



PE CURRICULUM

	Autumn		Spring		Summer	
Year 1	Balance and Coordination Throwing and Catching Skills	Dance 1 Moving with a ball - dribbling	Gymnastics 1 Passing and Movement Skills – moving to receive	Gymnastics 2 Striking Skills	Dance 2 Athletics	Outdoor and Adventurous Team Games –Attacking and Defending
Year 2	Agility Skills (Short unit) Throwing and Catching Skills (Short unit)	Dance 1 (Short unit) Moving with a ball – dribbling (Short unit) Swimming (10 weeks)	Gymnastics 1 Passing and Movement Skills – moving to receive	Gymnastics 2 Striking Skills	Dance 2 Athletics (inc Sports Day Practise)	Outdoor and Adventurous Team Games - Attacking and Defending
Year 3	Dance (Short unit) Tag Rugby (Short unit)	Basketball (Short unit) Swimming (10 weeks)	Gymnastics Golf	Gymnastics Tennis – Striking Skills	Dance Athletics	Outdoor and Adventurous Cricket – Striking and Fielding Skills
Year 4	Athletics Tag Rugby	Dance Basketball	Gymnastics Golf	Gymnastics Tennis	Dance Athletics	Outdoor and Adventurous Cricket
Year 5	Athletics Tag Rugby	Dance Netball	Badminton Hockey	Gymnastics Volleyball	Gymnastics Athletics	Outdoor and Adventurous Cricket
Year 6	Athletics Tag Rugby	Dance Netball	Gymnastics Hockey	Gymnastics Volleyball	Badminton Athletics	Outdoor and Adventurous Cricket

Athletics

Know and understand the reasons for warming up and cooling down.

Lead warm-ups and cool downs demonstrating knowledge.

Explain some safety principles when preparing for and during exercise.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I hand a baton over effectively in a sprint relay team?</p>	<p>Running – use ‘FAST’ technique for sprinting, perform a 4-person relay race (focussing on completing the baton change in changeover box), select an appropriate pace for the distance and their fitness level to maintain a sustained run and have energy to build up speed for a sprint finish (up to 600m)</p>	<p>Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques. Understand how power and stamina are developed and how this improves performance.</p> <p>Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity. Estimate and investigate improvements in performance over time.</p>	<p>Children have learnt about the technique for relay hand over in previous year groups looking at hand position and fixed targets. Children know how to communicate this and the different roles in the hand over.</p> <p>Children can now put together a sequence of smooth transitions within their team and understand that there is a box where the change over needs to happen.</p> <p>Children can alter their position on the track for handover in a 400m relay based on where their teammate is.</p> <p>Leaders coordinate their whole team. They alter their performance for the benefit of the whole team.</p>	<p>Position Teammate Transition Change over</p>

<p>Can I alter how I pace my running over a 100m, 200m, 400m and 600m?</p>	<p>Running – use ‘FAST’ technique for sprinting, perform a 4-person relay race (focussing on completing the baton change in changeover box), select an appropriate pace for the distance and their fitness level to maintain a sustained run and have energy to build up speed for a sprint finish (up to 600m)</p>	<p>Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques. Understand how power and stamina are developed and how this improves performance.</p> <p>Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity. Estimate and investigate improvements in performance over time.</p>	<p>Children should understand that different running events require different pacing. Children should understand the fastest approach is to find a steady pace and finish with a sprint. Children know the shortest route is running close to the inside of the track.</p>	<p>Pacing Route</p>
<p>Can I run races with different tactics including a sprint finish?</p>	<p>Running – use ‘FAST’ technique for sprinting, perform a 4-person relay race (focussing on completing the baton change in changeover box), select an appropriate pace for the distance and their fitness level</p>	<p>Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power</p>	<p>Children have learnt about heats in year 4. They know that the aim of a race is not always to win or to run the fastest they can. Sometimes they are running just to qualify.</p>	<p>Fastest Qualify Heat</p>

	<p>to maintain a sustained run and have energy to build up speed for a sprint finish (up to 600m)</p>	<p>and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques. Understand how power and stamina are developed and how this improves performance.</p> <p>Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity. Estimate and investigate improvements in performance over time.</p>	<p>Children can run different tactics in a race. This can include leading from the front all the way round compared to coming from the back at the end.</p> <p>Children can explain the positives and negatives of each route.</p> <p>Leaders can use different tactics successfully to get the result desired.</p>	
<p>Can I set personal challenges for my 100m, 200m, 400m and 600m times?</p>	<p>Running – use ‘FAST’ technique for sprinting, perform a 4-person relay race (focussing on completing the baton change in changeover box), select an appropriate pace for the distance and their fitness level to maintain a sustained run and have energy to build up speed for a sprint finish (up to 600m)</p>	<p>Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques. Understand how power and stamina are</p>	<p>Children understand that different people tend to be either better at stamina or speed events.</p> <p>Children understand that there is not always a point to setting their target as being winning the race they need to set smaller targets of improving their time. If they improve their time, then they will get better and better.</p>	<p>Personal challenge Stamina Speed</p>

		<p>developed and how this improves performance.</p> <p>Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity. Estimate and investigate improvements in performance over time.</p>	<p>Leaders set themselves personal challenges to constantly improve their own performance.</p>	
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Tag Rugby

Know and understand the reasons for warming up and cooling down.

Lead warm-ups and cool downs demonstrating knowledge.

Explain some safety principles when preparing for and during exercise.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I tag a player, moving at speed, with either hand?	Tag a player, using either hand, whilst moving.	<p>A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements. Apply a</p>	<p>Children have looked at the tagging technique in previous years. They have looked at making a dominant tag and not being passive.</p> <p>Children should be able to tag with either hand and in a variety of positions. This includes the attacker running at the defensive line towards them but also in a scrambled defensive situation.</p>	<p>Scramble Defence Attack Dominant Passive Position</p>

		variety of rules and tactics to play competitive team games with some skill, coordination and control.	Children should be able to think about their body position and using the best hand to make the tag.	
Can I pass accurately both ways with the correct technique?	Pass a ball backwards or sideways, with some control and accuracy whilst moving.	A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements. Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.	Children should be able to pass both left and right. Some children may be able to add spin to their pass. Children should be able to flight the ball so that it is at a height to easily catch. Children should be able to pass shorter and longer distances.	Flight Spin
Can I choose when to run a straight line and when to run a diagonal line when attacking?	Choose a pathway to move with the ball, against an opponent.	A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements. Apply a variety of rules and tactics to play competitive team games	Children should understand that a straight line stops you from closing the space for the rest of your team and is the quickest route from one place to another. Children should understand that a diagonal line closes the space on one side of the pitch but opens space on the other side. Children understand that a diagonal line will make the defence drift across too.	Opposing Diagonal Straight Drift

		with some skill, coordination and control.	<p>If two players run opposing diagonal lines and cross it can be very hard for the defensive team to follow.</p> <p>Leaders coordinate their whole team. They alter their performance for the benefit of the whole team.</p>	
Can I throw a dummy pass, side step, goose step, miss pass and run a dummy line to confuse the defending team?	As a team, discuss the tactics of attacking as a diagonal line.	<p>A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements. Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.</p>	<p>Children develop their understanding of these from year 4 but develop their tactical awareness of when is best to use them.</p> <p>Children understand that taking the ball into a tag can create space for these things to happen.</p> <p>Children understand that offloading the ball just before the tag means that a defender is out of the line but they are still in play.</p> <p>Leaders coordinate their whole team. They alter their performance for the benefit of the whole team.</p>	Offload Space
Can I run the best supporting line when a team mate breaks through the defence?	As a team, discuss the tactics of attacking as a diagonal line.	<p>A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport.</p>	<p>Children understand that when an attacker runs through the defensive line without being tagged, they will need support.</p> <p>Children understand that the supporting run needs to be aware of spacing. If it is too</p>	Defence Attack Support Line

		Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements. Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.	<p>close, they could be tackled too. If it is too far away, it makes the pass more difficult. Children have a habit of running in the direction of the breakaway player but they can run forward to be available for passing.</p> <p>Leaders coordinate their whole team. They alter their performance for the benefit of the whole team.</p>	
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Dance				
Know and understand the reasons for warming up and cooling down. Lead warm-ups and cool downs demonstrating knowledge. Explain some safety principles when preparing for and during exercise.				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I react to a stimulus and come up with appropriate dance moves and phrases?	<p>Actions: Should be able to showed controlled movements that express simple emotions and feeling. Understand that these movements can be improved when you consider extension, shape and the intent of the move.</p> <p>Basic dance actions include:</p> <ul style="list-style-type: none"> • Jump • Turn • Travel 	<p>Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. Precision means the movement is accurate and carefully performed. Control involves balance and awareness of the space. Fluency means movements flow smoothly. Improvise and move with precision, control and fluency in response to a range of stimuli. Can accurately coy and repeat set of choreography. Can choreograph dance phrases</p>	<p>Children can recall the different dynamics that they have been taught and how the same movement can be danced in a different dynamic. They understand that changing the dynamic will change the emotions of the dance.</p> <p>Children understand that dance is often based on a stimulus and that the use of different dynamics will allow the stimulus to be represented in different ways.</p>	<p>Dynamics Sequence Actions Phrases Control Balance Awareness Fluency Stimulus</p>

	<ul style="list-style-type: none"> • Stillness/ balance • Gesture • Levels <p>Dynamics: Explore, improvise and</p>	<p>individually and with others considering actions and dynamics. Can confidently perform different styles of dance, clearly and fluently showing a good sense of timing. Can lead a group through a short warm-up routine. Can refine the way actions, dynamics, relationships and space are used in dance in response to a stimulus. Can offer suggested improvements using dance specific vocabulary.</p>	<p>Children understand that moves can be put together into a sequence and these sequences and patterns can be danced in different phrases.</p>	
<p>Can I put dance moves together to make a sequence thinking about the most appropriate dynamics?</p>	<p>combine dynamics to express ideas fluently and effectively both on their own, with a partner or in a small group. Understand that changes in dynamics allows you to tell a story to the audience.</p> <p>Dynamics include:</p> <ul style="list-style-type: none"> • Sustained movements are slow, smooth, continuous and even. • Percussive movements are sudden, sharp, choppy and jagged. • Swinging movements relate to swaying to and fro or like a pendulum. • Suspended movements in dance portray stillness and balance. • Collapsed movements mean the dancer will fall, release or relax. • Vibratory movements include a shake, tremble or wiggle. 		<p>Children can put moves together to make a sequence and change the dynamic within a sequence in response to the music.</p> <p>When children change the dynamic, they are able to think about the precision and control used in the change so that the performance has fluency.</p>	<p>Dynamics Sequence Actions Phrases Control Balance Awareness Fluency Stimulus</p>
<p>Can I choreograph/ follow a sequence of dance with appropriate dynamics and actions?</p>			<p>Children have previously completed teacher led choreography. Children should be able to respond to a stimulus and music to choreograph their own performance. Their performance should consider all aspects of the dance curriculum.</p> <p>Children may need to complete this as theory lesson first before trying to perform it. It is very difficult to choreograph live in the moment.</p> <p>Leaders can organise people and listen to the ideas of</p>	<p>Dynamics Sequence Actions Phrases Control Balance Awareness Fluency Choreography Stimulus</p>

	<p>Space and relationships: Use a variety of compositional principles when creating own dances. Understand that combining space and relationships can help me to express my dance idea. Compositional principles include:</p>		<p>others. They can look at their own performance and know where things need to improve. They accept the idea of someone else is better than their own.</p>	
<p>Can I add compositional principles to the dance sequence? [needs to include time spent feeding back so that performances can be improved] [include new learning about motif and ensemble number and effect of this]</p>	<ul style="list-style-type: none"> • Space distribution: creating geometric patterns (circles, triangles, lines, half circles...) symmetries and asymmetries. Forming irregular shape patterns. • Time variations: unison (everybody at the same time), canon (beginning a same phrase in different but regular moments of the counting), dialogs (a dancer or a group of dancers moves while the other is in pause; they switch the situation several times), counterpoint (each dancer or group of dancers performs a different choreographic fragment at the same 		<p>Children should be able to take their choreography and improve it using different compositional principles.</p> <p>Children should experiment in adding different principles and discuss the impact and effect it has.</p> <p>Leaders can organise people and listen to the ideas of others. They can look at their own performance and know where things need to improve. They accept the idea of someone else is better than their own.</p>	<p>Dynamics Sequence Actions Phrases Control Balance Awareness Fluency Compositional principles</p>
<p>Can I perform a final dance sequence?</p>	<p>regular moments of the counting), dialogs (a dancer or a group of dancers moves while the other is in pause; they switch the situation several times), counterpoint (each dancer or group of dancers performs a different choreographic fragment at the same</p>		<p>Children can put all their learning together to produce a final piece of dance. Children should be able to discuss the decisions which they have made in their choreography.</p> <p>Leaders can organise people and listen to the ideas of others. They can look at their own performance and know where things need to improve. They accept the idea of</p>	<p>Dynamics Sequence Actions Phrases Control Balance Awareness Fluency</p>

	<p>time). Call and response.</p> <ul style="list-style-type: none"> • Ensemble types: Everything from performing individually to as a whole class. • Motif: A distinctive gesture, movement, sequence or image that can be elaborated on in a variety of way. <p>Performance: demonstrate a clear understanding of timing in relation the music and other dancers throughout my performance. Understand how a leader can ensure a dance happens in time. Be able to stay in character throughout to build atmosphere in a piece of dance.</p>		<p>someone else is better than their own.</p>	
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Netball				
Know and understand the reasons for warming up and cooling down.				
Lead warm-ups and cool downs demonstrating knowledge.				
Explain some safety principles when preparing for and during exercise.				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I pass a netball using a range of different passes and understand when you would use them?	Pass a ball in a variety of ways (chest, bounce, shoulder pass) with control in a practice and a game situation.		<p>Children have not yet played netball so this is developing on the skills taught in basketball.</p> <p>Children understand that the range of passes are the same and that predominantly will use a chest pass whether that</p>	Chest pass

			is straight to the player or with a bounce.	
Can I collect a netball with a jump stop and a stride stop and then pivot to find a pass?	Perform a jump stop (landing on two feet) or a stride stop (landing on one foot before placing the other down) when receiving the ball and understand how this dictates which foot we can pivot on.		<p>Children understand that in netball there are rules around foot fouls. They understand that one foot must plant when they collect the ball and that this foot can be used to pivot on.</p> <p>Children think about how they collect the ball to be able to pivot effectively.</p>	Pivot Plant Collect
Can I use the correct technique for a netball shot?	Shoot into a netball post by placing hand under ball, bending knees to gain height and flicking wrist for accuracy.		<p>Children have learnt how to shoot in basketball but the technique is different. This is because the ball can't be hit out of the hand as the defender has to be spaced apart. The lack of a backboard changes the aim of the shot. Children understand that they are shooting to get the ball to go straight into the net. This alters how the ball is thrown and also how far away they would like to be before shooting.</p>	Shot Backboard
Can I mark an attacker so I can intercept a ball / can I use a drive dodge or a double dodge to find space?	<p>Pass a ball in a variety of ways (chest, bounce, shoulder pass) with control in a practice and a game situation.</p> <p>Learn to drive, dodge in open spaces and double dodge in confined spaces to create space to receive the ball.</p>	<p>A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together</p>	<p>Children understand that netball requires the attacker to get in front of a defender to receive the ball. Unlike other sports, the dodges are not done from as much starting movement. Often, they begin static. Space on a netball court is more difficult to find and</p>	Space Movement Dodge Defender Attacker

	Mark their player through standing side on, to try and stop them getting free to receive the ball and to attempt to intercept an incoming pass.	effectively. Control is being able to direct the body to perform precise movements. Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.	children need to act quickly to make the right choices. Leaders should lead by example. Members of the team want to see that their leader is doing the harder parts of the game – which often do not get the glory.	
Can I play a game of BEE netball following the rules?	Pass a ball in a variety of ways (chest, bounce, shoulder pass) with control in a practice and a game situation. Play a game of Bee Netball – understanding positions (GS, GS, C, GD, GK) and key rules (centre pass to start the game and after each goal, centre pass received in centre third, ball must be passed within 4 seconds, footwork, penalty pass or shot given for contact, 1m distance when marking a player with the ball).	A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements. Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.	Rules: https://www.englandnetball.co.uk/school-games-organisers/ Leaders should lead by example. Members of the team want to see that their leader is doing the harder parts of the game – which often do not get the glory.	Rules Tactics

Badminton

Know and understand the reasons for warming up and cooling down.

Lead warm-ups and cool downs demonstrating knowledge.

Explain some safety principles when preparing for and during exercise.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I drop a shuttlecock to be able to hit?	Learn the underarm throwing action (put thumb inside	Learn the underarm throwing action (put thumb inside	Children have learnt striking skills in tennis but hitting a shuttlecock is more difficult.	Racket Middle Shuttlecock

	<p>shuttle and use an underarm throw)</p> <p>Complete tap ups using the shuttlecock and a badminton racket – focussing on using the wrist and NOT swinging the racket</p>	<p>shuttle and use an underarm throw)</p>	<p>Children can start with it placed on the racket and progress to dropping it from further away. Children understand that they are aiming for the middle of the racket.</p>	
<p>Can I focus on using my wrist when using the racquet?</p>	<p>Complete tap ups using the shuttlecock and a badminton racket – focussing on using the wrist and NOT swinging the racket</p>		<p>Children understand that the swing in badminton is different to that of tennis. The power and control are generated from the wrist and not from a whole arm swing in the same way it is in tennis.</p>	<p>Swing Wrist Power Control</p>
<p>Can I use a forehand grip to hit the shuttlecock?</p>	<p>Hit the shuttlecock using a forehand hit holding the racket in forehand grip</p>	<p>Hit the shuttlecock using a forehand hit holding the racket in forehand grip</p>	<p>Both of these lessons will develop on their understanding of forehand and back hand from tennis. Children understand that badminton shots are played at a different height to tennis shots.</p>	<p>Forehand Backhand Height</p>
<p>Can I use a backhand grip to hit the shuttlecock?</p>	<p>Hit the shuttlecock using a backhand hit holding the racket in backhand grip</p> <p>Complete a backhand serve to a partner</p> <p>Complete a backhand serve over a net</p>	<p>Hit the shuttlecock using a backhand hit holding the racket in backhand grip</p> <p>Complete a backhand serve to a partner</p> <p>Complete a backhand serve over a net</p>		
<p>Can I control the power and direction I hit the shuttlecock in?</p>	<p>Hit the shuttlecock using a forehand hit holding the racket in forehand grip</p> <p>Hit the shuttlecock using a backhand hit holding the racket in backhand grip</p>		<p>Children understand how to hit the shuttlecock harder and higher. Children understand that if they try to just hit down and hard, they will not be able to clear the net. To do this, they need to hit the</p>	<p>Harder Higher Net</p>

	<p>Complete a backhand serve to a partner</p> <p>Complete a backhand serve over a net</p>		<p>shuttlecock and a higher point so they can jump to hit it.</p>	
<p>Can I hit a shuttlecock over a net to have a rally?</p>	<p>Return a shuttlecock thrown by a partner – focus on NOT swinging the racket</p> <p>Return a shuttlecock thrown by a partner (using an overarm throw) over a net using an overhead hit</p> <p>Player 1 to backhand serve the shuttlecock, player 2 to return using an underarm or overarm hit</p>	<p>Introduce a rally between two players</p>	<p>Children can combine their skills to be able to put a rally together with a partner. This can include playing doubles and the communication aspect that is needed which is similar to when they played tennis doubles.</p> <p>Leaders understand that difference between training and practice and competition. Sometimes we alter our performance to help others to improve even though we could win.</p>	<p>Rally Doubles Communication</p>

Hockey

Know and understand the reasons for warming up and cooling down.

Lead warm-ups and cool downs demonstrating knowledge.

Explain some safety principles when preparing for and during exercise.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I dribble, pass and shoot a hockey ball?</p>	<p>Dribble the ball in different directions keeping the head up, both in isolation and in a game situation.</p> <p>Pass the ball over a variety of distances in isolation and in a game situation.</p>	<p>Dribble the ball in different directions keeping the head up, both in isolation and in a game situation.</p> <p>Pass the ball over a variety of distances in isolation and in a game situation.</p>	<p>Children have not done dribbling with a hockey stick since year 2. They have looked at striking with a golf club in year 3 and year 4. Children will need to understand how the grip of a hockey stick is different to that of a golf club.</p>	<p>Dribble Pass Shoot Grip</p>

	<p>Perform a pass with control, accuracy and then move into a space, in isolation and in a game situation.</p> <p>Hit a moving ball into a goal.</p>	<p>Perform a pass with control, accuracy and then move into a space, in isolation and in a game situation.</p> <p>Hit a moving ball into a goal.</p>	<p>They will need to look at how the position of their body is much more dynamic than the static approach to golf.</p> <p>Children should be able to carryout the fundamental skills of the sport based on the prior knowledge developed in other sports.</p>	
Can I tackle and mark a player?	Begin to defend against an opponent in a game situation	Begin to defend against an opponent in a game situation	<p>Children have not played sports yet where the concept of tackle has been covered like it appears in hockey. Children need to understand about how to keep each other safe during a tackle and how to make it effective.</p> <p>Children should understand that tackling is about timing and positioning.</p> <p>Leaders should lead by example. Members of the team want to see that their leader is doing the harder parts of the game – which often do not get the glory.</p>	<p>Timing Tackling Positioning Safely</p>
Can I tackle a player safely as they move away from me?	Begin to defend against an opponent in a game situation	Begin to defend against an opponent in a game situation	<p>Children should understand that in hockey the stick is very dangerous as it can hit people but also trip them over. Children understand that they should always be in control of their stick. One of the most dangerous situations in a game</p>	<p>Safely Decide Chasing back Tripping</p>

			<p>is when the defender is behind the attacker chasing back.</p> <p>Children need to understand how to safely run with their stick and decide whether they can or can't make a tackle.</p> <p>Leaders should lead by example. Members of the team want to see that their leader is doing the harder parts of the game – which often do not get the glory.</p>	
<p>Can I play a larger game of QuickSticks hockey?</p>	<p>Dribble the ball in different directions keeping the head up, both in isolation and in a game situation.</p> <p>Pass the ball over a variety of distances in isolation and in a game situation.</p> <p>Perform a pass with control, accuracy and then move into a space, in isolation and in a game situation.</p> <p>Begin to defend against an opponent in a game situation (tackling and marking)</p> <p>Hit a moving ball into a goal.</p> <p>Play a game of Quicksticks Hockey – understanding positions (four players, no goalkeeper) and rules (centre pass to start with team in own half, centre pass taken by non-scoring team after each goal, goals can only be scored from within the designated shooting zone, penalty goal awarded if a defender stops the ball crossing the goal line, with feet or body, a <u>free pass</u> is taken from where any infringement occurs with opposing players being 3 metres away</p>	<p>Rules:</p> <p>https://media.yourschoolgames.com/documents/sport-format-resources/Hockey_Level_1_Primary_Competition_Card.pdf</p> <p>Leaders should lead by example. Members of the team want to see that their leader is doing the harder parts of the game – which often do not get the glory. Leaders understand that they might play a position other do not want to play or feel confident in – even if it is not their favourite.</p>	<p>Rules</p> <p>Tactics</p> <p>Safety</p>	

Gymnastics

Know and understand the reasons for warming up and cooling down.

Lead warm-ups and cool downs demonstrating knowledge.

Explain some safety principles when preparing for and during exercise.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I travel in a variety of ways with speed and control?	Travelling and Linking – Tip-toe step Jump and Hop, Skipping, Chassis, Straight Jump Half Turn, Straight Jump Full-turn, Cat Leap Half-turn, Cat Leap Full-turn, Pivot	A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction. Create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength.	<p>Throughout the unit, children should really develop their understanding of precision, technique and stability.</p> <p>Children should be able to really refine the skills and think about how smaller parts of their body affect the overall aesthetic of the movement.</p>	Precision Stability Flexibility Technique Strength Aesthetic
Can I balance in a variety of ways with control and precision?	Balances – 1-, 2-, 3- and 4-point balances, front support, back support, part body weight partner balances , balances on apparatus			Precision Stability Flexibility Technique Strength Aesthetic
Can I jump in a variety of ways from static and following a travel?	Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle Jump, Pike Jump , Straight Jump Half-turn, Straight Jump Full-turn , Cat Leap, Cat Leap Half-turn, Cat Leap Full-turn	There are a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adults, peer modelling, listening to comments from others and acting upon feedback.		Precision Stability Flexibility Technique Strength Aesthetic
Can I put a sequence of travels, balances and jumps together individually?	Travelling and Linking – Tip-toe step Jump and Hop, Skipping, Chassis, Straight Jump Half Turn, Straight Jump Full-turn, Cat Leap Half-turn, Cat Leap Full-turn, Pivot Balances – 1-, 2-, 3- and 4-point balances, front support, back support, part body weight	Comment on tactics, techniques and skills, and learn from others to help improve performance.		Precision Stability Flexibility Technique Strength Aesthetic

	<p>partner balances, balances on apparatus</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle Jump, Pike Jump, Straight Jump Half-turn, Straight Jump Full-turn, Cat Leap, Cat Leap Half-turn, Cat Leap Full-turn</p>			
<p>Can I put a sequence of travels, balances and jumps together collaboratively?</p>	<p>Travelling and Linking – Tip-toe step Jump and Hop, Skipping, Chassis, Straight Jump Half Turn, Straight Jump Full-turn, Cat Leap Half-turn, Cat Leap Full-turn, Pivot</p> <p>Balances – 1-, 2-, 3- and 4-point balances, front support, back support, part body weight partner balances, balances on apparatus</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle Jump, Pike Jump, Straight Jump Half-turn, Straight Jump Full-turn, Cat Leap, Cat Leap Half-turn, Cat Leap Full-turn</p>		<p>Leaders can organise people and listen to the ideas of others. They can look at their own performance and know where things need to improve. They accept the idea of someone else is better than their own.</p>	<p>Precision Stability Flexibility Technique Strength Aesthetic</p>

Volleyball

Know and understand the reasons for warming up and cooling down.

Lead warm-ups and cool downs demonstrating knowledge.

Explain some safety principles when preparing for and during exercise.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I pat the ball to a partner and over a net?	<p>Pat the ball with both hands thinking about pushing it upwards to clear a net.</p> <p>Understand the difference between patting the ball and catching the ball.</p>	<p>Pat the ball with both hands thinking about pushing it upwards to clear a net.</p> <p>Understand the difference between patting the ball and catching the ball.</p>	<p>Children have patted when they first learnt basketball and developed it into a push. The difference is these needs to be up and not down to the ground. Children understand that they want to be using their fingers as the contact points for the ball and not their palms. Children understand the difference between patting and catching the volleyball.</p> <p>Children understand that the flight of the ball is similar to that of the shuttlecock in badminton as the net is higher.</p>	<p>Pat Catch Flight</p>
Can I put a play together between teammates and return the ball over a net?	<p>Understand the difference between patting the ball and catching the ball.</p> <p>Control the power of the pat depending on if it is a pass to a teammate or to clear the net.</p>	<p>Understand the difference between patting the ball and catching the ball.</p> <p>Control the power of the pat depending on if it is a pass to a teammate or to clear the net.</p>	<p>Children understand that in a volleyball team you work together to get the ball back over the net. Children understand that the flight of the ball to pass it to a teammate will be different to getting it over a net. Children can work together to return a volleyball over a net thinking about where on the court they would choose to return it from.</p>	<p>Teammate Flight Net Court</p>

			<p>Leaders understand that difference between training and practice and competition. Sometimes we alter our performance to help others to improve even though we could win.</p>	
Can I serve a ball over a net?	Serve from the back of the court.	Serve from the back of the court.	<p>Children can use an underarm serve to get the ball from the baseline over the net. They understand the flight the ball will have to take and have the tactical understanding of where they are aiming for. If they serve the ball too long, then it could go straight out. If they serve the ball too short, it is easy to return. Children understand that if they serve the ball in the same place each time then it becomes easy to predict.</p> <p>Leaders understand that difference between training and practice and competition. Sometimes we alter our performance to help others to improve even though we could win.</p>	<p>Predict Serve Long Short Flight</p>
Can I jump and spike a ball?	Jump to spike the ball down at the net.	Jump to spike the ball down at the net.	<p>Children understand like in other net sports if you get closer to the net then you can hit the ball straight down. Children can jump at the net to hit the ball down and straight towards the ground.</p>	<p>Spike Net</p>

Gymnastics

Know and understand the reasons for warming up and cooling down.

Lead warm-ups and cool downs demonstrating knowledge.

Explain some safety principles when preparing for and during exercise.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I vault in a variety of ways with control?	Vaults – Hurdle Step onto Springboard, Squat onto a Vault, Straddle onto a Vault, Star Jump off Vault, Tuck off Vault, Straddle Jump off, Pike Jump off, Squat through Vault	A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction. Create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength.	<p>Throughout the unit, children should really develop their understanding of precision, technique and stability.</p> <p>Children should be able to really refine the skills and think about how smaller parts of their body affect the overall aesthetic of the movement.</p>	<p>Precision Stability Flexibility Technique Strength Aesthetic</p>
Can I roll in a variety of ways from different start positions and after travels?	Rolls – Log Roll, Teddy Bear Roll, Forward Roll from standing, Straddle Forward Roll, Pike Forward Roll , Tucked Backward Roll, Backward Roll to Straddle	There are a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adults, peer modelling, listening to	<p>Leaders can organise people and listen to the ideas of others. They can look at their own performance and know where things need to improve. They accept the idea of someone else is better than their own.</p>	<p>Precision Stability Flexibility Technique Strength Aesthetic</p>
Can I cartwheel with safety and control from static and move starts?	Handstands, Cartwheels, Round-offs – Lunge into Cartwheel, Lunge into Handstand, Lunge into Round-off,			<p>Precision Stability Flexibility Technique Strength Aesthetic</p>

<p>Can I put a sequence of travels, balances and jumps, rolls and cartwheels together individually?</p>	<p>Balances – 1-, 2-, 3- and 4-point balances, front support, back support, part body weight partner balances, balances on apparatus</p> <p>Rolls – Log Roll, Teddy Bear Roll, Forward Roll from standing, Straddle Forward Roll, Pike Forward Roll, Tucked Backward Roll, Backward Roll to Straddle</p> <p>Handstands, Cartwheels, Round-offs – Lunge into Cartwheel, Lunge into Handstand, Lunge into Round-off,</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle Jump, Pike Jump, Straight Jump Half-turn, Straight Jump Full-turn, Cat Leap, Cat Leap Half-turn, Cat Leap Full-turn</p>	<p>comments from others and acting upon feedback. Comment on tactics, techniques and skills, and learn from others to help improve performance.</p>		<p>Precision Stability Flexibility Technique Strength Aesthetic</p>
<p>Can I put a sequence of travels, balances and jumps, rolls and cartwheels together collaboratively?</p>	<p>Balances – 1-, 2-, 3- and 4-point balances, front support, back support, part body weight partner balances, balances on apparatus</p> <p>Rolls – Log Roll, Teddy Bear Roll, Forward Roll from standing, Straddle Forward Roll, Pike Forward Roll, Tucked</p>			<p>Precision Stability Flexibility Technique Strength Aesthetic</p>

	<p>Backward Roll, Backward Roll to Straddle</p> <p>Handstands, Cartwheels, Round-offs – Lunge into Cartwheel, Lunge into Handstand, Lunge into Round-off,</p> <p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle Jump, Pike Jump, Straight Jump Half-turn, Straight Jump Full-turn, Cat Leap, Cat Leap Half-turn, Cat Leap Full-turn</p>			
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Athletics				
<p>Know and understand the reasons for warming up and cooling down.</p> <p>Lead warm-ups and cool downs demonstrating knowledge.</p> <p>Explain some safety principles when preparing for and during exercise.</p>				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I refine my technique for a standing vertical jump?	Jumping – perform an effective standing long jump, including an effective flight phase, and begin to measure the distance jumped, develop an effective technique for standing vertical jump (including take-off and flight),	Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques. Understand	Children have done vertical jump and looked at refining long jump. They need to now consider how they can refine their vertical jump. This includes maximising the different phases but also getting the greatest extension on their reach as possible.	Phases Reach Extension
Can I set personal challenges for my standing long jump and vertical jumps?	Jumping – perform an effective standing long jump, including an effective flight phase, and begin to measure the distance		Children have done vertical jump and looked at refining long jump. They need to now consider how they can refine	Phases Reach Extension

	<p>jumped, develop an effective technique for standing vertical jump (including take-off and flight),</p>	<p>how power and stamina are developed and how this improves performance.</p> <p>Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity. Estimate and investigate improvements in performance over time.</p>	<p>their vertical jump. This includes maximising the different phases but also getting the greatest extension on their reach as possible.</p> <p>Children can set a personal challenge to improve this each time.</p> <p>Leaders set themselves personal challenges to constantly improve their own performance.</p>	
<p>Can I perform a pull throw for using a howler and a javelin?</p>	<p>Throwing – overarm throw for direction using a tennis ball, perform and measure an effective chest push in m, perform a pull throw using a howler (javelin style)</p>		<p>Children have carried out different types of throw in school but this is their first exposure to a pull throw.</p> <p>Children can experiment and refine the technique for a pull throw. They understand the different approach to throwing a javelin and a howler.</p>	<p>Height Pull Trajectory</p>
<p>Can I set personal challenges for my howler and javelin pull throws?</p>	<p>Throwing – overarm throw for direction using a tennis ball, perform and measure an effective chest push in m, perform a pull throw using a howler (javelin style)</p>		<p>Children have carried out different types of throw in school but this is their first exposure to a pull throw.</p> <p>Children can experiment and refine the technique for a pull throw. They understand the different approach to throwing a javelin and a howler.</p> <p>Children can set a personal challenge to improve this each time.</p>	<p>Phases Reach Extension</p>

			Leaders set themselves personal challenges to constantly improve their own performance.	
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Outdoor and Adventurous

Know and understand the reasons for warming up and cooling down.

Lead warm-ups and cool downs demonstrating knowledge.

Explain some safety principles when preparing for and during exercise.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I communicate effectively with and trust my team?	Build communication and trust with a partner		<p>Children have looked at this strand of the curriculum regularly in previous years.</p> <p>Focus on how children communicate when things start to go wrong. There is a tendency to repeat instructions getting louder and louder. Children should understand that sometimes it is much more effective to stop and reset. This allows people to process what they are being told more effectively.</p>	<p>Communication Direction Reset</p>
Can I overcome challenges with my team and use the strengths of others?	Demonstrate effective teamwork when faced with problems and challenges		<p>Children have looked at team work in many different forms. Children should be able to talk about their own strengths and weaknesses and recognise how they could contribute to a team.</p> <p>Children should think about how they combine each</p>	<p>Strength Weakness Combination</p>

			other's' strengths and weaknesses together to make the best combination.	
Can I lead a team effectively to keep people motivated?	Demonstrate effective leadership in a team situation		<p>Children understand how to motivate people. Children begin to understand that different people are motivated by different things.</p> <p>Children understand that most people enjoy being praised for what they are doing well and the effort that they are putting in.</p>	Praise Motivation Effort
Can I navigate using directional language and different types of images?	Develop navigational skills using an image of the school grounds	Orientating a map is positioning it so that it corresponds to the correct position of north and the land that it represents. Plan routes and orientate maps, responding positively to increasing challenges, problems and working as a team.	Children have carried out simple orientating exercises. Children should be able to use more complex navigational language linked to the geography curriculum and different types of representations. `	Navigate Orienteering Directions

Cricket

Know and understand the reasons for warming up and cooling down.

Lead warm-ups and cool downs demonstrating knowledge.

Explain some safety principles when preparing for and during exercise.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I field rolling, bouncing and high balls using the correct technique?	Begin to use fielding techniques with throwing, scooping and stopping the ball.	Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders and cricket. All of these are required to enable a player to score points. Use striking, fielding and racket	Children have learnt the long barrier fielding method but should realise that it will not work if the ball is bouncing towards them. It is also less efficient if the ball is rolling slowly towards them.	Long barrier Scoop

		<p>skills confidently and consistently.</p> <p>Play a game of Dynamos Cricket – introduce the role of the striking and fielding teams (8 players per team) and rules:</p> <ul style="list-style-type: none"> • Batting team in pairs and batting for 2 overs each • 6 balls bowled per over • Teams start with 200 runs • Each time a batter out – 5 points added to fielding team score • Batters can be caught, bowled, stumped, run out or wicket hit to be out • No ball called for more than 2 bounces/rolls when bowling • Wide ball called when outside of the designated area when bowling • No ball/Wide ball - Batting team have a 'free-hit' as a result from a cone with runs added as normal • Fielding positions change after each over – each player must bowl at least one over 	<p>Children should understand that in some situations in cricket you will need to move towards the ball and scoop and throw quickly. Children should understand the risk and reward of this. If you need to get someone out, then this is more likely to be effective. If you are trying to stop runs, then allowing the ball to come to you and using the long barrier will be better.</p>	
<p>Can I return the ball to the stumps with the right throw and choose to throw at the stumps or a team mate?</p>	<p>Making correct decisions on the type of throw to use (overarm/underarm) in a modified game.</p>	<ul style="list-style-type: none"> • Batters can be caught, bowled, stumped, run out or wicket hit to be out • No ball called for more than 2 bounces/rolls when bowling • Wide ball called when outside of the designated area when bowling • No ball/Wide ball - Batting team have a 'free-hit' as a result from a cone with runs added as normal • Fielding positions change after each over – each player must bowl at least one over 	<p>Children understand whether to use an underarm or overarm throw based on distance.</p> <p>Children understand that the bowler and wicket keep should move to stand by the stumps ready to receive the ball. Other fielders stand behind them to back up in case there is an over throw.</p> <p>Children understand that it is safer to throw to the player stood by the stumps so they can catch and hit the stumps. If the batters are running, there might not be time to do this so they may need to take the risk of throwing at the stumps. If your team can't afford to lose runs though, this might always be too risky.</p>	<p>Overthrow Back up Stumps Risk</p>

Can I bowl over arm at the stumps?	Begin to bowl overarm at a wicket in isolation and in a game situation.	<ul style="list-style-type: none"> Bowling takes place from one end only, both underarm and overarm 	Children have bowled underarm previously. Children should be able to produce the action for a legal cricket bowl.	Action Legal
Can I bowl over arm varying where the ball bounces?	Begin to bowl overarm at a wicket in isolation and in a game situation.	Communicate and collaborate as a team to beat an opponent in a game situation.	Children have learnt the action so they now need to adapt where they get the ball to bounce. Children understand that a bowl can only bounce once before the stumps. If you change where the ball bounces, then it changes how the batter will have to play the shot.	Bowl Bounce Stumps
Can I play a straight drive, backfoot and a front foot defensive shot?	Hit a moving ball with control, in isolation and in a game situation. Play a game of Dynamos Cricket – introduce the role of the striking and fielding teams (8 players per team) and rules		Children have learnt how to do a straight drive in previous year groups and a front foot defensive shot. As bowls come at different heights, children should understand that they will need to move their weight in the defensive shot. It might not be possible to play a shot on the front foot because the ball has bounced too far away.	Drive Defensive Front foot Back foot Weight
Can I play a cut and sweep shot?	Hit a moving ball with control, in isolation and in a game situation. Play a game of Dynamos Cricket – introduce the role of the striking and fielding teams (8 players per team) and rules		Children have predominately played shots with a straight bat so far. Children understand that this is not always the best shot to play. A cut involves changing the angle of the bat. It has very little backswing or follow through and instead uses the speed of the bowl to change the direction of the ball's travel.	Sweep Cut Backswing Follow through

			<p>Children learn that a sweep allows them to play a shot across their body. Typically, the fielding team would not have fielders in that position as a sweep is not a common shot.</p>	
<p>Can I play the right shot based on where the ball bounces?</p>	<p>Hit a moving ball with control, in isolation and in a game situation.</p> <p>Play a game of Dynamos Cricket – introduce the role of the striking and fielding teams (8 players per team) and rules</p>		<p>Children have learnt a range of shots. They need to understand that a number of factors will affect the shot they play:</p> <ul style="list-style-type: none"> • Bounce of the ball • Need to score runs vs need to not get out • Position of fielders • Likelihood of the ball hitting the stumps. <p>Leaders should lead by example. Members of the team want to see that their leader is doing the harder parts of the game – which often do not get the glory. Leaders understand that they might play a position other do not want to play or feel confident in – even if it is not their favourite.</p>	<p>Bounce Selection Position</p>