beat an opponent. • Pass the ball consistently with control. 	Net and Wall Game Skills 2 Net and wall game skills 2 develops the skills involved in games they will play at a later date such as volleyball, short tennis and dodgeball. <ul style="list-style-type: none"> • Send and receive a ball with some degree of accuracy • Strike a ball with some degree of accuracy • Keep a rally going with a partner • strike with more consistency and accuracy on the forehand. • Return a ball, after one bounce, that has been 	Athletics 2 In Athletics 2 children get to develop their ability to coordinate and link movements and refine their techniques. <ul style="list-style-type: none"> • Demonstrate agility, balance and coordination. • Coordinate a run with a jump. • Leap, jump and hop. • Add a short run up to my jump. • Throw with a run up. • Help a peer improve their performance with good feedback.

			<p>Show different levels when I travel.</p> <ul style="list-style-type: none"> • Start 16-32 count phrase. Poem. Communicate effectively with a partner. • Finish 16-32 count phrase. Picture. Look at pictures and create shapes, movements and actions <p>Performance Week. Identify what good look</p>	<ul style="list-style-type: none"> • Compete with some spatial awareness in team games. 	<p>thrown to me by a partner.</p> <ul style="list-style-type: none"> • Strike a backhand from my own feed. 	
Year 3	<p>Dodgeball</p> <p>A net wall unit, this combines skills of throwing, evading and catching whilst developing tactical awareness decision making under pressure.</p>	<p>Dance - Egyptians</p> <p>Develop a motif demonstrating some agility, balance, coordination and precision.</p> <ul style="list-style-type: none"> • Develop a 32 – 48 count Dance around the World Motif using a mind map and whole 	<p>Gymnastics –</p> <p>Receiving body weight to be able to receive body weight.</p> <ul style="list-style-type: none"> • Take weight on patches. • Take body weight on my back and shoulders both in 	<p>Basketball</p> <p>Children learn to handle the ball, to travel with it under control. They learn some terminology associated with basketball and how to send in different ways including shooting and how</p>	<p>Tennis</p> <p>In this unit children learn how to move around the court, how to control the ball and to send it across the net using a variety of ground strokes.</p>	<p>Athletics</p> <p>In this unit we learn a range of throwing, jumping and running techniques and hone technique before competing against ourselves and others.</p>

	<ul style="list-style-type: none"> • Throw overarm powerfully and accurately. • Keep my eye on the opposition at all times. • Catch to bring teammates back into the game. • Show good peripheral awareness. • Attack decisively and defend skilfully. • Make good decisions at crucial times of games. 	<p>group choreography to produce actions.</p> <ul style="list-style-type: none"> • To develop a 32 count Individual travelling section using 2 – 3 of the actions from last weeks' motif showing changes in level and pathway • To work in Pairs and use pictures as s stimulus to develop a 16 count pairs section to add to our performance piece. • To work in small groups (suggest 4's) and use their poems to start developing a 16 or 32 count group section including Canon and change in Formation • To finalise and perform the 16 – 32 count small group section, ensuring inclusion of Canon and changes in Formation. 	<p>balance and in motion.</p> <ul style="list-style-type: none"> • Take weight on my hands as part of a sequence of moves. • Take my weight on my back, bottom and shoulders both in balance and in motion. • Perform shoulder and teddy bear rolls. • Receive, and hold my own body weight through a variety of points and patches, both in balance. 	<p>to receive and protect the ball.</p> <ul style="list-style-type: none"> • Control a basketball using both hands and perform various skills. • Control the ball on the move (dribble) and keep my head up to be aware of my environment. • Pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass. • Pass the ball on the move with good technique and communicate with teammates • Dribble, pass and shoot the 	<ul style="list-style-type: none"> • Take up a 'ready position' and move into good positions to strike a ball. • Hit consistent forehand returns. • Get into good positions to play backhand shots. • Volley a ball on the forehand and backhand striking the ball downwards. • Serve from the baseline into my opponent's side of the court. • Use tactics against an opponent. 	<ul style="list-style-type: none"> • Use the correct technique to start a sprint race. • Hurdle efficiently and consistently • Develop the technique and consistency of my jumps. • Throw overarm accurately. • Run a relay efficiently as part of a team. • Replicate the techniques for running, jumping and throwing events in competitive situations.
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		<ul style="list-style-type: none"> • To perform, review and improve our finished performance piece. 		<p>basketball using correct the correct technique to play in a game se the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball.</p>		
Year 4	<p>Handball</p> <p>In this unit children learn how to bounce, dribble, pass and shoot. They learn how to play a game by the rules.</p> <ul style="list-style-type: none"> • Catch a handball on the run. • Pass quickly under pressure. • Throw/shoot accurately using good overarm technique. • Block a shot. • Play to the rules of the game. • Show a wide range of skills 	<p>Dance – Around the World</p> <p>Develop a motif demonstrating some agility, balance, coordination and precision.</p> <ul style="list-style-type: none"> • 32-48 count motif. Mind Map. Develop a motif demonstrating some agility, balance, coordination and precision. • Individual travel 32 count, 2-3 motif actions. Show different levels and pathways when I travel. • Pairs 16-32 count. Picture. Communicate 	<p>Gymnastics – Arching and bridges</p> <p>Develop components of gymnastics through arching and bridges to support body development.</p> <ul style="list-style-type: none"> • Support my body weight on my hands and feet only. • Perform sequences using front and back asymmetrical supports and symmetrical spinning. 	<p>Basketball</p> <p>Children learn to handle the ball, to travel with it under control. They learn some terminology associated with basketball and how to send in different ways including shooting and how to receive and protect the ball.</p> <ul style="list-style-type: none"> • Control a basketball using both hands and perform various skills. • Control the ball on the move 	<p>Hockey</p> <p>In this unit we learn how to grip the stick, of the importance of safety and of abiding by rules. Also, we learn how to pass, receive and dribble in different ways and to put skills together in small games.</p> <ul style="list-style-type: none"> • Stop a ball. • Change direction easily. • Control a ball sent to me. • Receive a pass on the run. 	<p>Athletics</p> <p>In this unit we learn a range of throwing, jumping and running techniques and hone technique before competing against ourselves and others.</p> <ul style="list-style-type: none"> • Develop my coordination to improve speed. • Sprint between hurdles. • Jump consistently off the same foot. • Throw overarm with power for distance.

		<p>effectively with a partner.</p> <ul style="list-style-type: none"> • Small Group, 16-32 count. Poem. Communicate effectively within a group. • Small Group, 16-32 count. Poem. Improve our ideas. • Performance Week. Evaluate the work of other's using accurate technical language. 	<ul style="list-style-type: none"> • Create sequences involving different controlled rolls and front and back supports. • Form different shapes with my legs whilst in shoulder balances. • Perform in unison to a set count. <ul style="list-style-type: none"> • Create a sequence of front and back supports which involve working under and over. 	<p>(dribble) and keep my head up to be aware of my environment.</p> <ul style="list-style-type: none"> • Pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass. • Pass the ball on the move with good technique and communicate with teammates. • Dribble, pass and shoot the basketball using correct the correct technique to play in a game se the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball. 	<ul style="list-style-type: none"> • Play advantage appropriately. • Work effectively as part of a team. 	<ul style="list-style-type: none"> • Run a relay efficiently as part of a team. • Challenge myself to beat previous performances.
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<p>Year 5</p>	<p>Tag Rugby</p> <p>In this unit children learn to overlap, how to play advantage and to restart after infringements in small-sided games.</p> <ul style="list-style-type: none"> • Pop pass and pocket pass. Tag someone safely. • Send and receive a ball on the run and under pressure. • Pass a rugby ball backwards consistently. • Pass missing out players in a line. • Attack in staggered lines. • Apply skills effectively. <p>Leadership</p> <p>In this unit children learn to lead, officiate and organise in physical education</p>	<p>Dance – The Haka</p> <p>Develop a motif demonstrating some agility, balance, coordination, and precision.</p> <ul style="list-style-type: none"> • 48-64 count motif. <p>Min Map. Develop a motif demonstrating some agility, balance, coordination and precision.</p> <ul style="list-style-type: none"> • Individual travel 32 counts. Music. Show different levels and pathways when I travel. • Pairs, 16-32 count. Picture/Poem. Communicate effectively with a partner. • In 4-6's, 32-64 count. Communicate effectively within a group. • In 4-6's, 32-64 count. Improve our ideas. 	<p>Gymnastics</p> <p>Matching, mirroring, and contrast in the unit be able to understand matching, mirroring, and contrast.</p> <ul style="list-style-type: none"> • Hold balances on different numbers of points of contact. • Contrast my partner's moves so that we work at different levels and in different pathways. • Perform a sequence mirroring a partner's symmetrical and asymmetrical shapes. • Perform a sequence with a partner which moves from 	<p>Dodgeball</p> <p>Children develop their understanding of when and how to attack and defend in this unit and their awareness of their own strengths and that of their opponents.</p> <ul style="list-style-type: none"> • Throw hard and low at my opponents. • Dodge balls well that are thrown at me. • Catching balls low down and thrown at pace at me. • Use a ball to block incoming fire. • Play, abiding by the rules. • Choose the right moment to attack and defend. 	<p>Cricket</p> <p>This unit focuses on explicit ways of delivering the ball and shots that might be played depending upon the delivery. It looks at developing children's tactical awareness, considering a variety of factors.</p> <ul style="list-style-type: none"> • Catch consistently well under pressure. • Pull a ball from a short delivery to the leg side. • Perform a range of fielding techniques confidently and consistently. • Bowl with consistent accuracy and length. 	<p>Athletics</p> <p>Looking at different ways of running, jumping and throwing whilst developing children's technique and awareness of safety.</p> <ul style="list-style-type: none"> • Change pace and run at different tempos. • Throw with accuracy and power using the pull technique. • Throw with greater force and over longer distances. • Perform the correct techniques for triple jump, high jump and standing vertical jump.
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	<p>activities, games and other settings. • Recognise when the teams are unfair. • Sort teams quickly and efficiently. • Suggest ways to manage inappropriate behaviour effectively. • Lead a warm-up effectively. • Work with others to apply a plan.</p>	<p>• Performance week. Evaluate the work of other's using accurate technical language.</p>	<p>matching moves to contrasting. • Work as a group to demonstrate fluent routines involving mirroring and contrasts. • Perform elements of unison and canon in a group routine.</p>		<p>• Show tactical awareness as a fielder. • Link my skills and perform in a competitive game.</p>	<p>• Combine sprinting with hurdling. • Transfer a relay baton efficiently as part of a team.</p>
Year 6	<p>Tag Rugby</p> <p>In this unit children learn to overlap, how to play advantage and to restart after infringements in small-sided games.</p> <ul style="list-style-type: none"> • Pop pass and pocket pass. Pass well to my left and right. • Pass accurately. Dummy a pass. • Take a tap penalty with a dummy half. • Organise my position so that I 	<p>Handball</p> <p>In this unit children learn to apply a wider range of skills and learn how to develop tactics in handball.</p> <ul style="list-style-type: none"> • Get into a good ready position to move quickly and receive the ball. • Dribble a ball in front of me whilst travelling. • Receive the ball sideways on. • Shoot with power and accuracy. 	<p>Gymnastics –</p> <p>Counterbalance and counter tension Counterbalance and counter tension. Children use push and pull forces to create work a part of wider sequences. • Hold controlled balances on a variety of points and patches on a given number of</p>	<p>Hockey</p> <p>In this unit the children will refine different dribbling, tackling, shielding, passing and receiving techniques. They will play games including games whereon team has a numerical advantage and look to deepen their understanding of the principles of</p>	<p>Cricket</p> <p>This unit focuses on explicit ways of delivering the ball and shots that might be played depending upon the delivery. It looks at developing children's tactical awareness, considering a variety of factors. • Throw accurately overarm. • bowl with a short run up</p>	<p>Athletics</p> <p>Looking at different ways of running, jumping and throwing whilst developing children's technique and awareness of safety. • Sustain my pace over longer distances. • Throw after a run up. • Throw with greater control, accuracy and</p>

	<p>receive passes on the run. • Develop game understanding and compete in a game of Tag Rugby.</p> <p>Leadership In this unit children learn to lead, officiate and organise in physical education activities, games and other settings.</p> <ul style="list-style-type: none"> • Recognise when the teams are unfair. • Sort teams quickly and efficiently. • Suggest ways to manage inappropriate behaviour effectively. • Lead a warm-up effectively. • Work with others to apply a plan. 	<ul style="list-style-type: none"> • Disguise passes and dummy pass. • Apply a range of kills purposefully in a game. 	<p>body parts. • I can work at different levels with weight on a variety of points and patches.</p> <ul style="list-style-type: none"> • Hold a range of symmetrical and asymmetrical counterbalances. • Hold a range of symmetrical & a balances counterbalances with a partner. • Perform • a sequence in canon at different levels. • Use the apparatus and/or pupils when balancing. 	<p>attack and defence.</p> <ul style="list-style-type: none"> • Dribble the ball with my head up. • Push pass accurately. • Send and receive under pressure. • Develop a range of attacking skills and strategies. • Support my teammates by communicating with them. • Adapt tactics in a game if they are not working. 	<p>and straight arm with some accuracy. • Bowl with a run up. • Use my feet to get to the pitch of the ball when batting. • Bowl out of the back of my hand. • Bowl by running in close to the wickets.</p>	<p>efficiency. • Measure accurately my performance at standing vertical jumping. • Combine sprinting with hurdling. • Transfer a relay baton efficiently as part of a team.</p>
KS3	<p>In Key Stage 3, children will continue to improve their skills in games and athletics by taking part in the same games as they did in Year 6 (and developing techniques and the understanding of rules, including becoming Young Leaders. They will continue to learn how to move in different ways in dance and gymnastics whilst learning a range of dance styles and increasing their gymnastic ability with the introduction of new skills and equipment such as trampettes and vaults</p>					