



St. Joseph's  
Catholic Primary School

# PE CURRICULUM

socially mistakes morally potential  
confidently **Together** spiritually  
**Grow** **Learn** academically  
**Love** **St Jesus** world  
ourselves faith  
others **Joseph's**

LOVE LEARN GROW

## PE - CURRICULUM OVERVIEW

YEAR	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<b>Reception</b>	Gym Cooperate & solve problems	Body management Cooperate & solve problems	Dance- Our World Speed, agility & travel	Gym Manipulation & coordination	Dance – Dinosaurs Body management	Manipulation & coordination Speed, agility & travel
<b>Year 1</b>	Dance - Pirates & Treasures / Attack, defend & shoot	Gym Attack, defend & shoot	Dance - Space Defend & return	Gym Defend & return	Orienteering Hit, catch & return	Dance - Dancing around the world Run, jump & throw
<b>Year 2</b>	Gym Attack, defend & shoot	Dance - Superheroes Attack, defend & shoot	Dance - The Great Fire of London Hit, catch & return	Gym Run, jump & throw	Cricket Dance - The Jungle	Run, jump & throw Hit, catch & return
<b>Year 3</b>	OAA Gym	Dance - The Stone Age Netball	Tag rugby Gym	Cricket Tennis	Athletics Swimming	Swimming Tennis
<b>Year 4</b>	Swimming Basketball	Swimming Bench ball	Swimming Gym	Swimming Cricket	Dance - The Environment Tennis	Athletics Gym
<b>Year 5</b>	Basketball Gym	Dance - World War I/ Handball	Multiskills Badminton	Netball Cricket	Dance - Ancient Greeks Athletics	Rounders Gym
<b>Year 6</b>	Netball Dance - The Vikings	Dance - The Victorians Dodgeball	Gym Fitness	Gym Tennis	Athletics Year 6 games	Rounders Cricket

**PE – RECEPTION – TOPIC/SKILLS AND KNOWLEDGE**

Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<p align="center"><b>Advent 1</b></p>	<p>To follow instructions regarding health &amp; safety</p> <p>Aware of space/ persons around</p>	<p><b><u>GYM</u></b></p> <ul style="list-style-type: none"> <li>- To develop confidence in fundamental movements</li> <li>- To experience jumping, sliding, rolling, moving over, under and on apparatus</li> <li>- To develop coordination and gross motor skills</li> </ul> <p><b><u>Cooperate and solve problems</u></b></p> <ul style="list-style-type: none"> <li>-Organise and match various items, images, colours and symbols</li> <li>- Work with a partner to listen, share ideas, question and choose</li> <li>- Collect, distinguish and differentiate colours and create a shape as a team</li> <li>- a range of ways Move confidently and cooperatively in space. Travel in a range of ways.</li> </ul>
<p align="center"><b>Advent 2</b></p>	<p>Able to respond to instructions</p> <p>Aware of other opinions &amp; contributions</p>	<p><b><u>BODY MANAGEMENT</u></b></p> <ul style="list-style-type: none"> <li>- Explore balance and managing own body including manipulating small objects.</li> <li>- Able to stretch, reach, extend in a variety of ways and positions.</li> <li>- Able to control body and perform specific movements on command.</li> </ul> <p><b><u>Cooperate and problem solving</u></b></p> <ul style="list-style-type: none"> <li>-Copy and repeat various patterns and actions</li> <li>- Continue to work in teams</li> <li>- Solve more complex task</li> </ul>

<p><b>Lent 1</b></p>	<p>Greater understanding of the world</p> <p>Able to concentrate for a period of time</p> <p>Able to follow instructions</p>	<p><b><u>DANCE – OUR WORLD</u></b></p> <ul style="list-style-type: none"> <li>- Appreciate and begin to discuss music for dance</li> <li>- Begin to show good spatial awareness</li> <li>- Work in a group with some guidance from a teacher</li> <li>- Recognise and respond to changes in the music</li> </ul> <p><b><u>Speed, Agility, Travel</u></b></p> <ul style="list-style-type: none"> <li>-Travel with some control and coordination.</li> <li>- Change direction at speed through both choice and instructions.</li> <li>- Perform actions demonstrating changes in speed.</li> <li>- Stop, start, pause, prepare for and anticipate movement in a variety of situations</li> </ul>
<p><b>Lent 2</b></p>	<p>To select apparatus for purpose</p>	<p><b><u>GYM</u></b></p> <ul style="list-style-type: none"> <li>-To develop confidence in fundamental movements</li> <li>-To learn and refine a variety of shapes, jumps, balances and rolls</li> <li>-To link simple balance, jump and travel actions</li> </ul> <p><b><u>Manipulation and coordination</u></b></p> <ul style="list-style-type: none"> <li>-Send and receive a variety of objects with different body parts.</li> <li>- Work with others to control objects in space.</li> <li>- Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> </ul>

<p><b>Pentecost 1</b></p>	<p>Explore the theme of dinosaurs and evolution</p> <p>Value contributions from others</p>	<p><b><u>DANCE – DINOSAURS</u></b></p> <ul style="list-style-type: none"> <li>- Respond to given movement instructions</li> <li>- Explore level, direction, speed and dynamics in space</li> <li>- Create own shapes and moves in response to stimuli</li> <li>- Work collaboratively together with partners.</li> <li>-Experience working in groups</li> <li>- Observe and talk about each other’s dance work, being good critical friends</li> <li>- Learn to rehearse, refine and perform dance</li> </ul> <p><b><u>Body management</u></b></p> <ul style="list-style-type: none"> <li>-Explore a variety of rolling, sliding and slithering.</li> <li>-Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations.</li> <li>- Participate in a variety of small group co-operative activities.</li> </ul>
<p><b>Pentecost 2</b></p>	<p>Understand the safe guidelines when using skipping ropes</p>	<p><b><u>Speed, Agility, Travel</u></b></p> <ul style="list-style-type: none"> <li>-Participate in a variety of agility-based activities moving and controlling objects.</li> <li>- Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.</li> <li>- Relate body movements to music and percussion beats</li> </ul> <p><b><u>Manipulation and coordination</u></b></p> <ul style="list-style-type: none"> <li>-Coordinate similar objects in a variety of ways</li> <li>- Differentiate ways to manoeuvre objects</li> <li>- Skip in isolation and with rope</li> </ul>

**PE – YEAR 1 – TOPIC/SKILLS AND KNOWLEDGE**

Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<p align="center"><b>Advent 1</b></p>	<p>Explore the theme of Pirates and treasure-hunting through movement</p> <p>Understand that everyone has different opinions</p> <p>Expectations when following instructions</p>	<p><b><u>Dance – Pirates &amp; treasures</u></b></p> <ul style="list-style-type: none"> <li>- Respond to given movement instructions</li> <li>- Explore level, direction, speed and dynamics in space</li> <li>- Create own shapes and moves in response to stimuli</li> <li>- Work collaboratively together with partners.</li> <li>- Experience working in groups</li> <li>- Observe and talk about each other’s dance work, being good critical friends</li> </ul> <p><b><u>Attack Defend Shoot</u></b></p> <ul style="list-style-type: none"> <li>- To practice basic movements including running, jumping, throwing and catching</li> <li>-To begin to engage in competitive activities</li> <li>-To experience opportunities to improve agility, balance and coordination</li> </ul>
<p align="center"><b>Advent 2</b></p>	<p>Understand the expectations and rules when carrying equipment</p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-Identify and use simple gymnastics actions and shapes</li> <li>-Apply basic strength to a range of gymnastics actions</li> <li>-Begin to carry basic apparatus such as mats and benches</li> <li>-To recognise like actions and link</li> </ul> <p><b><u>Attack Defend Shoot</u></b></p> <ul style="list-style-type: none"> <li>-To recognise rules and apply them in competitive and cooperative games</li> <li>-Use and apply simple strategies for invasion games</li> <li>-Preparing for, and explaining the reasons why we enjoy exercise</li> </ul>

<p><b>Lent 1</b></p>	<p>Explore the theme of Space and Space travel</p> <p>Understand the safety rules when using bats and throwing balls</p>	<p><b><u>Dance – Space</u></b></p> <ul style="list-style-type: none"> <li>- Respond to given movement instructions</li> <li>- Explore level, direction, speed and dynamics in space</li> <li>- Create own shapes and moves in response to stimuli</li> <li>- Work collaboratively together with partners.</li> <li>-Experience working in groups</li> <li>- Observe and talk about each other’s dance work, being good critical friends</li> <li>- Learn to rehearse, refine and perform dance</li> </ul> <p><b><u>Send and Return</u></b></p> <ul style="list-style-type: none"> <li>-Able to send an object with increased confidence using hand or bat.</li> <li>-Move towards a moving ball to return.</li> <li>-Sending and returning a variety of balls.</li> </ul>
<p><b>Lent 2</b></p>	<p>To understand what is meant by a gymnastic phrase</p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>- To perform a variety of basic gymnastics actions showing control</li> <li>-To introduce turn, twist, spin, rock and roll and link these into movement patterns</li> <li>-To perform longer movement phrases and link with confidence</li> </ul> <p><b><u>Send and Return</u></b></p> <ul style="list-style-type: none"> <li>-Develop sending skills with a variety of balls</li> <li>-Track, intercept and stop a variety of objects such as balls and beanbags</li> </ul>

<p><b>Pentecost 1</b></p>	<p>To understand what a map is and what it is used for</p>	<p><b><u>Orienteering</u></b></p> <ul style="list-style-type: none"> <li>- Orientate the map</li> <li>-Use shape and symbols</li> <li>-Understand that maps have Keys</li> <li>-Experience a range of orienteering courses</li> </ul> <p><b><u>Hit Catch Run</u></b></p> <ul style="list-style-type: none"> <li>-Able to hit objects with hand or bat</li> <li>-Track and retrieve a rolling ball</li> <li>-Throw and catch a variety of balls and objects</li> </ul>
<p><b>Pentecost 2</b></p>	<p>Explore the theme of different environments and cultures of the world</p> <p>Understand the purpose of warm up , cool down, stretching is to prevent injury</p> <p>Understand different dances from different countries</p> <p>Understand the importance of bending knees when jumping</p>	<p><b><u>Dance- Dancing around the world</u></b></p> <ul style="list-style-type: none"> <li>-Use various stimuli, such as music and masks</li> <li>- Learn different dance styles</li> <li>- Appreciate the importance of warm ups, cool downs and stretching.</li> <li>- Create dance material alone and with others, using different body parts, levels and dynamics.</li> <li>- Learn control and coordination in travelling, jumping, turning, gesture and stillness.</li> <li>- Use movement expressively to explore moods and feelings.</li> <li>- Make simple judgements about dance.</li> </ul> <p><b><u>Run Jump Throw</u></b></p> <ul style="list-style-type: none"> <li>- Pupils will begin to link running and jumping.</li> <li>-To learn and refine a range of running which includes varying pathways and speeds.</li> <li>-Develop throwing techniques to send objects over long distances</li> </ul>



**PE – YEAR 2 – TOPIC/SKILLS AND KNOWLEDGE**

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1</b>	<p>Understand a scoring system</p> <p>Be a good sportsman/woman when judging others</p> <p>Understand how flexibility and strength can be increased</p> <p>Use the correct position of the foot to send and trap a ball</p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-Describe and explain how performers can transition and link gymnastic elements</li> <li>-Perform with control and consistency basic actions at different speeds and on different levels</li> <li>-Challenge themselves to develop strength and flexibility</li> <li>-Create and perform a simple sequence that is judged using simple gymnastic scoring</li> </ul> <p><b><u>Attack Defend Shoot</u></b></p> <ul style="list-style-type: none"> <li>-Can send a ball using feet and can receive a ball using feet.</li> <li>-Refine ways to control bodies and a range of equipment.</li> <li>-Recall and link combinations of skills, e.g. dribbling and passing</li> </ul>
<b>Advent 2</b>	<p>Able to listen and appreciate other pupil's ideas</p> <p>Understand the role of superheroes</p> <p>Understand what a dance phrase entails</p> <p>To explain what tactics are</p> <p>Understand that every pupil's opinions are important</p>	<p><b><u>Dance – Superheroes</u></b></p> <ul style="list-style-type: none"> <li>- Improvise to an idea and display an immediate response.</li> <li>- Explore different levels, directions and speeds.</li> <li>- Appreciate the music used for movement.</li> <li>- Choose appropriate movement to convey superheroes.</li> <li>- Explore different methods of travelling.</li> <li>- Work cooperatively to create a short dance phrase.</li> <li>- Work alone, with guidance, to create movement ideas in response to the stimuli.</li> </ul> <p><b><u>Attack Defend Shoot</u></b></p> <ul style="list-style-type: none"> <li>-To select and apply a small range of simple tactics</li> <li>-Recognise good quality in self and others</li> <li>-To work with others to build basic attacking play</li> </ul>

<p><b>Lent 1</b></p>	<p>To understand The Great Fire of London</p> <p>To develop spatial awareness</p> <p>To understand the purpose of scoring</p> <p>Follow safety rules when using bats</p>	<p><b><u>Dance- The Great Fire of</u></b> London</p> <ul style="list-style-type: none"> <li>- To explore movement related to The Great Fire of London.</li> <li>- To move safely and confidently in general space exploring changes of speed, level, and direction.</li> <li>- To improvise to a given stimuli.</li> <li>- To learn a group fire-dance using pattern, level, direction and space.</li> <li>- To listen and share ideas.</li> <li>- To listen and appreciate the music to accompany the dance.</li> <li>- To show a clear beginning, middle and ending in the dance.</li> <li>- To perform movement sequences using a range of body actions &amp; body parts.</li> </ul> <p><b><u>Hit Catch Return</u></b></p> <ul style="list-style-type: none"> <li>-To developing hitting skills with a variety of bats</li> <li>- Practice feeding/bowling skills</li> <li>- Hit and run to score points in games</li> </ul>
<p><b>Lent 2</b></p>	<p>To understand what are the gymnastic elements</p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-Develop body management through a range of floor exercises</li> <li>-Use core strength to link recognised gymnastics elements, e.g., back support and half twist</li> <li>-Attempt to use rhythm while performing a sequence</li> </ul> <p><b><u>Run Jump Throw</u></b></p> <ul style="list-style-type: none"> <li>-Develop power, agility, coordination and balance over a variety of activities</li> <li>-Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</li> <li>-Can negotiate obstacles showing increased control of body and limbs</li> </ul>

<p><b>Pentecost 1</b></p>	<p>Enhance learning about issues concerning the world's rainforests</p> <p>Find out about animals that live in the rainforest and their habitats</p>	<p><b><u>Dance – The Jungle</u></b></p> <ul style="list-style-type: none"> <li>- Work cooperatively with a partner.</li> <li>- Seek and explore new movement ideas using movement improvisation.</li> <li>- Show appreciation of the music that accompanies the movement.</li> <li>- Begin to create short dance phrases with a partner using different body parts, levels, speed and direction.</li> </ul> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>-To developing hitting skills with a variety of bats</li> <li>-Practice feeding/bowling skills</li> <li>-Hit and run to score points in games</li> </ul>
<p><b>Pentecost 2</b></p>	<p>Identify links between exercise and a healthy life</p> <p>Understand the role of wicket keeper/ backstop</p>	<p><b><u>Run Throw Jump</u></b></p> <ul style="list-style-type: none"> <li>-Improve running and jumping movements, work for sustained periods of time</li> <li>-Reflect on activities and make connections between a healthy active lifestyle</li> <li>-Experience and improve on jumping for distance and height</li> </ul> <p><b><u>Hit Catch Run</u></b></p> <ul style="list-style-type: none"> <li>-Work on a variety of ways to score runs in the different hit, catch, run games</li> <li>-Work in teams to field</li> <li>-Begin to play the role of wicketkeeper or backstop</li> </ul>

**PE – YEAR 3 – TOPIC/SKILLS AND KNOWLEDGE**

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1</b>	<p>Understand that maps have scales</p> <p>Understand the use of the compass</p>	<p><b><u>Orienteering</u></b></p> <ul style="list-style-type: none"> <li>-Understand that maps have scales. -Understand the use of the compass</li> <li>-How to set and walk on bearings and experience a range of orienteering courses</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-Modify actions independently using different pathways, directions and shapes</li> <li>- Consolidate and improve the quality of movements and gymnastics actions</li> <li>- Relate strength and flexibility to the actions and movements they are performing</li> <li>- To use basic compositional ideas to improve sequence work—unison</li> </ul>
<b>Advent 2</b>	<p>Explore the Stone Age</p> <p>Appreciate other children’s ideas and opinions</p> <p>Develop knowledge of stretching exercises</p> <p>Develop and appreciate other music genres</p> <p>To explore the basic rules of netball</p>	<p><b><u>Dance – The Stone Age</u></b></p> <ul style="list-style-type: none"> <li>- Explore, improvise and combine movement ideas - related to the three eras of The Stone Age - fluently and effectively.</li> <li>- Compose creative and imaginative dance sequences.</li> <li>- Explore and plan dance motifs; independently, with a partner, in small groups and as a whole class.</li> <li>- Observe and evaluate own and others’ dance works.</li> <li>- Develop physical strength and suppleness by practising moves and stretching exercises.</li> <li>- Display appropriate dynamics to colour the movement.</li> <li>- Recognise the link between music and movement and appreciate different music genre</li> </ul> <p><b><u>Netball</u></b></p> <ul style="list-style-type: none"> <li>-To be able to perform basic netball skills such as passing and catching using recognised throws</li> <li>- To use space efficiently to build attacking play</li> <li>- To implement the basic rules of netball</li> </ul>

<p><b>Lent 1</b></p>	<p>Understand the rules of tag rugby</p> <p>Understand what a sequence composes of and what is meant by flexibility</p> <p>Reinforce correct body position for jumping</p>	<p><b><u>Tag Rugby</u></b></p> <ul style="list-style-type: none"> <li>-Handle a rugby ball with confidence</li> <li>-Evade attackers using footwork and body control</li> <li>- Link skills to perform as a team in attack</li> <li>- Use basic game principles of tag rugby and play within simpler rules</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-Identify similarities and differences in sequences</li> <li>- Develop body management over a range of floor exercises</li> <li>- Attempt to bring explosive moves into floor work through jumps and leaps</li> <li>- Show increasing flexibility in shapes and balances</li> </ul>
<p><b>Lent 2</b></p>	<p>To understand the basic rules of tennis</p> <p>To understand the need for space when using a racquet/bat</p> <p>To understand the basic rules of cricket</p>	<p><b><u>Tennis</u></b></p> <ul style="list-style-type: none"> <li>-To identify and describe some rules of tennis.</li> <li>-To serve to begin a game</li> <li>- To explore forehand hitting</li> </ul> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>-To be able to adhere to some of the basic rules of cricket</li> <li>-To develop a range of skills to use in isolation and a competitive context</li> <li>- To use basic skills with more consistency including striking a bowled ball</li> </ul>

<b>Pentecost 1</b>	<p>Understand the need for space</p> <p>Understand and follow the rules of the teachers when near water</p>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>-Control movements and body actions in response to specific instructions</li> <li>- Demonstrate agility and speed</li> <li>- Jump for height and distance with control and balance</li> <li>- Throw with speed and power and apply appropriate force</li> </ul> <p><b><u>SWIMMING</u></b></p>
<b>Pentecost 2</b>	<p>Understand the basic rules of rounders</p> <p>Understand and follow the rules regarding safety when striking a ball</p>	<p><b><u>Rounders</u></b></p> <ul style="list-style-type: none"> <li>-To be able to play simple rounders games</li> <li>-To apply some rules to games</li> <li>- To develop and use simple rounders skill</li> </ul> <p><b><u>SWIMMING</u></b></p>

**PE – YEAR 4 – TOPIC/SKILLS AND KNOWLEDGE**

Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<p align="center"><b>Advent 1</b></p>	<p>Understand the rules of basketball</p> <p>Understand and follow the rules of the teachers when near water</p>	<p><b><u>SWIMMING</u></b></p> <p><b><u>Basketball</u></b></p> <ul style="list-style-type: none"> <li>- Perform dribbling skills accurately with control.</li> <li>- Gain a greater understanding of the rules and what an illegal dribbling is.</li> <li>- Understand the different types of passing; chest pass, shoulder pass and bounce pass.</li> <li>- Be able to combine dribbling, passing and shooting skills and incorporate them into a game situation.</li> <li>- Greater ability to receive the ball by making a target for the person passing to aim at</li> </ul>
<p align="center"><b>Advent 2</b></p>	<p>Understand why tactics are used</p> <p>Understand the importance of space on court</p> <p>Understand the need to keep possession of the ball</p>	<p><b><u>SWIMMING</u></b></p> <p><b><u>Benchball</u></b></p> <ul style="list-style-type: none"> <li>-Use the 3 types of pass in a group and moving to follow the pass</li> <li>- look at creating space and moving into space to open up options for the team</li> <li>-- Start to develop tactical knowledge and positioning of players on court</li> </ul>

<b>Lent 1</b>	Understand the importance of timing when working with a partner	<b><u>SWIMMING</u></b> <b><u>Gymnastics</u></b> <ul style="list-style-type: none"><li>-To become increasingly competent and confident to perform skills more consistently</li><li>- Able to perform in time with a partner and group</li><li>- Use compositional ideas in sequences such as changes in height, speed and direction</li></ul>
<b>Lent 2</b>	Understand what fair play means	<b><u>SWIMMING</u></b> <b><u>Cricket</u></b> <ul style="list-style-type: none"><li>-To develop the range of Cricket skills they can apply in a competitive context</li><li>- Choose and use a range of simple tactics in isolation and in a game context</li><li>- Consolidate existing skills and apply with consistency</li></ul>



<p><b>Pentecost 1</b></p>	<p>Gain a greater understanding of the environment</p> <p>Appreciate and discuss music used for dance</p> <p>Show awareness of own and others' space</p> <p>Understand what is meant by being a good critical friend</p> <p>Understand the different shots in tennis and the positions in game play.</p>	<p><b><u>Dance – The Environment</u></b></p> <ul style="list-style-type: none"> <li>• Work together as a group with guidance from the teacher.</li> <li>• Create movement portraying different aspects of the environment.</li> <li>• Recognise and respond to changes in the music.</li> <li>• Observe and talk about each other's dance work, being good critical friends</li> </ul> <p><b><u>Tennis</u></b></p> <ul style="list-style-type: none"> <li>- Explore different shots (forehand, backhand)</li> <li>- Work to return the serve</li> <li>- Positions in play</li> </ul>
<p><b>Pentecost 2</b></p>	<p>Spatial awareness</p> <p>Understand how to use equipment</p> <p>identify core muscle groups</p>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>- Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities</li> <li>- Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>- Develop an increased range of body actions and shapes to include in a sequence</li> <li>- Define muscles groups needed to support the core of their body</li> <li>- Refine taking weight on small and large body parts, for example, hand and shoulder</li> </ul>

**PE – YEAR 5 – TOPIC/SKILLS AND KNOWLEDGE**

Topic/ Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1</b>	<p>Understand the rules of basketball</p> <p>Understand the different types of passes</p> <p>Able to distinguish between the roles of attackers and defenders</p> <p>To understand what elements are needed in a sequence</p>	<p><b><u>Basketball</u></b></p> <ul style="list-style-type: none"> <li>-Be able to change direction whilst dribbling.</li> <li>- Be able to add an end product such as passing after dribbling skill has been performed.</li> <li>- Be able to perform each type of passing with greater accuracy and confidence.</li> <li>- Be able to perform these passes when working in a team to achieve an objective.</li> <li>- Be able to effectively work together as a team to score a basket.</li> <li>- Be able to effectively apply dribbling, passing and shooting skills against a defender.</li> <li>- Be able to work together as a team to work towards scoring a basket and defending your own basket.</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-To become increasingly competent and confident to perform skills more consistently</li> <li>- Able to perform in time with a partner and group</li> <li>- Use compositional ideas in sequences such as changes in height, speed and direction</li> </ul>
<b>Advent 2</b>	<p>Understand the meaning of the words- action, space and dynamics</p> <p>Explore an understanding of World War 1</p> <p>Understand the rules of handball</p>	<p><b><u>Dance – WW 1</u></b></p> <ul style="list-style-type: none"> <li>- Use text, props and imagery as a stimulus for creating movement</li> <li>- Work individually, in pairs, small groups and as a whole class</li> <li>- Use action, space, dynamics and relationships to develop movement material</li> <li>- Applying performance skills to both rehearsal and performance</li> <li>- Develop vocabulary to evaluate own and others dance work to aid improvement</li> </ul> <p><b><u>Handball</u></b></p> <ul style="list-style-type: none"> <li>-To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal</li> <li>- To begin to play effectively in different positions on the pitch in both attack and defence</li> <li>- To increase power and strength of passes, moving the ball over longer distances</li> <li>- Use a wide range of handball rules consistently</li> </ul>

<p><b>Lent 1</b></p>	<p>Able to self-analyse, identifying success criteria</p> <p>Understand the various badminton shots</p> <p>Understand what fair play means</p>	<p><b><u>Multiskills</u></b></p> <ul style="list-style-type: none"> <li>-Use space</li> <li>- Extend knowledge of attacking and defending, using skills for each appropriately</li> <li>- Using a variety of tactics to keep the ball, knowing when to pass and when to dribble</li> <li>- Explaining why a performance is good, recognising parts of the performance that could be improved</li> </ul> <p><b><u>Badminton</u></b></p> <ul style="list-style-type: none"> <li>-Use different types of serves in-game and new shots learnt in games.</li> <li>- Play with others to score and defend points in competitive games.</li> <li>- Move confidently around the playing area using footwork techniques.</li> <li>- Develop further ways of playing with others cooperatively and in competition</li> </ul>
<p><b>Lent 2</b></p>	<p>Understand the different netball passes</p> <p>Understand the positions on a netball court</p> <p>Understand the rules of cricket</p> <p>Understand the meaning of cardiovascular</p>	<p><b><u>Netball</u></b></p> <ul style="list-style-type: none"> <li>-To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills</li> <li>- To begin to play efficiently in different positions on the court in both attack and defence</li> <li>- To increase power and strength of passes, moving the ball over longer distances</li> </ul> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>-Link together a range of skills and use in combination</li> <li>- Collaborate with a team to choose, use and adapt rules in games</li> <li>- Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance</li> </ul>

**Pentecost 1**

Explore the Ancient Greeks

Understand how to relay feedback in a positive way

Understand the rules of relay and teamwork

**Dance – The Ancient Greeks**

- Explore the theme of Ancient Greeks through improvisation
- Practice and develop different ways of moving using actions and dynamics
  - Work in pairs and small groups using different formations and relationships
  - Create material, rehearse and improve with feedback
  - Improve on performance skills
- Athletics**
- Sustain pace over short and longer distances such as running 100m and running for 2 minutes
  - Able to run as part of a relay team working at their maximum speed
  - Perform a range of jumps and throws demonstrating increasing power and accuracy

**Pentecost 2**

Understand the rules of rounders

Understand the importance of fitness in relation to sporting success

Able to identify different muscle groups

**Rounders**

- Link together a range of skills and use in combination.
- Collaborate with a team to choose, use and adapt rules in games.
- Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance

**Gymnastics**

- Develop an increased range of body actions and shapes to include in a sequence
- Define muscles groups needed to support the core of their body
- Refine taking weight on small and large body parts, for example, hand and shoulder

**PE – YEAR 6 – TOPIC/SKILLS AND KNOWLEDGE**

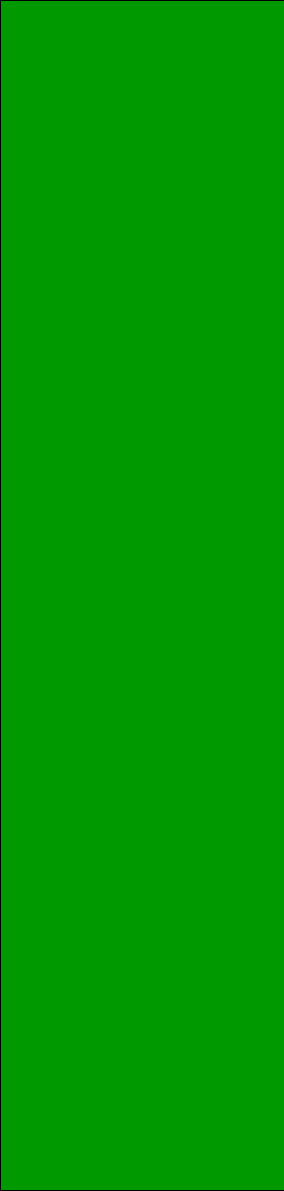
Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS
<b>Advent 1</b>	<p>Explore the Viking era</p> <p>Understand and use the vocabulary associated with dance</p> <p>Understand netball rules Able to officiate netball matches</p>	<p><b><u>Dance – The Vikings</u></b></p> <p>Explore and develop ideas through improvisation related to the Viking era.</p> <ul style="list-style-type: none"> <li>- Compose dances by using, adapting and developing steps; independently, with a partner and as a group.</li> <li>- Link music to movement expressively.</li> <li>- Practise dance in order to refine the quality.</li> <li>- Comment on work in order to improve skills and performance.</li> <li>- Explore space, change of speed, level and direction.</li> <li>- Demonstrate competence in actions and dynamics</li> </ul> <p><b><u>Netball</u></b></p> <ul style="list-style-type: none"> <li>-Work as a team to improve group tactics and gameplay</li> <li>- Play within the rules using blocking skills for shots and passes</li> <li>- Develop defensive skills</li> </ul>
<b>Advent 2</b>	<p>Understand the Industrial Revolution</p> <p>Understand the rules of dodgeball</p> <p>To recognise the need for honesty and fair play</p>	<p><b><u>Dance – The Victorians</u></b> Explore movement related to the Industrial Revolution</p> <ul style="list-style-type: none"> <li>- Improvise freely, translating ideas from a stimulus into movement</li> <li>- Create and link dance phrases using a simple dance structure</li> <li>- Perform dances with awareness of rhythm, dynamics and expression</li> <li>- Work independently with a partner and in a small or large group</li> <li>- Appreciate the music that accompanies the dance</li> <li>- Describe and evaluate how the dance might be improved</li> </ul> <p><b><u>Dodgeball</u></b></p> <ul style="list-style-type: none"> <li>-To consolidate and improve throwing skills, speed, agility, accuracy and dodging skills</li> </ul>

<p><b>Lent 1</b></p>	<p>Understand the importance of warming up</p> <p>Explore the need for space and the correct way to handle equipment</p> <p>Understand and follow rules when working on high apparatus</p> <p>Understand how exercise affects the body short-term</p> <p>Explore the link between physical activity and well-being.</p>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-Lead group warm-up showing understanding of the need for strength and flexibility</li> <li>- Demonstrate accuracy, consistency, and clarity of movement</li> <li>- Work independently and in small groups to make up own sequences</li> <li>- Arrange own apparatus to enhance work and vary compositional ideas</li> <li>- Experience flight on and off of high apparatus</li> </ul> <p><b><u>Fitness</u></b></p> <ul style="list-style-type: none"> <li>- To warm up and prepare appropriately for different activities</li> <li>- Understand that physical activity is good for health and well – being</li> <li>- Able to explain the importance of wearing appropriate clothing and being hygienic</li> <li>- Perform actions and skills with more consistent control and accuracy</li> </ul>
<p><b>Lent 2</b></p>	<p>Understand how to score in tennis</p> <p>Understand the rules of double play</p> <p>Define the lob shot</p> <p>Explain the importance of tactics</p> <p>Understand what is meant by taking weight on hands</p>	<p><b><u>Tennis</u></b></p> <ul style="list-style-type: none"> <li>-Develop backhand shots</li> <li>- Introduce the lob</li> <li>- Begin to use full tennis scoring systems</li> <li>- Continue developing doubles play and tactics to improve</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-Develop an increased range of body actions and shapes to include in a sequence</li> <li>- Define muscles groups needed to support the core of their body</li> <li>- Refine taking weight on small and large body parts, for example, hand and shoulder</li> </ul>

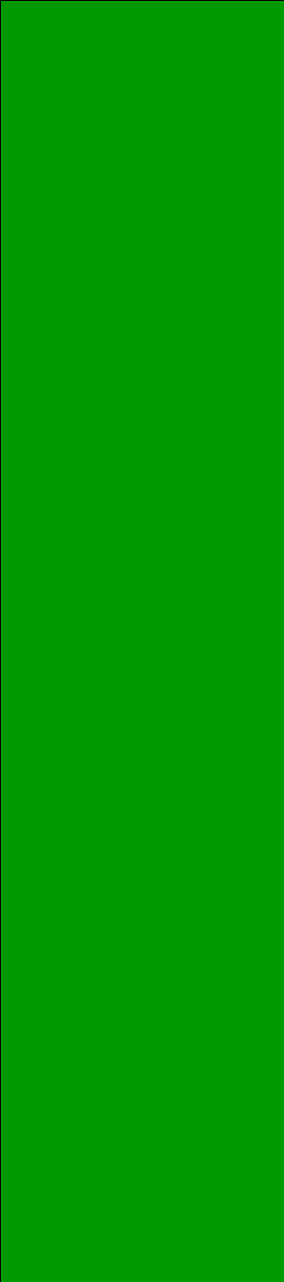
<p><b>Pentecost 1</b></p>	<p>Able to judge in a fair manner</p> <p>Understand the expectations and criteria for different events</p> <p>Understand the rules of the various games in year 6 competition</p>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>-Become confident and expert in a range of techniques and recognise their success</li> <li>- Apply strength and flexibility to a broad range of throwing, running and jumping activities</li> <li>- Work in collaboration and demonstrate improvement when working with self and others</li> <li>- Accurately and confidently judge across a variety of activities</li> </ul> <p><b><u>Year 6 games</u></b></p> <ul style="list-style-type: none"> <li>-Understand the rules of the various sports</li> <li>- Apply tactics and teamwork in a competitive situation</li> </ul>
<p><b>Pentecost 2</b></p>	<p>Understand and follow the rules of sounders and cricket</p> <p>Able to identify tactics in order to improve performance</p>	<p><b><u>Rounders</u></b></p> <ul style="list-style-type: none"> <li>-Apply rounders rules consistently in conditioned games</li> <li>- Play small sided games using standard rounders pitch layout</li> <li>- Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</li> </ul> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>-Apply with consistency standard cricket rules in a variety of different styles of games</li> <li>- Attempt a small range of recognised shots in isolation and in competitive scenarios</li> <li>- Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</li> </ul>

YEAR	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	<p><b><u>GYM</u></b></p> <ul style="list-style-type: none"> <li>- To develop confidence in fundamental movements</li> <li>- To experience jumping, sliding, rolling, moving over, under and on apparatus</li> <li>- To develop coordination and gross motor skills</li> </ul> <p><b><u>Cooperate and solve problems</u></b></p> <ul style="list-style-type: none"> <li>-Organise and match various items, images, colours and symbols</li> <li>- Work with a partner to listen, share ideas, question and choose</li> <li>- Collect, distinguish and differentiate colours and create a shape as a team</li> <li>- Move confidently and cooperatively</li> </ul>	<p><b><u>BODY MANAGEMENT</u></b></p> <ul style="list-style-type: none"> <li>- Explore balance and managing own body including manipulating small objects.</li> <li>- Able to stretch, reach, extend in a variety of ways and positions.</li> <li>- Able to control body and perform specific movements on command.</li> </ul> <p><b><u>Cooperate and problem solving</u></b></p> <ul style="list-style-type: none"> <li>-Copy and repeat various patterns and actions</li> <li>- Continue to work in teams</li> <li>- Solve more complex task</li> </ul>	<p><b><u>DANCE – OUR WORLD</u></b></p> <ul style="list-style-type: none"> <li>-Can I gain greater understanding of the world in which I live?</li> <li>- Can I appreciate and begin to discuss music for dance?</li> <li>- Can I begin to show good spatial awareness?</li> <li>- Can I work in a group with some guidance from a teacher?</li> <li>- Can I recognise and respond to changes in the music?</li> </ul> <p><b><u>Speed, Agility, Travel</u></b></p> <ul style="list-style-type: none"> <li>-Travel with some control and coordination.</li> <li>- Change direction at speed through both choice and instructions.</li> <li>- Perform actions demonstrating changes in speed.</li> </ul>	<p><b><u>GYM</u></b></p> <ul style="list-style-type: none"> <li>-To develop confidence in fundamental movements</li> <li>-To learn and refine a variety of shapes, jumps, balances and rolls</li> <li>-To link simple balance, jump and travel actions</li> </ul> <p><b><u>Manipulation and coordination</u></b></p> <ul style="list-style-type: none"> <li>-Send and receive a variety of objects with different body parts.</li> <li>- Work with others to control objects in space.</li> <li>- Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways</li> </ul>	<p><b><u>DANCE – DINOSAURS</u></b></p> <ul style="list-style-type: none"> <li>-Explore the theme of Dinosaurs and Evolution through movement</li> <li>- Respond to given movement instructions</li> <li>- Explore level, direction, speed and dynamics in space</li> <li>- Create own shapes and moves in response to stimuli</li> <li>- Work collaboratively together with partners.</li> </ul> <ul style="list-style-type: none"> <li>-Experience working in groups</li> <li>- Observe and talk about each other’s dance work, being good critical friends</li> <li>- Learn to rehearse, refine and perform dance</li> </ul>	<p><b><u>Speed, Agility, Travel</u></b></p> <ul style="list-style-type: none"> <li>-Participate in a variety of agility-based activities moving and controlling objects.</li> <li>- Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.</li> <li>- Relate body movements to music and percussion beats</li> </ul> <p><b><u>Manipulation and coordination</u></b></p> <ul style="list-style-type: none"> <li>-Coordinate similar objects in a variety of ways</li> <li>- Differentiate ways to manoeuvre objects</li> <li>- Skip in isolation and with rope</li> </ul>

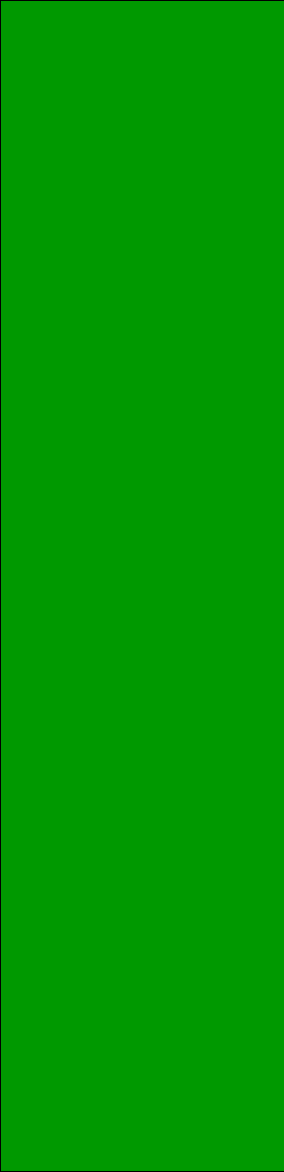




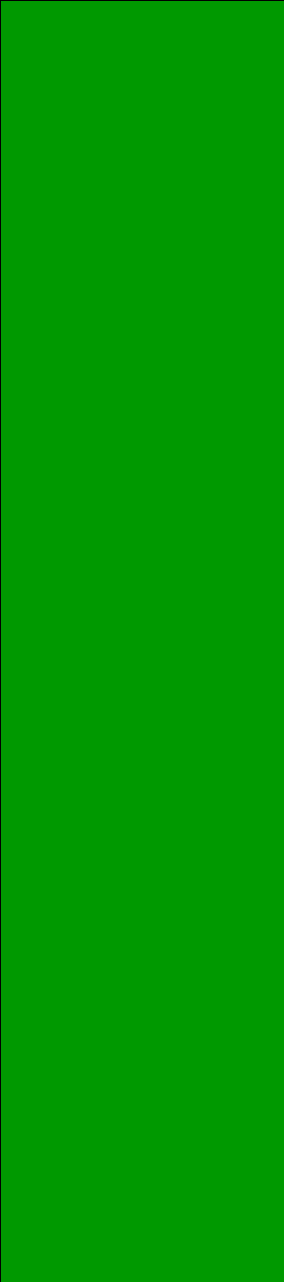
<p><b>Year 1</b></p>	<p><b><u>Dance – Pirates &amp; treasures</u></b></p> <ul style="list-style-type: none"> <li>- Explore the theme of Pirates and treasure-hunting through movement</li> <li>- Respond to given movement instructions</li> <li>- Explore level, direction, speed and dynamics in space</li> <li>- Create own shapes and moves in response to stimuli</li> <li>- Work collaboratively together with partners.</li> <li>- Experience working in groups</li> <li>- Observe and talk about each other’s dance work, being good critical friends</li> </ul> <p><b><u>Attack Defend Shoot</u></b></p> <ul style="list-style-type: none"> <li>- To practice basic movements including running,</li> </ul>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-Identify and use simple gymnastics actions and shapes.</li> <li>-Apply basic strength to a range of gymnastics actions.</li> <li>-Begin to carry basic apparatus such as mats and benches.</li> <li>-To recognise like actions and link.</li> </ul> <p><b><u>Attack Defend Shoot</u></b></p> <ul style="list-style-type: none"> <li>-To recognise rules and apply them in competitive and cooperative games.</li> <li>-Use and apply simple strategies for invasion games.</li> <li>-Preparing for, and explaining the</li> </ul>	<p><b><u>Dance – Space</u></b></p> <ul style="list-style-type: none"> <li>- Explore the theme of Space and Space Travel through movement</li> <li>- Respond to given movement instructions</li> <li>- Explore level, direction, speed and dynamics in space</li> <li>- Create own shapes and moves in response to stimuli</li> <li>- Work collaboratively together with partners.</li> <li>-Experience working in groups</li> <li>- Observe and talk about each other’s dance work, being good critical friends</li> <li>- Learn to rehearse, refine and perform dance</li> </ul> <p><b><u>Send and Return</u></b></p> <ul style="list-style-type: none"> <li>-Able to send an object with</li> </ul>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>- To perform a variety of basic gymnastics actions showing control</li> <li>-To introduce turn, twist, spin, rock and roll and link these into movement patterns</li> <li>-To perform longer movement phrases and link with confidence</li> </ul> <p><b><u>Send and Return</u></b></p> <ul style="list-style-type: none"> <li>-Develop sending skills with a variety of balls</li> <li>-Track, intercept and stop a variety of objects such as balls and beanbags</li> </ul>	<p><b><u>Orienteering</u></b></p> <ul style="list-style-type: none"> <li>- Orientate the map</li> <li>-Use shape and symbols</li> <li>-Understand that maps have Keys</li> <li>-Experience a range of orienteering courses</li> </ul> <p><b><u>Hit Catch Run</u></b></p> <ul style="list-style-type: none"> <li>-Able to hit objects with hand or bat.</li> <li>-Track and retrieve a rolling ball.</li> <li>-Throw and catch a variety of balls and objects.</li> </ul>	<p><b><u>Dance- Dancing around the world</u></b></p> <ul style="list-style-type: none"> <li>- Explore the theme of different environments and cultures of the world.</li> <li>-Use various stimuli, such as music and masks</li> <li>- Learn different dance styles</li> <li>- Appreciate the importance of warm ups, cool downs and stretching.</li> <li>- Create dance material alone and with others, using different body parts, levels and dynamics.</li> <li>- Learn control and coordination in travelling, jumping, turning, gesture and stillness.</li> <li>- Use movement expressively to explore moods and feelings.</li> </ul>
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	<p>jumping, throwing and catching</p> <p>-To begin to engage in competitive activities</p> <p>-To experience opportunities to improve agility, balance and coordination</p>	<p>reasons why we enjoy exercise.</p>	<p>increased confidence using hand or bat.</p> <p>-Move towards a moving ball to return.</p> <p>-Sending and returning a variety of balls.</p>	<p>-Select and apply skills to beat the opposition</p>		<p>- Make simple judgements about dance.</p> <p><b><u>Run Jump Throw</u></b></p> <p>- Pupils will begin to link running and jumping.</p> <p>-To learn and refine a range of running which includes varying pathways and speeds.</p> <p>-Develop throwing techniques to send objects over long distances</p>

<p>Year 2</p>	<p><b><u>Gymnastics</u></b>          -Describe and explain how performers can transition and link gymnastic elements           -Perform with control and consistency basic actions at different speeds and on different levels           -Challenge themselves to develop strength and flexibility           -Create and perform a simple sequence that is judged using simple gymnastic scoring   <b><u>Attack Defend Shoot</u></b>           -Can send a ball using feet and can receive a ball using feet.           -Refine ways to control bodies and</p>	<p><b><u>Dance – Superheroes</u></b>           - Improvise to an idea and display an immediate response.          - Explore different levels, directions and speeds.          - Appreciate the music used for movement.          - Choose appropriate movement to convey superheroes.          - Explore different methods of travelling.          - Work cooperatively to create a short dance phrase.          - Work alone, with guidance from the teacher, to create movement ideas in response to the stimuli.   <b><u>Attack Defend Shoot</u></b></p>	<p><b><u>Dance- The Great Fire of London</u></b>           - To explore movement related to The Great Fire of London.          - To move safely and confidently in general space exploring changes of speed, level, and direction.          - To improvise to a given stimuli.          - To learn a group fire-dance using pattern, level, direction and space.          - To listen and share ideas.          - To listen and appreciate the music to accompany the dance.          - To show a clear beginning, middle and ending in the dance.          - To perform movement</p>	<p><b><u>Gymnastics</u></b>          -Develop body management through a range of floor exercises           -Use core strength to link recognised gymnastics elements, e.g., back support and half twist           -Attempt to use rhythm while performing a sequence   <b><u>Run Jump Throw</u></b>           -Develop power, agility, coordination and balance over a variety of activities           -Can throw and handle a variety of objects including quoits, beanbags, balls, hoops           -Can negotiate obstacles showing</p>	<p><b><u>Dance – The Jungle</u></b>           - Enhance learning about issues concerning the world’s rainforests.          - Find out about animals that live in the rainforest and their habitats.          - Work cooperatively with a partner.          - Seek and explore new movement ideas using movement improvisation.          - Show appreciation of the music that accompanies the movement.          - Begin to create short dance phrases with a partner using different body parts, levels, speed and direction.   <b><u>Cricket</u></b></p>	<p><b><u>Run Throw Jump</u></b>          -Improve running and jumping movements, work for sustained periods of time           -Reflect on activities and make connections between a healthy active lifestyle           -Experience and improve on jumping for distance and height   <b><u>Hit Catch Run</u></b>          -Work on a variety of ways to score runs in the different hit, catch, run games           -Work in teams to field           -Begin to play the role of wicketkeeper or backstop</p>
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	<p>a range of equipment.</p> <p>-Recall and link combinations of skills, e.g. dribbling and passing.</p>	<p>-To select and apply a small range of simple tactics</p> <p>-Recognise good quality in self and others</p> <p>-To work with others to build basic attacking play</p>	<p>sequences using a range of body actions &amp; body parts.</p> <p><b><u>Hit Catch Return</u></b></p> <p>-To developing hitting skills with a variety of bats</p> <p>- Practice feeding/bowling skills</p> <p>- Hit and run to score points in games</p>	<p>increased control of body and limbs</p>	<p>-To developing hitting skills with a variety of bats</p> <p>-Practice feeding/bowling skills</p> <p>-Hit and run to score points in games</p>	

<p><b>Year 3</b></p>	<p><b><u>Orienteering</u></b>          -Understand that maps have scales. - Understand the use of the compass          -How to set and walk on bearings and experience a range of orienteering courses</p> <p><b><u>Gymnastics</u></b>          -Modify actions independently using different pathways, directions and shapes          - Consolidate and improve the quality of movements and gymnastics actions          - Relate strength and flexibility to the actions and movements they are performing          - To use basic compositional ideas to improve sequence work— unison</p>	<p><b><u>Dance – The Stone Age</u></b></p> <ul style="list-style-type: none"> <li>• Explore, improvise and combine movement ideas - related to the three eras of The Stone Age - fluently and effectively.</li> <li>• Compose creative and imaginative dance sequences.</li> <li>• Explore and plan dance motifs; independently, with a partner, in small groups and as a whole class.</li> <li>• Observe and evaluate own and others’ dance works.</li> <li>• Develop physical strength and suppleness by practicing moves and engaging in stretching exercises.</li> <li>• Display appropriate dynamics to colour the movement.</li> <li>• Recognise the link</li> </ul>	<p><b><u>Tag Rugby</u></b>          -Handle a rugby ball with confidence          -Evade attackers using footwork and body control          - Link skills to perform as a team in attack          - Use basic game principles of tag rugby and play within simpler rules</p> <p><b><u>Gymnastics</u></b>          -Identify similarities and differences in sequences          - Develop body management over a range of floor exercises          - Attempt to bring explosive moves into floor work through jumps and leaps          - Show increasing flexibility in shapes and balances</p>	<p><b><u>Tennis</u></b>          -To identify and describe some rules of tennis.          -To serve to begin a game          - To explore forehand hitting</p> <p><b><u>Cricket</u></b>          -To be able to adhere to some of the basic rules of cricket          -To develop a range of skills to use in isolation and a competitive context          - To use basic skills with more consistency including striking a bowled ball</p>	<p><b><u>Athletics</u></b>          -Control movements and body actions in response to specific instructions          - Demonstrate agility and speed          - Jump for height and distance with control and balance          - Throw with speed and power and apply appropriate force</p> <p><b><u>SWIMMING</u></b></p>	<p><b><u>Rounders</u></b>          -To be able to play simple rounders games          -To apply some rules to games          - To develop and use simple rounders skill</p> <p><b><u>SWIMMING</u></b></p>
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between music and movement and appreciate different music genre

**Netball**

- To be able to perform basic netball skills such as passing and catching using recognised throws
- To use space efficiently to build attacking play
- To implement the basic rules of netball

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Year 4

**SWIMMING**  
**Basketball**  
- Perform dribbling skills accurately with control.  
- Gain a greater understanding of the rules and what an illegal dribbling is.  
- Understand the different types of passing; chest pass, shoulder pass and bounce pass.  
- Be able to combine dribbling, passing and shooting skills and incorporate them into a game situation.  
- Greater ability to receive the ball by making a target for the person passing to aim at.

**SWIMMING**  
**Benchball**  
-Use the 3 types of pass in a group and moving to follow the pass  
- look at creating space and moving into space to open up options for the team  
- Understand the need to keep possession of the ball  
- Start to develop tactical knowledge and positioning of players on court

**SWIMMING**  
**Gymnastics**  
-To become increasingly competent and confident to perform skills more consistently  
- Able to perform in time with a partner and group  
- Use compositional ideas in sequences such as changes in height, speed and direction

**SWIMMING**  
**Cricket**  
-To develop the range of Cricket skills they can apply in a competitive context  
- Choose and use a range of simple tactics in isolation and in a game context  
- Consolidate existing skills and apply with consistency

**Dance – The Environment**  
Gain a greater understanding of our environment.  
• Appreciate and discuss music used for dance.  
• Show awareness of own and others’ space.  
• Work together as a group with guidance from the teacher.  
• Create movement portraying different aspects of the environment.  
• Recognise and respond to changes in the music.  
• Observe and talk about each other’s dance work, being good critical friends  
**Tennis**  
-Explore different shots (forehand, backhand)  
- Work to return the serve  
- Positions in play

**Athletics**  
-Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities  
- Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.  
**Gymnastics**  
-Develop an increased range of body actions and shapes to include in a sequence  
- Define muscles groups needed to support the core of their body  
- Refine taking weight on small and large body parts, for example, hand and shoulder



<p><b>Year 5</b></p>	<p><b><u>Basketball</u></b></p> <ul style="list-style-type: none"> <li>-Be able to change direction whilst dribbling.</li> <li>- Be able to add an end product such as passing after dribbling skill has been performed.</li> <li>- Be able to perform each type of passing with greater accuracy and confidence.</li> <li>- Be able to perform these passes when working in a team to achieve an objective.</li> <li>- Be able to effectively work together as a team to score a basket.</li> <li>- Be able to effectively apply dribbling, passing and shooting skills against a defender.</li> <li>- Be able to work together as a team to work towards scoring a basket and defending your own basket.</li> </ul>	<p><b><u>Dance – WW 1</u></b></p> <ul style="list-style-type: none"> <li>-Use text, props and imagery as a stimulus for creating movement</li> <li>• Work individually, in pairs, small groups and as a whole class</li> <li>• Use action, space, dynamics and relationships to develop movement material</li> <li>• Applying performance skills to both rehearsal and performance</li> <li>• Develop vocabulary to evaluate own and others dance work to aid improvement</li> </ul> <p><b><u>Handball</u></b></p> <ul style="list-style-type: none"> <li>-To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal</li> <li>- To begin to play effectively in different positions</li> </ul>	<p><b><u>Multiskills</u></b></p> <ul style="list-style-type: none"> <li>-Use space</li> <li>- Extend knowledge of attacking and defending, using skills for each appropriately</li> <li>- Using a variety of tactics to keep the ball, knowing when to pass and when to dribble</li> <li>- Explaining why a performance is good, recognising parts of the performance that could be improved</li> </ul> <p><b><u>Badminton</u></b></p> <ul style="list-style-type: none"> <li>-Use different types of serves in-game and new shots learnt in games.</li> <li>- Play with others to score and defend points in competitive games.</li> <li>- Move confidently around the playing area using footwork techniques.</li> </ul>	<p><b><u>Netball</u></b></p> <ul style="list-style-type: none"> <li>-To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills</li> <li>- To begin to play efficiently in different positions on the court in both attack and defence</li> <li>- To increase power and strength of passes, moving the ball over longer distances</li> </ul> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>-Link together a range of skills and use in combination</li> <li>- Collaborate with a team to choose, use and adapt rules in games</li> <li>- Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and</li> </ul>	<p><b><u>Dance – The Ancient Greeks</u></b></p> <p>Explore the theme of Ancient Greeks through improvisation</p> <ul style="list-style-type: none"> <li>• Practice and develop different ways of moving using actions and dynamics</li> <li>• Work in pairs and small groups using different formations and relationships</li> <li>• Create material, rehearse and improve with feedback</li> <li>• Improve on performance skills</li> </ul> <p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>-Sustain pace over short and longer distances such as running 100m and running for 2 minutes</li> <li>- Able to run as part of a relay team working at their maximum speed</li> </ul>	<p><b><u>Rounders</u></b></p> <ul style="list-style-type: none"> <li>-Link together a range of skills and use in combination.</li> <li>- Collaborate with a team to choose, use and adapt rules in games.</li> <li>- Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-Develop an increased range of body actions and shapes to include in a sequence</li> <li>- Define muscles groups needed to support the core of their body</li> <li>- Refine taking weight on small and large body parts, for example, hand and shoulder</li> </ul>
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	<p><b><u>Gymnastics</u></b>          -To become increasingly competent and confident to perform skills more consistently          - Able to perform in time with a partner and group          - Use compositional ideas in sequences such as changes in height, speed and direction</p>	<p>on the pitch in both attack and defence          - To increase power and strength of passes, moving the ball over longer distances          - Use a wide range of handball rules consistently</p>	<p>- Develop further ways of playing with others cooperatively and in competition</p>	<p>cardiovascular endurance</p>	<p>- Perform a range of jumps and throws demonstrating increasing power and accuracy</p>	

<p><b>Year 6</b></p>	<p><b><u>Dance – The Vikings</u></b>          Explore and develop ideas through improvisation related to the Viking era.</p> <ul style="list-style-type: none"> <li>• Compose dances by using, adapting and developing steps; independently, with a partner and as a group.</li> <li>• Link music to movement expressively.</li> <li>• Practise dance in order to refine the quality.</li> <li>• Comment on work in order to improve skills and performance.</li> <li>• Explore space, change of speed, level and direction.</li> <li>• Demonstrate competence in actions and dynamics</li> </ul>	<p><b><u>Dance – The Victorians</u></b>          Explore movement related to the Industrial Revolution</p> <ul style="list-style-type: none"> <li>• Improvise freely, translating ideas from a stimulus into movement</li> <li>• Create and link dance phrases using a simple dance structure</li> <li>• Perform dances with awareness of rhythm, dynamics and expression</li> <li>• Work independently with a partner and in a small or large group</li> <li>• Appreciate the music that accompanies the dance</li> <li>• Describe and evaluate how the dance might be improved</li> </ul>	<p><b><u>Gymnastics</u></b>          -Lead group warm-up showing understanding of the need for strength and flexibility</p> <ul style="list-style-type: none"> <li>- Demonstrate accuracy, consistency, and clarity of movement</li> <li>- Work independently and in small groups to make up own sequences</li> <li>- Arrange own apparatus to enhance work and vary compositional ideas</li> <li>- Experience flight on and off of high apparatus</li> </ul> <p><b><u>Fitness</u></b>          -Understand how exercise affects the body short-term</p> <ul style="list-style-type: none"> <li>- To warm up and prepare appropriately for different activities</li> </ul>	<p><b><u>Tennis</u></b>          -Develop backhand shots</p> <ul style="list-style-type: none"> <li>- Introduce the lob</li> <li>- Begin to use full tennis scoring systems</li> <li>- Continue developing doubles play and tactics to improve</li> </ul> <p><b><u>Gymnastics</u></b>          -Develop an increased range of body actions and shapes to include in a sequence</p> <ul style="list-style-type: none"> <li>- Define muscles groups needed to support the core of their body</li> <li>- Refine taking weight on small and large body parts, for example, hand and shoulder</li> </ul>	<p><b><u>Athletics</u></b>          -Become confident and expert in a range of techniques and recognise their success</p> <ul style="list-style-type: none"> <li>- Apply strength and flexibility to a broad range of throwing, running and jumping activities</li> <li>- Work in collaboration and demonstrate improvement when working with self and others</li> <li>- Accurately and confidently judge across a variety of activities</li> </ul> <p><b><u>Year 6 games</u></b></p> <ul style="list-style-type: none"> <li>-Understand the rules of the various sports</li> <li>- Apply tactics and teamwork in a competitive situation</li> </ul>	<p><b><u>Rounders</u></b>          -Apply rounders rules consistently in conditioned games</p> <ul style="list-style-type: none"> <li>- Play small sided games using standard rounders pitch layout</li> <li>- Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</li> </ul> <p><b><u>Cricket</u></b>          -Apply with consistency standard cricket rules in a variety of different styles of games</p> <ul style="list-style-type: none"> <li>- Attempt a small range of recognised shots in isolation and in competitive scenarios</li> <li>- Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</li> </ul>
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	<p><b><u>Netball</u></b></p> <ul style="list-style-type: none"><li>-Work as a team to improve group tactics and gameplay</li><li>- Play within the rules using blocking skills for shots and passes</li><li>- Develop defensive skills</li></ul>	<p><b><u>Dodgeball</u></b></p> <ul style="list-style-type: none"><li>-To consolidate and improve throwing skills, speed, agility, accuracy and dodging skills</li><li>- To understand the rules of fair play and honesty</li></ul>	<ul style="list-style-type: none"><li>- Understand that physical activity is good for health and well – being</li><li>- Able to explain the importance of wearing appropriate clothing and being hygienic</li><li>- Perform actions and skills with more consistent control and accuracy</li></ul>			
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