



St Augustine of Canterbury RC Primary School

KS2 - Physical Education Overview

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Rationale

At St Augustine's, our Physical Education curriculum aims to maximise the time children are active through learning new skills and obtaining key knowledge. We want our pupils to understand the importance of physical activity and physical literacy to ensure we live healthy lifestyles. For our youngest pupils, we want them to master the fundamental movement skills, which will allow them to apply their new skills and knowledge as they progress through school. In KS2, we want our pupils to apply their early learning to a range of competitive sports.

Approach

Through Lancashire planning documents and PE Passport, our youngest learners focus on the Fundamental Movements Skills to ready them for years to come when they will apply their new learning to specific sports and activities. All classes access a minimum of two hours of PE, weekly, through two units running alongside each other. Our curriculum is progressive which allows our pupils to apply prior learning to current learning. Through exploration and creativity, children are given opportunities to showcase their already impressive sporting skills to their PE lessons in the forms of coaching, officiating and leading specific tasks.

SEND

All children at St Augustine's access Physical Education and interventions are PE based during these times. Teaching Assistant's support teachers within lessons by leading group interventions through discussions with the class teacher. Adaptations are made to ensure all lessons are accessible for every child, regardless of any specific learning needs or disabilities.

School Values

Compassion

Hardworking

Respect

Inviting

Successful

Teamwork

School Games Values

Teamwork

Honesty

Respect

Self-belief

Determination

Passion

The School Games Values run coherently through each unit. The units our children access do not focus on one specific School Games Values and instead, several are promoted throughout the pupil's learning within each unit.

Enhancements

At St Augustine's, we offer a wide range of extra-curricular sport clubs alongside accessing Burnley Sport Partnership's offer of inter school competitions and events. All children at St Augustine's have the opportunity to join in with extra-curricular provision, competitions and events. Please see the 'Extra-Curricular Clubs' document below alongside the events and competition calendar provided by Burnley Sport Partnership.

| Year 3 | | | |
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| Autumn 1 | Unit: | Invasion Games - Handball | OAA – Teamwork and Problem Solving |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and in combination. ➤ Play competitive games. ➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> ➤ 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. |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know to accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass) ➤ To know to use demonstrate when dribbling, passing and receiving with feet ➤ To know when to signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc) ➤ To know when pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch ➤ To know a range of formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3) | <ul style="list-style-type: none"> ➤ To know we orientate a map to solve challenges ➤ To know where they are on a map at all times using a variety of routes |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Pass and receive a ball ➤ Dribbling ➤ Signal for the ball ➤ Retain possession | <ul style="list-style-type: none"> ➤ Orientate a map ➤ Use a control card ➤ Navigate a course safely |
| | Lesson sequence | <ol style="list-style-type: none"> To demonstrate passing a ball using a handball pass. To move into space after using a handball pass in a game. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game. To perform a one handed pass and bounce pass in a game. To apply a feint when passing to outwit a defender. To perform a pass in a game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender. | <ol style="list-style-type: none"> To demonstrate working as part of a team to solve challenges. To demonstrate cooperating and working together as a team to complete challenges. To cooperate and work together as a team to complete challenges. To show encouragement and support to team members. To demonstrate concise instructions To explain how they worked as a team to solve challenges. To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles. |
| Autumn 2 | Unit: | Dance – Egyptians | Gymnastics I |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Perform dances using a range of movements | <ul style="list-style-type: none"> ➤ Develop flexibility, strength, technique, control and balance. |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know and understand actions and dynamics in dance ➤ To know and understand space in dance ➤ To know and understand relationships in dance | <ul style="list-style-type: none"> ➤ To know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics ➤ To know how to use apparatus |

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| | | ➤ To know how to perform a dance | |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Perform freely, translating ideas from a stimulus into movement ➤ Perform basic dance movements ➤ Demonstrate combinations ➤ Understand how dance communicates moods, ideas and feelings | <ul style="list-style-type: none"> ➤ Perform balances on one foot and 2, 3 and 4 small body parts ➤ Balancing on small body parts ➤ Travel on hands and feet with control ➤ Perform rolling actions with good control and accuracy of movement |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To show good timing, posture and extension 2. To show changes in levels and pathway when travelling 3. To show use of mirror image and changes in level 4. To show use of canon and changes in formation 5. To show use of canon and changes in formation when creating and performing group section 6. To improve our own performance based on feedback | <ol style="list-style-type: none"> 1. To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. 2. To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. 3. To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. 4. To demonstrate jumping and landing safely. 5. To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. 6. To show different travelling, jumps and balancing actions using the apparatus. 7. To use the apparatus to perform rolling and jumping actions. |
| Spring 1 | Unit: | Health Related Fitness | Dance – Rock and Roll |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Develop flexibility, strength, technique, control and balance. ➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> ➤ Perform dances using a range of movements |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know different fitness components that help maintain good health ➤ To know how we can improve speed and agility ➤ To know why we need coordination and power | <ul style="list-style-type: none"> ➤ To know to create effective travel movements based on action words ➤ To know to use stillness in a performance ➤ To know what the term unison means |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Speed ➤ Agility ➤ Coordination ➤ Power ➤ Balance | <ul style="list-style-type: none"> ➤ Perform freely, translating ideas from a stimulus into movement ➤ Perform basic dance movements ➤ Demonstrate combinations ➤ Understand how dance communicates moods, ideas and feelings |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To recognise different fitness components that help maintain good health 2. To develop the fitness component of balance. 3. To develop the fitness components of speed and agility. 4. To develop the fitness components of co-ordination and power. 5. To develop the fitness components of co-ordination. 6. Recognise different fitness components that help maintain good health. | <ol style="list-style-type: none"> 1. To demonstrate shapes as a team using their bodies in interesting ways. 2. To demonstrate shapes as a team using their bodies in interesting ways. 3. To create effective travelling movements. 4. To create a travelling solo, following a defined pathway. Pupils can effectively use stillness in their performance. 5. To created a travelling solo, following a defined pathway. Pupils can effectively use stillness in their performance. 6. To demonstrate increased movement ideas in the Don't Wake the Volcano game and perform with increased confidence and timing in the class circle. |
| Spring 2 | Unit: | Creative Games – Tag and Target | Gymnastics 2 |
| | National curriculum/ Development | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games | <ul style="list-style-type: none"> ➤ Develop flexibility, strength, technique, control and balance. |

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| | Matters reference: | | |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know the structure of creating games ➤ To know a set of rules to follow ➤ To know how to lead a game | <ul style="list-style-type: none"> ➤ To know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics ➤ To know how to use apparatus ➤ To know successful transitions between different movements |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Dodging an object ➤ Throwing and rolling a ball ➤ Sending an object with accuracy | <ul style="list-style-type: none"> ➤ Balancing and travelling on apparatus ➤ Successful transitions ➤ Travel on hands and feet with control ➤ Perform rolling actions with good control and accuracy of movement |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To perform the Fundamental Skill of dodging 2. To perform the fundamental skill of dodging in a tag game 3. To demonstrate aiming skills using the FMS of throwing and rolling a ball 4. To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game 5. To send an object in a target game with accuracy. 6. To send an object in a target game with accuracy. | <ol style="list-style-type: none"> 1. To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. 2. To show different travelling and balancing actions using the apparatus. 3. To use the apparatus to perform jumping actions. To evaluate successful transitions between actions. 4. To use the apparatus to perform rolling actions. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. 5. To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling. |
| | Unit: | Athletics | Net and Wall |
| Summer I | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Develop flexibility, strength, technique, control and balance. ➤ Compare their own performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know how to develop my skills and knowledge in relation to running ➤ To know how to develop my skills and knowledge in relation to throwing ➤ To know how to develop my skills and knowledge in relation to jumping ➤ To know and understand how to take part in competition | <ul style="list-style-type: none"> ➤ To know to strike a ball with reasonable control and accuracy at a target or over a net ➤ To know when to select and use appropriate basic shots in different situations ➤ To know simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Demonstrate walking, jogging and sprinting in various speeds and directions ➤ Focus on arm and leg movements when running ➤ Show changes in throwing actions depending on power and speed ➤ Know the action to jump for distance and power ➤ Using a pull action to throw ➤ Sling throw | <ul style="list-style-type: none"> ➤ Racket grip ➤ Ready position ➤ Throwing ➤ Striking a ball ➤ Intercept |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To throw using a pull action. To explore different running techniques. 2. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). 3. To throw using a push action. 4. To throw for distance using a pull, push and sling throw. To pass a quoit/baton to a teammate in a relay. | <ol style="list-style-type: none"> 1. Explore different throwing actions. 2. To consolidate throwing actions and practise catching. 3. Explore different ways of throwing. Consolidate catching skills. 4. Strike the ball using their hand or small bat. 5. Improve movement skills and body positions. Familiarise them with a racquet and practise striking skills using a racquet. |
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| | | To perform a hop, step and jump. 5. To perform pull, push and sling throw. To perform a combination of 5 jumps. | 6. To devise their own game. 7. Consolidate striking and ball control skills. |
| Summer 2 | Unit: | Invasion Games – On The Attack | Striking and Fielding - Cricket |
| | National curriculum/ Development Matters reference: | ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games and apply basic principles suitable for attacking and defending. | ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games and apply basic principles suitable for attacking and defending. |
| | Key Knowledge: | ➤ To know moving into space helps the team ➤ To know shooting can be done with one or two hands ➤ To know passing can be done with one or two hands ➤ To know a range of simple tactics when receiving a pass | ➤ To know striking a ball requires accuracy and control ➤ To know when to intercept a ball ➤ To know how to receive a ball in one direction and throw it in another ➤ To know a combination of skills to apply to attacking and defending scenarios ➤ To know the roles of a bowler, fielder, wicketkeeper, batter and umpire |
| | Key Skills: | ➤ Passing with one hand ➤ Moving into space | ➤ Batting ➤ Fielding ➤ Bowling ➤ Umpiring ➤ Intercepting ➤ Throwing ➤ Catching |
| | Lesson sequence | 1. To demonstrate passing a ball using a one handed pass accurately. To move into space after using a one handed pass in a game. 2. To pass a ball accurately to a teammate using a one handed bounce pass To demonstrate a simple tactic in a game. 3. To demonstrate passing a handball with some accuracy To find space to receive a pass. 4. To demonstrate one handed passing with some control To use simple tactics to outwit an opponent 5. To shoot a ball with accuracy. To use tactics to outwit an opponent. 6. To use tactics to outwit an opponent. To evaluate what worked well in a team. | 1. To demonstrate an underarm throw with accuracy. To catch a ball. 2. To demonstrate how to throw a ball underarm with some accuracy. To catch a ball in a striking and fielding game. 3. To demonstrate how to strike a ball from a batting tee or drop feed. To catch a ball in a striking and fielding game. 4. To demonstrate bowling a ball underarm. To demonstrate striking a ball from a batting tee or drop feed. To apply simple tactics in a modified competitive game. 5. To demonstrate bowling a ball underarm. To strike a ball from a bowler, tee or drop feed. To apply simple tactics in a modified competitive game. 6. To demonstrate bowling a ball underarm. To strike a ball from a bowler, tee or drop feed. To apply simple tactics in a modified competitive game. |

| Year 4 | | | | |
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| Autumn 1 | Unit: | Invasion Games - Basketball | Tag and Target 2 | |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games and apply basic principles suitable for attacking and defending. | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games | |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know how to play confidently in small sided invasion games using various formations ➤ To know a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc) ➤ To know a range of tactics to keep possession of the ball and get into position to shoot or score ➤ To know how to dodge, mark, signal for the ball and intercept ➤ To know the rules of basketball ➤ To know aspects that need improving | <ul style="list-style-type: none"> ➤ To know the structure of creating games ➤ To know a set of rules to follow ➤ To know how to lead a game ➤ To know when to adapt games to meet the needs of all players | |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Dribbling with control ➤ Use a bounce pass with control and accuracy ➤ Use a chest pass with control and accuracy ➤ Use simple tactics without the ball | <ul style="list-style-type: none"> ➤ Dodging an object ➤ Throwing and rolling a ball ➤ Sending an object with accuracy | |
| | Lesson sequence | <ol style="list-style-type: none"> To demonstrate passing a ball using a chest pass and bounce pass accurately. To move into space after using a chest pass and/or bounce pass in a game. To demonstrate dribbling a basketball with some control. To pass a ball accurately to a teammate using a chest and bounce pass. To demonstrate dribbling a basketball with some control. To find space to receive a chest or bounce pass. To demonstrate dribbling a basketball with some control. To use tactics to outwit an opponent. To use tactics to outwit an opponent. To evaluate what worked well in a game. To evaluate what worked well in a team. | <ol style="list-style-type: none"> To perform the Fundamental Skill of dodging To perform the fundamental skill of dodging in a tag game To demonstrate aiming skills using the FMS of throwing and rolling a ball To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game To send an object in a target game with accuracy. To send an object in a target game with accuracy. | |
| Autumn 2 | Unit: | Dance – Dance Around The World | Gymnastics 3 | |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Perform dances using a range of movements | <ul style="list-style-type: none"> ➤ Develop flexibility, strength, technique, control and balance | |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know to move with attention to clear body shape, extension, balance and footwork ➤ To know movement phrases with a partner or a small group working with others to explore action / reaction, question / answer ➤ To know to change formation during a dance sequence. | <ul style="list-style-type: none"> ➤ To know a range of travels using hands and feet ➤ To know balances that support the front and back positions ➤ To know the dish and arch shapes | |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Show good timing, posture and extension | <ul style="list-style-type: none"> ➤ Travelling ➤ Front and back supported balances | |

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| | | <ul style="list-style-type: none"> ➤ Use the actions from the motif creatively using different body parts and movements ➤ Show use of canon and changes in formation ➤ Show use of mirror image and changes in level ➤ Create still and connected shapes using their bodies ➤ Demonstrate unusual movement and can keep in time with the music | <ul style="list-style-type: none"> ➤ Dish and arch shape ➤ Two footed jump and land with $\frac{1}{4}$ and $\frac{1}{2}$ turns |
| | Lesson sequence | <ol style="list-style-type: none"> 1. Show good timing, posture and extension 2. Show changes in level and pathway when travelling 3. To show use of mirror image and changes in level 4. Show use of canon and changes in formation 5. Show use of canon and changes in formation when creating and performing 6. Understand what makes a good performance | <ol style="list-style-type: none"> 1. To demonstrate travelling actions on feet and hands and feet. To show balances in front and back support positions. 2. To demonstrate the dish and arch shape. To combine travelling, jumping and balancing actions. 3. To demonstrate basic rolling actions. Plan and perform a simple sequence to include travel, rolling, and jumping. 4. To demonstrate balance on one foot and arabesque. Plan and perform a simple sequence to include travel, rolling, balance and jumping. 5. To create and demonstrate a gymnastics sequence of 6 actions. To teach a sequence to a partner and make simple assessments of quality of their performance. 6. To show a sequence of six moves that meets Level 1 competition criteria. |
| Spring 1 | Unit: | Dance – Sparks Might Fly | Gymnastics 4 |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Perform dances using a range of movements | <ul style="list-style-type: none"> ➤ Develop flexibility, strength, technique, control and balance |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ Know what a freeze frame is ➤ Know that transitions are used between freeze frames ➤ Know movements can be created using words as inspiration ➤ Know that unison is in time with others | <ul style="list-style-type: none"> ➤ Know what a mirror shape is ➤ Know what a matched shape is ➤ Know how to include mirror and matched shapes in a sequence ➤ Know the safety rules for apparatus |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Canon ➤ Unison ➤ Freeze framing ➤ Transitioning ➤ Travelling ➤ Performing | <ul style="list-style-type: none"> ➤ Mirror shape with fluency ➤ Matched shape with fluency ➤ Perform a range of balances with a partner |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To think creatively and create their own movement using words as inspiration. 2. To create and perform their own dance movements from the inspiration given, being as imaginative as possible. 3. To demonstrate canon and unison. Pupils will demonstrate developing performance skills 4. To demonstrate performance skills. 5. To create a duet using increased choreographic skills. | <ol style="list-style-type: none"> 1. To show a mirrored shape with a partner. To create a sequence of gymnastic actions with a partner. 2. To show a matched balance with a partner. To create a sequence of gymnastic actions with a partner. 3. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner. 4. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. 5. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. |

| Spring 2 | Unit: | Target Games – Dodgeball | Invasion Games – 3 Touch Ball |
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| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know the rules of dodgeball ➤ To know to dodge the ball to avoid getting hit ➤ To know we aim at targets to be successful ➤ To know simple tactics to outwit an opponent | <ul style="list-style-type: none"> ➤ To know what we do with our hands when we prepare to catch ➤ To know it's important to find space when not in possession of the ball ➤ To know when to use each type of throw in a game situation ➤ To know simple tactics |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Throwing ➤ Dodging ➤ Running ➤ Tactical awareness ➤ Spatial awareness | <ul style="list-style-type: none"> ➤ Send and receive a ball |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To demonstrate throwing a ball at a target using a one-handed pass. 2. To demonstrate throwing a ball at a target using a one-handed pass 3. To demonstrate throwing a ball at a target using a one-handed throw with accuracy in a game situation. 4. To demonstrate throwing a ball at a target using a one-handed throw with accuracy in a game situation. 5. To demonstrate throwing a ball at a target using a one-handed throw with accuracy in a game situation. | <ol style="list-style-type: none"> 1. To send and receive a ball in a game To play traditional Roman ball games 2. To send and receive a ball in a game To apply simple tactics 3. To send and receive a ball in a game To apply simple tactics 4. To revise simple tactics in an invasion game 5. To revise simple tactics in an invasion game. |
| Summer 1 | Unit: | Net and Wall | Athletics |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Develop flexibility, strength, technique, control and balance. ➤ Compare their own performances with previous ones and demonstrate improvement to achieve their personal best. |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know why warming up is important ➤ To know how to lead parts of a warm up with a partner ➤ To know the range of throwing actions | <ul style="list-style-type: none"> ➤ To know how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response ➤ To know techniques used in a sprinting race, including accelerating and decelerating rapidly ➤ To know that the back foot at the start of the race will be the lead leg over an obstacle in a race ➤ To know a suitable method of relay changeovers for both the incoming and outgoing runners |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Correct grip technique ➤ Ready position ➤ Throwing ➤ Striking a ball with a bat and hand | <ul style="list-style-type: none"> ➤ Demonstrate walking, jogging and sprinting in various speeds and directions ➤ Focus on arm and leg movements when running ➤ Show changes in throwing actions depending on power and speed ➤ Know the action to jump for distance and power ➤ Using a pull action to throw ➤ Sling throw |

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| | Lesson sequence | <ol style="list-style-type: none"> 1. To know why warming up is important. 2. To consolidate throwing actions To suggest ideas and practices to improve their play 3. Strike the ball using their hand or small bat. 4. Strike the ball using their hand or small bat. Choose a range of simple tactics to use in a simple game. 5. To develop range of striking skills suitable for net/wall type activities. | <ol style="list-style-type: none"> 1. To throw using a pull action. To explore different running techniques. 2. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). 3. To throw using a push action. 4. To throw for distance using a pull, push and sling throw. To pass a quoit/baton to a teammate in a relay. To perform a hop, step and jump. 5. To perform pull, push and sling throw. 6. To perform a combination of 5 jumps. |
| Summer 2 | Unit: | Invasion Games - Rugby | Striking and Fielding - Rounders |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games and apply basic principles suitable for attacking and defending. | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games and apply basic principles |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know how to combine travelling skills with strategies for attacking and defending ➤ To know how to use and apply invasion games skills ➤ To know the basic rules of rugby ➤ To know the basic movement of a swing pass ➤ To know a feint can outwit an opponent | <ul style="list-style-type: none"> ➤ To know the basic bowling action in rounders ➤ To know the rules of a game of rounders ➤ To know returning the ball to a base can result in an opponent being out ➤ To know we stand sideways when batting ➤ To know running half way round will result in a half rounder ➤ To know running the full way round will result in a rounder. |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Play confidently in small sided invasion games using various formations ➤ Use a range of techniques to pass and travel with the ball (e.g. Travel by carrying, bouncing, dribbling etc) ➤ Use a range of tactics to keep possession of the ball and get into position to shoot or score ➤ Understand how to dodge, mark, signal for the ball and intercept ➤ Play within the rules ➤ Recognise aspects that need improving | <ul style="list-style-type: none"> ➤ Bowling underarm ➤ Catching a small ball ➤ Fielding and returning a ball ➤ Striking a ball ➤ Tactical awareness |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To demonstrate passing a ball using a swing pass. To move into space after using a swing pass in a game. 2. To demonstrate passing a ball using a swing pass. To perform a feint when passing to outwit a defender. 3. To perform a swing pass and bounce pass in a game. To apply a feint when passing to outwit a defender. 4. To perform a pass in an invasion game using a swing pass To apply a simple tactic to outwit a defender. 5. To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender. | <ol style="list-style-type: none"> 1. To demonstrate an underarm throw with accuracy. 2. To demonstrate how to throw a ball underarm with some accuracy To catch a ball in a striking and fielding game 3. To strike a ball from a tee or a drop feed. To catch a ball in striking and fielding game 4. To strike a ball from a tee or a drop feed. To apply a simple tactic in a striking and fielding game. 5. To demonstrate bowling a ball underarm with accuracy. To apply simple tactics in a modified striking and fielding game |

| Year 5 | | | |
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| Autumn 1 | Unit: | OAA – Teamwork and Problem Solving I | Invasion Games - Netball |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ 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. | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games and apply basic principles suitable for attacking and defending. |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know tasks need completing in a given time ➤ To know cooperation and teamwork are key to completing group tasks ➤ To know the safety rules for being active in the outdoors ➤ To know a range of communication skills | <ul style="list-style-type: none"> ➤ To know we can't move with the ball ➤ To know we can pivot when we have the ball but only on one foot ➤ To know the positions in netball ➤ To know the rules of netball ➤ To know different tactics in attacking and defending. |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Experiment with different ways of communicating ➤ Listening to others ➤ Agreeing on a plan ➤ Share ideas when solving problems ➤ Transporting objects | <ul style="list-style-type: none"> ➤ Chest pass with consistency, accuracy, confidence and control ➤ Bounce pass with consistency, accuracy, confidence and control ➤ Shoulder pass with consistency, accuracy, confidence and control ➤ Shooting with some accuracy ➤ Closing down opponent effectively ➤ Attacking skills ➤ Defending skills |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To demonstrate working as part of a team to solve challenges. 2. To demonstrate cooperating and working together as a team to complete challenges. 3. To cooperate and work together as a team to complete challenges. 4. To show encouragement and support to team members. To demonstrate concise instructions 5. To explain how they worked as a team to solve challenges. 6. To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles. | <ol style="list-style-type: none"> 1. To demonstrate passing and catching a netball with consistency, accuracy and control. 2. To demonstrate a shoulder pass. To shoot a netball with some accuracy. 3. To apply simple tactics when playing a netball type game. 4. To apply simple tactics with and without the ball when playing a netball-type game 5. To apply simple tactics when playing a netball-type game, including defending. 6. To apply simple attacking and defending tactics when playing a netball-type game. |
| Autumn 2 | Unit: | Gymnastics I | Dance – British Values |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Develop flexibility, strength, technique, control and balance | <ul style="list-style-type: none"> ➤ Perform dances using a range of movements |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know how to perform a counter balance with a partner, using apparatus ➤ To know how to perform a counter-tension balance with a partner ➤ To know a counter-tension involves pulling and balancing. ➤ To know what matched and mirrored shapes are ➤ To know a sequence needs direction, speed and levels ➤ To know how to keep safe on apparatus | <ul style="list-style-type: none"> ➤ To know how to translate words/ ideas into action and combine together ➤ To know we translate theme related actions into creative travelling movements ➤ To know we translate images into actions to communicate meaning ➤ To know what choreography means and apply these skills ➤ To know that canon, formation changes, direction and levels improve our ideas ➤ To know good timing and execution impact performance skills |

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| | Key Skills: | <ul style="list-style-type: none"> ➤ Counter balance ➤ Counter-tension ➤ Match and mirrored shapes ➤ Sequencing with 8 elements ➤ Travelling, jumping and rolling with fluency and control | <ul style="list-style-type: none"> ➤ Develop a motif demonstrating some ability, balance, coordination and precision ➤ Show different levels, pathways and direction when travelling ➤ Communicating with others ➤ Commuting effectively in groups ➤ Evaluating work using technical language |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To perform partner balances. To create a simple sequence of matched and mirrored partner balances. 2. To perform a range of counter-balance actions with a partner. 3. To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner. 4. To create a gymnastic sequence with counter balances and counter tension with a partner. 5. To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success. | <ol style="list-style-type: none"> 1. To create imaginative actions based on different values Focus on good timing and performing in unison 2. To turn 3 – 4 actions into a travelling section To include use of level changes, pathways and different directions 3. To be creative with ideas when using a stimulus 4. To effectively use chance choreography 5. To include changes in formation, dynamics, canon, unison, direction and level 6. To understand what a good performance is |
| Spring 1 | Unit: | Net and Wall - Badminton | Gymnastics 2 |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games | <ul style="list-style-type: none"> ➤ Develop flexibility, strength, technique, control and balance |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know how to correctly hold a badminton racket ➤ To know the technical vocabulary for badminton ➤ To know the difference in outcome with a forehand and backhand shot ➤ To know what a rally is ➤ To know how to outwit an opponent | <ul style="list-style-type: none"> ➤ To know how to perform a counter balance with a partner, using apparatus ➤ To know how to perform a counter-tension balance with a partner ➤ To know a counter-tension involves pulling and balancing. ➤ To know what matched and mirrored shapes are ➤ To know a sequence needs direction, speed and levels ➤ To know how to keep safe on apparatus |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Forehand shot ➤ Backhand shot ➤ Serving ➤ Returning ➤ Maintain a rally | <ul style="list-style-type: none"> ➤ Counter balance ➤ Counter-tension ➤ Match and mirrored shapes ➤ Sequencing with 8 elements ➤ Travelling, jumping and rolling with fluency and control |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To demonstrate a forehand shot with some consistency. 2. To demonstrate a forehand and backhand shot with some consistency. 3. To direct the shuttlecock reasonably well to their partner to continue a rally. 4. To demonstrate a simple tactic in a net type game (i.e. To be able to hit a shuttlecock away from their partner.) 5. To demonstrate a simple tactic in a net type game (i.e. To be able to hit a shuttlecock away from their partner.) 6. To play the game for the core task and incorporate tactics to score points. | <ol style="list-style-type: none"> 1. To adapt a gymnastic sequence using apparatus and perform it with a partner. 2. To create a gymnastic sequence with counter balances and counter tension with a partner using canon. 3. To create a gymnastic sequence with counter balances and counter tension with a partner in canon using apparatus. 4. To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus. 5. To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus. |

| Spring 2 | Unit: | Invasion Games – Rugby I | Dance – Through the Ages |
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| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games and apply basic principles suitable for attacking and defending. | <ul style="list-style-type: none"> ➤ Perform dances using a range of movements |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know the rules of tag rugby ➤ To know we score a try with two hands and placing the ball on the floor ➤ To know how to perform a swing pass ➤ To know the ball must be passed backwards ➤ To know a range of attacking and defending tactics | <ul style="list-style-type: none"> ➤ To know we translate ideas/ words into actions ➤ To know a range of creative travelling movements ➤ To know how to choreograph ➤ To know listening to others people's ideas and vocalising own thoughts can impact performance |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Closing down ➤ Scoring a try ➤ Swing pass ➤ Attacking and defending skills ➤ Tactical awareness ➤ Dodging ➤ Feinting | <ul style="list-style-type: none"> ➤ Develop a motif demonstrating some ability, balance, coordination and precision ➤ Show different levels, pathways and direction when travelling ➤ Communicating with others ➤ Commuting effectively in groups ➤ Evaluating work using technical language |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To demonstrate passing and catching a rugby ball with consistency, accuracy and control. 2. To pass and catch rugby ball with consistency, accuracy and control. 3. To apply simple tactics when playing a rugby type game. 4. To apply simple tactics when playing a rugby-type game. 5. To apply simple attacking and defending tactics when playing a rugby-type game. | <ol style="list-style-type: none"> 1. To creative imaginative actions based on words 2. To include use of level changes and different directions 3. To include use of levels changes and different directions 4. To include changes in formation, dynamics, canon, unison, direction and level 5. To effectively use chance choreography 6. To improve own performance based on feedback |
| Summer 1 | Unit: | Athletics | OAA – Orienteering |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Develop flexibility, strength, technique, control and balance. ➤ Compare their own performances with previous ones and demonstrate improvement to achieve their personal best. | <ul style="list-style-type: none"> ➤ 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. |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know we run at a steady pace when running at different speeds ➤ To know the different effects produced by standing starts / falling starts / reaction starts ➤ To know we accelerate from a variety of starting positions and select my preferred position ➤ to know the basic throwing actions of the pull, push, fling and heave ➤ To know the core principles of throwing ➤ To know the principles of jumping for height and length ➤ To know that to jump long, height is required ➤ To know that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings | <ul style="list-style-type: none"> ➤ To know we orientate maps ➤ To know the 8 points of a compass ➤ To know the safety rules in the outdoors |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Pull and push throw ➤ Sling and heave throw ➤ Jumping and landing in different ways ➤ Understand the difference between throws | <ul style="list-style-type: none"> ➤ Map reading skills ➤ Using a compass ➤ Running ➤ Communicating effectively in partners |

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| | Lesson sequence | <ol style="list-style-type: none"> To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To take off and land one foot to two. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To take off part in an athletics event and recording times and distances. | <ol style="list-style-type: none"> Can demonstrate how to keep a map set when moving. Can demonstrate how to “set or “orientate” a map when moving around a simple course. Can plan an efficient route around a simple course. Can demonstrate how to get around a simple course using the 8 points of a compass. Can plan a route to a control. Can find the correct control marker using a map. Can find the correct control marker using a map during a score event. Can plan a route on which control markers to visit and how to get there. Can record answers accurately. Can navigate to a control markers during a score event. Can make decisions about which control markers to visit in the time allowed. |
| Summer 2 | Unit: | Striking and Fielding - Rounders | Invasion Games - Football |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games and apply basic principles | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games and apply basic principles suitable for attacking and defending. |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know how to bowl accurately and consistently ➤ To know which base to throw towards to increase success ➤ To know the stance needed for batting ➤ To know where to strike a ball to increase success | <ul style="list-style-type: none"> ➤ To know the rules of football ➤ To know when to dribble or pass a ball ➤ To know kicking is done with the side of our foot or with the laces ➤ To know we control a ball using the side of our foot ➤ To know space is important ➤ To know when shooting, we aim for the corners of the net. |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Bowling ➤ Fielding ➤ Batting ➤ Throwing ➤ Intercepting ➤ Spatial awareness | <ul style="list-style-type: none"> ➤ Kicking ➤ Throwing ➤ Passing ➤ Shooting ➤ Dribbling ➤ Tackling ➤ Intercepting ➤ Spatial awareness ➤ Tactical awareness |
| | Lesson sequence | <ol style="list-style-type: none"> To demonstrate bowling underarm with accuracy. To catch a ball when fielding To strike a ball with a bat. To throw a ball overarm when fielding. To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee. To demonstrate an overarm throw when fielding a ball. To explain where to strike a ball in a game. To demonstrate bowling with accuracy in a game. | <ol style="list-style-type: none"> To develop dribbling with a ball To develop sending skills To develop travelling with a ball To develop sending skills To develop travelling with a ball To develop sending skills To develop shooting skills To develop travelling with a ball To develop shooting skills To develop tactics in a modified invasion game |

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| | | <p>To strike a ball with a bat. To use tactics in a rounders type game.</p> <p>6. To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game.</p> | <p>5. To develop travelling with a ball To develop shooting skills To develop tactics in a modified invasion game</p> <p>6. To develop travelling with a ball To develop shooting skills To develop tactics in a modified invasion game</p> |
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| Autumn 1 | Unit: | Invasion Games – Rugby | OAA - Teambuilding |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and in combination ➤ Play competitive games and apply basic principles suitable for attacking and defending | <ul style="list-style-type: none"> ➤ 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 |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know when to pass or dodge defenders ➤ To know when travelling with the ball, teammates must be in a diagonal line behind ➤ To know we catch the ball and bring it to the body ➤ To know we run with the ball holding it with two hands, ready for a pass or try ➤ To know what a conversion is | <ul style="list-style-type: none"> ➤ Know how to keep the map “set or “orientated” when they move around a simple course. ➤ Know the eight points of a compass. ➤ To know we record information accurately at the control marker. ➤ To know how to navigate to a control marker on a score event course. |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Running ➤ Dodging ➤ Swing pass ➤ Catching a ball ➤ Kicking a ball | <ul style="list-style-type: none"> ➤ Orientating ➤ Setting a map ➤ 8 compass points ➤ Record information ➤ Navigating to a control marker |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To pass a ball backwards with accuracy to a teammate. 2. To apply simple tactics when playing a rugby-type game. 3. To apply simple attacking tactics when playing a rugby-type game. 4. To kick a rugby ball with some accuracy and confidence. 5. To apply simple attacking and defending tactics when playing a rugby-type game. 6. To apply simple tactics when playing a competitive rugby-type game. | <ol style="list-style-type: none"> 1. To communicate effectively 2. To listen attentively, record information accurately and apply strategies for remembering important information 3. To work effectively as part of a team to solve problems 4. To review a performance and apply the learning to complete a task successfully. 5. To organise time and resources within a team |
| Autumn 2 | Unit: | Gymnastics 3 | Dance – The Haka |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Develop flexibility, strength, technique, control and balance | <ul style="list-style-type: none"> ➤ Perform dances using a range of movement patterns |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know shapes and balances can be performed with a partner and in groups ➤ To know counter balance and tension are performed with apparatus ➤ To know what a group counter balance is ➤ To know a sequence is made up of a range of jumps, rolls, balances and transitions | <ul style="list-style-type: none"> ➤ To know how we move fluently ➤ To know a wide range of skills ➤ To know a range of travelling movements in a given area ➤ To know ideas are created by a stimulus ➤ To know the Haka originates from the Maori tribe ➤ To know how to lead a choreography |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Balancing solely ➤ Balancing in pairs or groups ➤ Counter balance ➤ Counter tension ➤ Sequencing | <ul style="list-style-type: none"> ➤ Timing ➤ Moving in unison ➤ Level changes ➤ Different pathways and directions ➤ Execution of movements ➤ Aesthetically pleasing movements |

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| | Lesson sequence | <ol style="list-style-type: none"> To perform shapes and balances with a partner. To demonstrate counter balance and counter tension paired balances using apparatus. To demonstrate a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. To create a gymnastic sequence with counter balances and counter tension with a partner. To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances. To create a sequence of gymnastic actions, paired and group balances. | <ol style="list-style-type: none"> To learn the actions and words for Ka Mate To turn 3-4 actions into a travelling section To include mirror image, changes in levels and changes in direction To include changes in formation, dynamics, canon, unison, direction and level To effectively lead chance choreography To perform created dance in groups |
| Spring 1 | Unit: | Creative Games | Gymnastics 4 |
| | National curriculum/ Development Matters reference: | ➤ Take part in outdoor and adventurous activity challenges both individually and within a team | ➤ Develop flexibility, strength, technique, control and balance |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know when to send and receive a ball to outwit opponents ➤ To know a range of travels with a ball ➤ To know we shoot with consistency, accuracy, confidence and control ➤ To know a range of attacking tactics ➤ To know a range of defending tactics | <ul style="list-style-type: none"> ➤ To know how to perform a part weight bearing balance ➤ To know sequences that contain gymnastics actions with paired and groups balances ➤ To know how to set up apparatus safely |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Dribbling ➤ Passing and receiving a pass ➤ Tactical awareness ➤ Positioning | <ul style="list-style-type: none"> ➤ Part weight bearing balance ➤ Paired and group balances |
| | Lesson sequence | <ol style="list-style-type: none"> To dribble a ball. To pass and receive a pass using a variety of skills. To select and apply appropriate tactics when playing different invasion games. To create rugby type game and select and apply tactics to outwit an opponent. To work as a team to solve a tactical problem through designing a unique invasion game. To adapt an invasion game to include positions and attacking/defending options. To apply simple attacking and defending tactics when playing an invasion type game. | <ol style="list-style-type: none"> To demonstrate a part weight bearing balance. To create a sequence of gymnastic actions, paired and group balances using apparatus. To create and perform a sequence of gymnastic actions, paired and group balances using apparatus. To create and perform a group sequence using apparatus. |
| Spring 2 | Unit: | Invasion Games - Hockey | Dance – World War 2 |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and in combination ➤ Play competitive games and apply basic principles suitable for attacking and defending | ➤ Perform dances using a range of movement patterns |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know the correct grip for a hockey stick ➤ To know the rules of hockey ➤ To know how to get away from a defender | <ul style="list-style-type: none"> ➤ To know actions we can use for a World War 2 dance sequence ➤ To know poems can influence our movements ➤ To know movements are influenced by types of music. |

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| | | <ul style="list-style-type: none"> ➤ To know what a push pass is ➤ To know when to send the ball wide | |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Running ➤ Push pass ➤ Dribbling ➤ Receiving a pass ➤ Shooting | <ul style="list-style-type: none"> ➤ Timing ➤ Moving in unison ➤ Level changes ➤ Different pathways and directions ➤ Execution of movements ➤ Aesthetically pleasing movements |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To show passing a ball to a teammate using a hockey stick. 2. To demonstrate dribbling and passing a ball using a hockey stick. 3. To demonstrate shooting a ball at a goal. To select attacking tactics when playing a hockey type game. 4. To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game 5. To select attacking tactics when playing a game 6. To apply simple attacking and defending tactics when playing a hockey type game. 7. To play a role in a competitive modified game To select attacking tactics when playing a game | <ol style="list-style-type: none"> 1. To focus on good timing and performing in unison 2. To include changes in levels, pathways and directions 3. To be creative with ideas when using the poem as inspiration 4. To work well in groups showing good cooperation skills 5. To provide useful peer feedback and building on feedback for my own dance 6. To improve on our own performances based on feedback |
| Summer I | Unit: | Athletics | Orienteering |
| | National curriculum/ Development Matters reference: | <ul style="list-style-type: none"> ➤ Use running, jumping, throwing and catching in isolation and in combination | <ul style="list-style-type: none"> ➤ 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. |
| | Key Knowledge: | <ul style="list-style-type: none"> ➤ To know a triple jump involves a hop, skip and jump ➤ To know a shotput leaves the body at the neck and the arm is extended ➤ To know the correct technique for running and sprinting ➤ To know which sports use a push and pull throw | <ul style="list-style-type: none"> ➤ To know we orientate maps ➤ To know the 8 points of a compass ➤ To know the safety rules in the outdoors |
| | Key Skills: | <ul style="list-style-type: none"> ➤ Throwing – Push, pull, sling and heave ➤ Jumping and landing in different ways ➤ Running for short and long distances ➤ Passing a baton in a relay | <ul style="list-style-type: none"> ➤ Map reading skills ➤ Using a compass ➤ Running ➤ Communicating effectively in partners |
| | Lesson sequence | <ol style="list-style-type: none"> 1. To perform running techniques for short and long distances. To perform a pull and push throw. 2. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. 3. To take off and land one foot to two. To perform a push throw. To develop running for speed. 4. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. 5. To take off and land using a hop, step and jump. To perform a heave throw. | <ol style="list-style-type: none"> 1. Can demonstrate how to keep a map set when moving. 2. Can demonstrate how to “set or “orientate” a map when moving around a simple course. Can plan an efficient route around a simple course. 3. Can demonstrate how to get around a simple course using the 8 points of a compass. 4. Can plan a route to a control. Can find the correct control marker using a map. 5. Can find the correct control marker using a map during a score event. Can plan a route on which control markers to visit and how to get there. Can record answers accurately. 6. Can navigate to a control markers during a score event. Can make decisions about which control markers to visit in the time allowed. |

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| | | To develop running techniques. 6. To take off part in an athletics event and recording times and distances. | |
| Summer 2 | Unit: | Striking and Fielding – Cricket | Net and Wall - Tennis |
| | National curriculum/ Development Matters reference: | ➤ Use running, jumping, throwing and catching in isolation and in combination ➤ Play competitive games and apply basic principles suitable for attacking and defending | ➤ Use running, jumping, throwing and catching in isolation and in combination ➤ Play competitive games |
| | Key Knowledge: | ➤ To know we run as quickly as possible to score a run ➤ To know we strike the ball into space, away from opponent ➤ To know we the hit object as quickly as possible to limit runs scored ➤ To know how we bowl in cricket | ➤ To know how to hold a tennis racket ➤ To know the terminology linked to tennis ➤ To know a forehand shot is the most control and accurate ➤ To know a backhand shot is used when the ball is hit away from the forehand ➤ To know how to defend an area ➤ To know how to outwit opponents |
| | Key Skills: | ➤ Bowl overarm ➤ Strike a bowled ball ➤ Field a ball and throw back overarm | ➤ Throwing a ball ➤ Forehand shot ➤ Backhand shot ➤ Volley ➤ Underhand serve ➤ Overarm serve |
| | Lesson sequence | 1. To demonstrate bowling underarm with accuracy. To catch a ball when fielding. 2. To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy. 3. To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. 4. To bowl overarm with accuracy in a game. To apply a tactic in a cricket type game. 5. To demonstrate bowling overarm with accuracy in a game. To strike a ball with a cricket bat in a game. To use tactics in a cricket type game. 6. To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game. | 1. To demonstrate a forehand shot with some consistency. 2. To demonstrate a forehand and backhand shot with some consistency. 3. To direct the ball reasonably well to their partner to continue a rally. 4. To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner.) 5. To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner.) 6. To play the game for the core task and incorporate tactics to score points. |