



# PE CURRICULUM

	Autumn		Spring		Summer	
<b>Year 1</b>	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
<b>Year 2</b>	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
<b>Year 3</b>	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
<b>Year 4</b>	Athletics  Tag Rugby	Dance  Basketball	Gymnastics  Golf	Gymnastics  Tennis	Dance  Athletics	Outdoor and Adventurous  Cricket
<b>Year 5</b>	Athletics  Tag Rugby	Dance  Netball	Badminton  Hockey	Gymnastics  Volleyball	Gymnastics  Athletics	Outdoor and Adventurous  Cricket
<b>Year 6</b>	Athletics  Tag Rugby	Dance  Netball	Gymnastics  Hockey	Gymnastics  Volleyball	Badminton  Athletics	Outdoor and Adventurous  Cricket

**Athletics**

Understand the importance of warming up and cooling down.  
 Carry out warm-ups and cool-downs safely and effectively.  
 Understand why exercise is good for health, fitness and well-being.  
 Know ways they can become healthier.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I alter my speeds effectively during the transition stage of relay baton change?</p>	<p>Running – use ‘FAST’ technique for sprinting, <b>perform a 4-person relay race with effective baton changeovers, independently select the most appropriate pace for different distances and different parts of the run, demonstrate performance and stamina over longer distances,</b></p>	<p>PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement and this can be due to specific factors, such as illness or injury, which have affected the outcome. Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results.</p>	<p><b>Children have looked at relay changes in previous years. This will need recapping from previous years. Children look at how to make it efficient and how they can increase the speed of the hand over.</b></p> <p><b>Children think about the positioning of their team in a relay order.</b></p>	<p><b>Transition Hand over Positioning</b></p>
<p>Can I demonstrate an effective drive stage from stationary to sprinting?</p>	<p>Running – use ‘FAST’ technique for sprinting, <b>perform a 4-person relay race with effective baton changeovers, independently select the most appropriate pace for different distances and different parts of the run, demonstrate performance and stamina over longer distances,</b></p>	<p>Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performances is a tool to support improvement. Accurately analyse their own</p>	<p><b>Children understand that in a sprint there are different stages of a race. Children could look at a sprint start or a crouching start.</b></p> <p><b>Children understand that the technique for getting up to their top speed is different to the technique for maintaining it.</b></p> <p><b>Children understand how to power during the drive phase.</b></p>	<p><b>Drive phase Technique.</b></p>

<p>Can I maintain my top speed for longer during a one lap sprint?</p>	<p>Running – use ‘FAST’ technique for sprinting, <b>perform a 4-person relay race with effective baton changeovers, independently select the most appropriate pace for different distances and different parts of the run, demonstrate performance and stamina over longer distances,</b></p>	<p>and others' performance, commenting on similarities and differences and learning from them to make improvements.</p> <p>Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve. Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance.</p>	<p><b>Children understand how the drive phase and how this helps them get up to top speed. Children understand that through training they can maintain their top speed for longer and longer.</b></p> <p><b>Children understand that this is unlikely to happen in one session. Any improvements in one session will be around technique whereas it would take weeks to improve their fitness.</b></p> <p><b>Children understand that often trying harder to run fast does not result in running faster. They should aim for efficient movement.</b></p>	<p><b>Fitness</b> <b>Drive phase</b> <b>Efficient</b></p>
<p>Can I manage my pace to run an effective longer distance race?</p>	<p>Running – use ‘FAST’ technique for sprinting, <b>perform a 4-person relay race with effective baton changeovers, independently select the most appropriate pace for different distances and different parts of the run, demonstrate performance and stamina over longer distances,</b></p>		<p><b>Children have focussed on this in other year groups. Children should be able to take this approach and apply it to distances up to at least 600m.</b></p> <p><b>Leaders have to have self-discipline to make sure they perform at their highest level.</b></p>	<p><b>Stamina</b> <b>Pace</b></p>
<p>Can I run a longer distance race with different strategies?</p>	<p>Running – use ‘FAST’ technique for sprinting, <b>perform a 4-person relay race with effective baton changeovers, independently select the most</b></p>		<p><b>Children understand the strategies taught previously:</b></p> <p><b>Leading from the front</b> <b>Sprint finish</b></p>	<p><b>Tactics</b> <b>Stamina</b></p>

	appropriate pace for different distances and different parts of the run, demonstrate performance and stamina over longer distances,		<p><b>Working with a teammate to alternate who leads.</b></p> <p><b>Children can use these tactics over a longer distance understanding the benefits and difficulties.</b></p> <p><b>Leaders have to have self-discipline to make sure they perform at their highest level.</b></p>	
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### Tag Rugby

Understand the importance of warming up and cooling down.  
 Carry out warm-ups and cool-downs safely and effectively.  
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 Know ways they can become healthier.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I spin pass to move the ball faster when attacking?	Pass a ball backwards or sideways with control and accuracy, when moving.	<p>Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback. Develop and refine strategies and tactics for attacking and defending during competitive team games.</p> <p>As a team, evaluate and recognise success to help improve performance.</p>	<p><b>Children have learnt how to pass both ways in previous year groups. Some children will have naturally started to spin the ball.</b></p> <p><b>Children realise their hand positions are different when they are spinning the ball to a simple pop pass. Children will have a side they can spin easier naturally.</b></p> <p><b>Children can explain that a spin pass allows them to pass further and quicker. It is often more difficult to catch.</b></p>	<p><b>Spin</b></p> <p><b>Further</b></p> <p><b>Quicker</b></p>

<p>Can I quickly change the direction of attack to create space?</p>	<p>Choose different pathways to move with the ball, past defenders.</p>		<p><b>Children understand that in rugby you often continue to move in one direction of attack until you run out of space.</b></p> <p><b>Children understand the term blindside. This is the side closer to the touchline. It has fewer defenders but also less space to attack.</b></p> <p><b>Children understand that changing the direction can make it harder to defend but attackers also might not be in the right place to support.</b></p>	<p><b>Direction</b> <b>Blindside</b> <b>Touchline</b> <b>Attackers</b> <b>Defenders</b> <b>Support</b></p>
<p>Can I throw a dummy pass, side step, goose step, miss pass, run a dummy line and run a crossing attack to confuse the defending team?</p>	<p>Dodge around a defender, with a ball in hand, avoiding being tagged.</p>		<p><b>Children have learnt these skills in previous year groups. The focus should be on consolidating them and creating efficiency to them.</b></p> <p><b>Children understand that dummies become more convincing with speed, looking deliberate and communication. Children understand that everyone needs to be aware of what is happening in their team so they are not confused by a dummy call.</b></p> <p><b>Leaders make quick decisions. They understand that other players on their team might make the wrong choice but do</b></p>	<p><b>Communication</b> <b>Efficiency</b></p>

			<p><b>not waste time complaining. Leaders help teammates correct their mistakes.</b></p>	
Can I offload quickly from a tackle to stop the defence setting?	Choose the right time to pass and offer support to teammates.		<p><b>Children often will panic when they are tackled. Some children will throw the ball away straight away whereas others will wait too long to make a choice. Children should be confident and decisive in making their pass. They should understand that making a good, quick pass is the most important thing in keeping position and stopping the defenders setting.</b></p> <p><b>Leaders make quick decisions which are in the best interest of their team.</b></p>	<p><b>Defenders Setting Confident Decisive</b></p>
Can I offload just before being tackled to keep more players in the game?	<p>Choose the right time to pass and offer support to teammates.</p> <p>Apply attacking and defending techniques learned, in a game situation, in order to score a try.</p>		<p><b>Children understand that being tagged is not a bad thing but that it does mean they are out of the game for a certain period of time. There are situations where this is not the best such as a 2vs1 attackers and defenders. Ideally, the player would draw the defender towards them before offloading to their teammate.</b></p> <p><b>Leaders make quick decisions which are in the best interest of their team.</b></p>	<p><b>Attackers Defenders Draw Offloading</b></p>

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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><b>Actions:</b> 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"> <li>• Jump</li> <li>• Turn</li> <li>• Travel</li> <li>• Stillness/ balance</li> <li>• Gesture</li> <li>• Levels</li> </ul>	<p>Can choreograph a dance and work safely including the use of props. Can lead a small group through a warm-up routine. Can perform a dance confidently and fluently with accuracy and good timing. Can refine the use of actions, dynamics and relationships to represent ideas, emotions, feeling and characters. Can use appropriate language to evaluate and refine my own and others' work. Can use feedback that has been provided to improve the quality of my work. Can work creatively and imaginatively on my own work, with a partner and in a group to choreograph and structure dances.</p>	<p><b>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.</b></p> <p><b>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.</b></p> <p><b>Children understand that moves can be put together into a sequence and these sequences and patterns can be danced in different phrases.</b></p>	<p><b>Dynamics</b>  <b>Sequence</b>  <b>Actions</b>  <b>Phrases</b>  <b>Control</b>  <b>Balance</b>  <b>Awareness</b>  <b>Fluency</b>  <b>Stimulus</b></p>
Can I put dance moves together to make a sequence thinking about the most appropriate dynamics?	<p><b>Dynamics:</b> Explore, improvise and combine dynamics to express ideas fluently and effectively both on their own, with a partner or in a small group. Understand that</p>	<p>Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performances is a tool to support improvement.</p>	<p><b>Children can put moves together to make a sequence and change the dynamic within a sequence in response to the music.</b></p> <p><b>When children change the dynamic, they are able to</b></p>	<p><b>Dynamics</b>  <b>Sequence</b>  <b>Actions</b>  <b>Phrases</b>  <b>Control</b>  <b>Balance</b>  <b>Awareness</b>  <b>Fluency</b></p>

	<p>changes in dynamics allows you to tell a story to the audience.</p> <p>Dynamics include:</p>	<p>Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.</p>	<p><b>think about the precision and control used in the change so that the performance has fluency.</b></p>	<p><b>Stimulus</b></p>
<p>Can I choreograph/ follow a sequence of dance with appropriate dynamics and actions?</p>	<ul style="list-style-type: none"> <li>• Sustained movements are slow, smooth, continuous and even.</li> <li>• Percussive movements are sudden, sharp, choppy and jagged.</li> <li>• Swinging movements relate to swaying to and fro or like a pendulum.</li> <li>• Suspended movements in dance portray stillness and balance.</li> <li>• Collapsed movements mean the dancer will fall, release or relax.</li> <li>• Vibratory movements include a shake, tremble or wiggle.</li> </ul> <p><b>Space and relationships:</b> Use a variety of compositional principles when creating own dances. Understand that combining space and relationships with a prop can help me to express my dance idea. Compositional principles include:</p>		<p><b>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.</b></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 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><b>Dynamics</b> <b>Sequence</b> <b>Actions</b> <b>Phrases</b> <b>Control</b> <b>Balance</b> <b>Awareness</b> <b>Fluency</b> <b>Choreography</b> <b>Stimulus</b></p>
<p>Can I add compositional principles to the dance sequence? <b>[needs to include time spent feeding back so that performances can be improved] [include new learning about form and retrograding].</b></p>	<ul style="list-style-type: none"> <li>• <b>Space distribution:</b> creating geometric</li> </ul>		<p><b>Children should be able to take their choreography and improve it using different compositional principles.</b></p> <p>Children should experiment in adding different principles and</p>	<p><b>Dynamics</b> <b>Sequence</b> <b>Actions</b> <b>Phrases</b> <b>Control</b> <b>Balance</b> <b>Awareness</b> <b>Fluency</b></p>

	<p>patterns (circles, triangles, lines, half circles...) symmetries and asymmetries. Forming irregular shape patterns.</p> <ul style="list-style-type: none"> <li>• <b>Time variations:</b> 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 time). Call and response.</li> </ul>		<p><b>discuss the impact and effect it has.</b></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><b>Compositional principles</b></p>
<p>Can I perform a final dance sequence?</p>	<ul style="list-style-type: none"> <li>• <b>Ensemble types:</b> Everything from performing individually to as a whole class.</li> <li>• <b>Form: Narrative form (choreographed to follow a storyline with an introduction, rising action, a climax and a resolution. Patterned form (communicates an abstract idea and</b></li> </ul>		<p><b>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.</b></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><b>Dynamics</b>  <b>Sequence</b>  <b>Actions</b>  <b>Phrases</b>  <b>Control</b>  <b>Balance</b>  <b>Awareness</b>  <b>Fluency</b></p>

	<p>include AB [two part choreography with A theme and B theme and two self-contained dance sections] or ABA[where the dance returns to the original theme])</p> <ul style="list-style-type: none"> <li>• <b>Retrograde:</b> A dance or movement sequence is performed in reverse order.</li> <li>• <b>Motif:</b> A distinctive gesture, movement, sequence or image that can be elaborated on in a variety of way.</li> </ul> <p><b>Performance:</b> 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>			
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**Netball**

Understand the importance of warming up and cooling down.

Carry out warm-ups and cool-downs safely and effectively.

Understand why exercise is good for health, fitness and well-being.

Know ways they can become healthier.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I throw, catch and collect a netball in a range of effective ways within the laws of the game?</p>	<p>Pass a ball in a variety of ways (chest, bounce, shoulder pass) with control within a game.</p> <p>React to receive the ball for a centre pass.</p> <p>Perform correct footwork (stop and pivot) when receiving and passing on a ball.</p>	<p>Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback.</p> <p>Develop and refine strategies and tactics for attacking and defending during competitive team games.</p>	<p><b>Children have learnt these skills before but they really only learnt the laws of the game towards the end of the year 5 unit. They should be able to recap the laws and now think about how they would apply to these skills in a game.</b></p>	<p><b>Laws Throw Catch Collect</b></p>
<p>Can I drive dodge and double dodge to be free to receive a pass / can I closely mark an attacker to incept without fowling them?</p>	<p>Select to drive dodge or double dodge into space and receive a ball, both in practice and a game situation.</p> <p>Mark a player during a game to try and stop them receiving the ball and to intercept a pass.</p>		<p><b>Children have learnt these skills in year 5. They should be refined with the extra focus of not fowling the other team whilst attempting them.</b></p> <p><i>Leaders make quick decisions. They understand that other players on their team might make the wrong choice but do not waste time complaining. Leaders help teammates correct their mistakes.</i></p>	<p><b>Fowl Intercept Defender Attacker</b></p>
<p>Can I refine my shooting technique and react quickly to catch a rebound?</p>	<p>Shoot into a netball post, focussing on precision and accuracy, and attempt to catch the rebound if the shot is missed.</p>		<p><b>Children have learnt that there is a different shooting technique for netball compared to basketball. They should refine this technique focusing on the arch they are trying to create in the shot.</b></p>	<p><b>Anticipation Rebound Arch Defenders Attackers</b></p>

			<p><b>Children need to understand that they should not stop and watch the shot. If they anticipate that it will miss, they will be able to collect the rebound. This is the same for defenders and attackers.</b></p>	
<p>Can I play and officiate a netball match with the correct rules and positions?</p>	<p>Play a game of Bee Netball – understanding positions (GS, GA, C, GD, GK) and 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, <b>ball cannot travel over a third</b>, penalty pass or shot given for contact, 1m distance when marking a player with the ball, <b>toss up to determine possession</b>)</p>		<p><b>Rules:</b>  <a href="https://www.englandnetball.co.uk/school-games-organisers/">https://www.englandnetball.co.uk/school-games-organisers/</a></p> <p><b>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.</b></p>	<p><b>Rules Tactics</b></p>

Gymnastics				
<p>Understand the importance of warming up and cooling down.            Carry out warm-ups and cool-downs safely and effectively.            Understand why exercise is good for health, fitness and well-being.            Know ways they can become healthier.</p>				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I vault in a variety of ways with control?</p>	<p>Rolls – Log Roll, Teddy Bear Roll, Forward Roll from</p>	<p>Performance can be improved by developing observation</p>	<p><b>Children should be able to complete the lessons adding</b></p>	<p><b>Vault Control</b></p>

<p>Can I roll in a variety of ways from different start positions and after travels?</p>	<p>standing, Straddle Forward Roll, Pike Forward Roll, Tucked Backward Roll, Backward Roll to Straddle, <b>Backward Roll to Standing Pike.</b></p>	<p>skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performances is a tool to support improvement.</p>	<p><b>on to and securing all of the different aspects of the curriculum.</b></p>	<p><b>Extension</b></p>
<p>Can I cartwheel with safety and control from static and move starts?</p>	<p>Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle Jump, Pike Jump, Straight Jump Half Jump, Straight Jump Full-turn, Cat Leap, Cat Leap Half-turn, Cat Leap Full-turn, <b>Split Leap, Stag Jump</b></p>	<p>Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.</p>	<p><b>The focus should maintain around precision, stability and smoothness. Children should be able to refine fine motor movements and think about the extension.</b></p>	<p><b>Smoothness</b></p>
<p>Can I put a sequence of travels, balances and jumps, rolls and cartwheels together individually?</p>	<p>Vaults – Hurdle Step onto Springboard, Squat onto a Vault, Straddle onto a Vault, Star Jump off Vault, Tuck Jump off Vault, Straddle Jump off, Pike Jump off, Squat through, <b>Straddle over Vault</b></p>	<p>A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions. Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.</p>		<p><b>Stability</b></p>
<p>Can I put a sequence of travels, balances and jumps, rolls and cartwheels together collaboratively?</p>	<p>Handstands, Cartwheels, Round-offs – Lunge into Cartwheel, Lunge into Round-off, <b>Hurdle Step, Hurdle Step into Cartwheel, Hurdle Step into Round-off</b>, Lunge into Handstand Balances – 1-, 2-, 3- and 4-point balances, front support, back support, balances with and against a partner, <b>balance in group formations</b>, balances on apparatus 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><b>Roll</b></p> <p><b>Travel</b></p> <p><b>Cartwheel</b></p> <p><b>Sequence</b></p> <p><b>Balance</b></p>

## Hockey

Understand the importance of warming up and cooling down.  
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Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I strike a moving ball in different directions with varying amounts of power?	Hit a moving ball into a goal from different angles and with different levels of power.	Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback. Develop and refine strategies and tactics for attacking and defending during competitive team games.	<p><b>Children have talked about shooting. They will need to be reminded that the action is not the same as it is in golf and there is a safety aspect to shooting.</b></p> <p><b>Children understand that a rolling ball is about a whole-body adjustment to be able to pull back and strike through the ball. Children start by striking a ball that is rolling towards them and progress to the more difficult skill of striking a ball that rolls across their body.</b></p>	<b>Strike Adjustment</b>
Can I pass over different distances and understand the risk and reward of different passes?	Pass the ball over a variety of distances, in both attacking and defending situations.		<p><b>Children have looked the advantage of long and short passes in a range of sports. They should understand that hockey comes with an added dimension that it is difficult to pass and miss out defenders. It is far easier in a sport like rugby to pass over attackers.</b></p>	<b>Decision Attackers Defenders Space</b>

			<p>Children should use what they have previously learnt about space to understand that longer passes would be in the space for players to run into.</p>	
Can I use a one-two pass to keep possession and move into space?	Pass and move into a space with accuracy, control and speed (in isolation and in a game situation).		<p>Children should understand that in a lot of sports you can use a 1-2 pass to create space. They have done this in tag rugby when they have broken through the line and left with one defender to beat.</p> <p>The idea of a 1-2 pass is to find space and usually create a triangle shape like the ball is rebounding off a wall. This aspect is different than in rugby because a rugby pass has to be flat or backwards.</p>	<p><b>1-2 Space Rebound</b></p>
Can I work in a pair to defend and win back possession?	Begin to defend as an individual and communicate to defend as a team (marking and tackling)		<p>Children have looked at defending in other sports and the technique of tackling in year 5. It is important to remind the children about the safety aspect of tackling. Children should begin to understand that if they defend on their own, they are easy to beat. When we defend, we look to bring in other teammates to mark or cut off options.</p>	<p><b>Defending Tackling Safety Mark Cut off</b></p>
Can I play and officiate games following the Quicksticks rules and implementing tactics?	Play a game of Quicksticks Hockey – understanding positions (four players, no goalkeeper) and rules (centre pass to start with team in own		<p><b>Rules:</b>  <a href="https://media.yourschoolgames.com/documents/sport-format-resources/Hockey_Level_1_Primary_Competition_Card.pdf">https://media.yourschoolgames.com/documents/sport-format-resources/Hockey_Level_1_Primary_Competition_Card.pdf</a></p> <p><b>Leaders should lead by example. Members of the</b></p>	<p><b>Rules Tactics Safety</b></p>

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 free pass is taken from where any infringement occurs with opposing players being 3 metres away. Free Pass awarded when:

- The ball crosses the side line; taken from where the ball left the pitch
- The ball crosses the back line by the attacking team; taken from the edge of the shooting zone in line with where the ball leaves the pitch, other team in their own half
- The ball crosses the back line by the defending team; taken from the edge of the shooting zone on the side of the goal the ball crossed the line – cannot score directly.
- A player kicks, propels, picks up, throws or carries the ball (it is not an offence if the ball touches the players foot, only if it breaks

**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>down play or creates a disadvantage).</p> <ul style="list-style-type: none"> <li>• Attempts to play a ball above the knee with a stick.</li> <li>• Uses the (rounded) back side of the stick.</li> <li>• Whilst striking the ball, causes any actual or possible danger to themselves or other players.</li> <li>• Obstructs by running between the ball and opponent.</li> </ul> <p>Holds, charges, kicks, pushes, intentionally trips or strikes any player or umpire.</p>			
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### Gymnastics

Understand the importance of warming up and cooling down.  
 Carry out warm-ups and cool-downs safely and effectively.  
 Understand why exercise is good for health, fitness and well-being.  
 Know ways they can become healthier.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I vault in a variety of ways with control?	Rolls – Log Roll, Teddy Bear Roll, Forward Roll from standing, Straddle Forward Roll, Pike Forward Roll, Tucked Backward Roll, Backward Roll to Straddle, <b>Backward Roll to Standing Pike.</b> Jumps – Straight Jump, Tuck Jump, Star Jump, Straddle Jump, Pike Jump, Straight Jump	Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performances is a tool to support improvement. Accurately analyse their own and others' performance,	<b>Children should be able to complete the lessons adding on to and securing all of the different aspects of the curriculum.</b>  <b>The focus should maintain around precision, stability and smoothness. Children should be able to refine fine motor</b>	<b>Vault</b> <b>Control</b> <b>Extension</b> <b>Smoothness</b> <b>Precision</b> <b>Stability</b> <b>Roll</b> <b>Travel</b> <b>Cartwheel</b> <b>Sequence</b>
Can I roll in a variety of ways from different start positions and after travels?				
Can I cartwheel with safety and control from static and move starts?				
Can I put a sequence of travels, balances and jumps, rolls and				

<p>cartwheels together individually?</p>	<p>Half Jump, Straight Jump Full-turn, Cat Leap, Cat Leap Half-turn, Cat Leap Full-turn, <b>Split Leap, Stag Jump</b></p>	<p>commenting on similarities and differences and learning from them to make improvements.</p>	<p><b>movements and think about the extension.</b></p>	<p><b>Balance</b></p>
<p>Can I vault in a variety of ways with control?</p>	<p>Vaults – Hurdle Step onto Springboard, Squat onto a Vault, Straddle onto a Vault, Star Jump off Vault, Tuck Jump off Vault, Straddle Jump off, Pike Jump off, Squat through, <b>Straddle over Vault</b>          Handstands, Cartwheels, Round-offs – Lunge into Cartwheel, Lunge into Round-off, <b>Hurdle Step, Hurdle Step into Cartwheel, Hurdle Step into Round-off</b>, Lunge into Handstand          Balances – 1-, 2-, 3- and 4-point balances, front support, back support, balances with and against a partner, <b>balance in group formations</b>, balances on apparatus          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>A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions. Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.</p>		

### Volleyball

- Understand the importance of warming up and cooling down.
- Carry out warm-ups and cool-downs safely and effectively.
- Understand why exercise is good for health, fitness and well-being.
- Know ways they can become healthier.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I set the ball for someone to spike?	Set the ball for someone to spike.	When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them. Use ball skills confidently and with some precision in a wide variety of competitive games.	<p><b>Children have learnt some of the skills in year 5 but these still need refining.</b></p> <p><b>Children should think about how they set the ball to give it the best chance of being spiked successfully. This includes the height the ball is spiked at and the position in relation to the teammate.</b></p>	<p><b>Spike</b> <b>Set</b> <b>Position</b> <b>Height</b></p>
Can I work a sequence of shots with a team?	Work a sequence of shots with a team to get closer to the net.		<p><b>Children have done this between a pair but children should work on setting the ball to each other so that they can work it from the back of the court to the net. This will allow them to gain control of the ball as a team and make it harder for opponents to return.</b></p>	<p><b>Control</b> <b>Set</b> <b>Return</b> <b>Opponents</b></p>
Can I recover a ball?	Recover a ball on the run.		<p><b>Children should be able to recover balls that are dropping quickly or that require them to chase after them. They should understand the priority is to get the ball to go upwards so that a teammate can help to return the shot. Children understand that they do not need to try and get every ball back over the net with every shot.</b></p>	<p><b>Recover</b> <b>Return</b></p>
Can I block a shot at the net?	Block the ball at the net.		<p><b>Children should time their jump carefully and think about how they extend their body to block. They should also make</b></p>	<p><b>Block</b> <b>Net</b> <b>Extend</b></p>

			sure that they do not touch the net with their body as they jump.	
Can I play a volleyball match?	Play small sided matches where the ball is worked around the team.		<p>Children apply their knowledge and skills to be able to play a game.</p> <p>This can also be adapted to play seated version of the game.</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>Spike</p> <p>Set</p> <p>Return</p> <p>Block</p> <p>Net</p> <p>Recover</p>

### Badminton

Understand the importance of warming up and cooling down.  
 Carry out warm-ups and cool-downs safely and effectively.  
 Understand why exercise is good for health, fitness and well-being.  
 Know ways they can become healthier.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I refine my grip and wrist action for forehand and backhand shots?	Hit the shuttlecock using a forehand hit holding the racket in forehand grip over a net.	When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the	Children have done this technique before but they can refine and practise it as only taught in year 5.	<p>Distance</p> <p>Space</p> <p>Backhand</p> <p>Forehand</p>

	Hit the shuttlecock using a backhand hit holding the racket in backhand grip over a net.	<p>game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them. Use ball skills confidently and with some precision in a wide variety of competitive games.</p>	<b>Children should focus on creating the correct space and distance between themselves and the shuttlecock. They understand that if they are too far away or too close it is very hard to control.</b>	
Can I serve using a backhand action?	Complete a backhand serve over a net.		<p><b>Children understand the technique and rules of a backhand serve. They understand about serving deep or short and the advantages and disadvantages of both.</b></p> <p><b>Children understand that the position of the opponent will affect where they choose to serve.</b></p>	<p><b>Rules</b> <b>Serve</b> <b>Deep</b> <b>Short</b></p>
Can I participate in a multi-shot rally using a range of shots and correct footwork?	<p>Player 1 to backhand serve the shuttlecock, player 2 to return using an underarm or overarm hit.</p> <p>Two players to complete a rally over a net.</p>		<p><b>Children can choose the correct shot from the different shots they know. They change their body position and grip to make the shot successful.</b></p>	<b>Grip</b> <b>Position</b>
Can I use an overhead forehand and backhand shot?	<p>Hit the shuttlecock using a forehand hit holding the racket in forehand grip over a net.</p> <p>Hit the shuttlecock using a backhand hit holding the racket in backhand grip over a net.</p>		<p><b>Children understand that letting the shuttlecock drop is not always the best option. Children can take the shot higher up as it allows them to hit down instead of having to arch the shot to go over the net.</b></p>	<b>Net</b> <b>Arch</b>
Can I play and officiate a badminton-style game?	Children play adapted singles and double badminton, applying rules learnt: a point is		<p><b>Children can apply their knowledge to be able to play games.</b></p>	<b>Rules</b> <b>Tactics</b>

	<p>scored when the shuttlecock hits the floor inside the opponent's side of the court, the opponent scores a point if the shuttlecock lands outside the court or in your own side of the court, the opponent scores a point if the shuttlecock hits the net, keep the serve if you win the point, at the start of a rally the server and receiver must stand diagonally opposite, a serve must be hit diagonally over the net and across the court, players cannot hit the shuttlecock twice, the winning player/team is the first to 11 points.</p>		<p><b>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. Leaders can officiate a match fairly.</b></p>	
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Athletics				
<p>Understand the importance of warming up and cooling down.            Carry out warm-ups and cool-downs safely and effectively.            Understand why exercise is good for health, fitness and well-being.            Know ways they can become healthier.</p>				
Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
<p>Can I improve my landing phase to reduce injury and lose of distance?</p>	<p>Jumping – perform an effective standing long jump, including an effective flight phase, and begin to measure the distance jumped, <b>develop an effective technique for standing vertical jump (including take-off and flight),</b></p>	<p>Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve. Demonstrate a high</p>	<p><b>Children have looked at how to refine different parts of their jumping technique.</b></p> <p><b>Children should understand that landing is the phase where they can get injured if they do not land correctly.</b></p>	<p><b>Weight Landing Injury</b></p>

		level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance.	<p><b>Children should understand that stepping back reduces the distance of their jump.</b></p> <p><b>Children should aim to land on two feet planted together with their weight moving forwards.</b></p>	
Can I set a personal challenge for my jumps and achieve it?	Jumping – perform an effective standing long jump, including an effective flight phase, and begin to measure the distance jumped, <b>develop an effective technique for standing vertical jump (including take-off and flight),</b>	PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement and this can be due to specific factors, such as illness or injury, which have affected the outcome. Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results.	<b>Children put all parts of the jump technique together to set themselves a personal challenge.</b>	<b>Take off Landing Flight</b>
Can I refine the follow through phase of my pull throw?	Throwing – overarm throw for direction using a tennis ball, perform and measure an effective chest push in m, <b>perform an effective pull throw to throw a javelin for distance</b>	Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performances is a tool to support improvement. Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.	<p><b>Children have learnt the technique in year 5 but they can now refine small parts of the technique to improve it.</b></p> <p><b>Children should focus on how to improve the pull back, height of release and speed of the follow through to increase distance.</b></p>	<b>Height Release Follow through</b>
Can I set a personal challenge for my pull throws?	Throwing – overarm throw for direction using a tennis ball, perform and measure an effective chest push in m, <b>perform an effective pull throw to throw a javelin for distance</b>		<b>Children put all parts of the pull technique together to set themselves a personal challenge.</b>	<b>Height Release Follow through</b>

## Outdoor and Adventurous

Understand the importance of warming up and cooling down.  
 Carry out warm-ups and cool-downs safely and effectively.  
 Understand why exercise is good for health, fitness and well-being.  
 Know ways they can become healthier.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I work as a team and negotiate through problems?	Develop communication and negotiation skills	When engaged in outdoor and adventurous activities, a range of problem-solving and resilience skills can be employed to help complete a task effectively, such as sharing ideas with others and asking questions. Being a good team player means working well with others to achieve a shared goal. It involves various skills, such as valuing the ideas and opinions of others, recognising others' strengths and involving everyone. Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities.	<p><b>Children could complete a range of different tasks to meet the Los or they could complete the same tasks in different ways.</b></p> <p><b>Children have done their orienteering so far in a familiar area of the school grounds but they need to have a go in an area they are less familiar with. (Could we go to Thomas Estley and see if we could use their grounds to orienteer around).</b></p>	<p><b>Orienteer</b></p> <p><b>Negotiate</b></p> <p><b>Collaboratively</b></p> <p><b>Logically</b></p> <p><b>Positivity</b></p> <p><b>Perseverance</b></p> <p><b>Evaluate</b></p> <p><b>Compassionate</b></p> <p><b>Navigate</b></p>
Can I work collaboratively and logically?	Work as a team to solve logic problems, sharing ideas and collaborating			
Can I approach a problem with positivity and persevere in a challenge?	Demonstrate positivity, perseverance and effective teamwork when faced with problems and challenges			
Can I evaluate the leadership of myself and others in a constructive and compassionate way?	Demonstrate effective leadership in a team situation and evaluate skills used			
Can I navigate using a map?	Develop navigational skills and map reading			

## Cricket

Understand the importance of warming up and cooling down.  
 Carry out warm-ups and cool-downs safely and effectively.  
 Understand why exercise is good for health, fitness and well-being.  
 Know ways they can become healthier.

Lesson objective	Disciplinary Knowledge	Substantive Knowledge	Subject clarity / Fingertip knowledge	Vocabulary
Can I bowl overarm at the stumps varying the speed, location of the bounce and the line bowled?	Bowl overarm at a wicket in a game, against a batter, in order to hit the wicket.	When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target.	<p><b>Children know the bowling technique and can vary where the ball bounces.</b></p> <p><b>Children understand that in cricket you can change the line you bowl along. It is not always the best option to bowl at the stumps because the batter will defend it.</b></p>	<p><b>Bowl</b>  <b>Line</b>  <b>Stumps</b>  <b>Defend</b>  <b>Batter</b></p>
Can I bowl from over and round the wicket?	Bowl overarm at a wicket in a game, against a batter, in order to hit the wicket.	Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them. Use ball skills confidently and with some precision in a wide variety of competitive games.	<p><b>Children have learnt the bowling technique in year 5 but cannot vary whether they bowl round the wicket or over the wicket. They should understand that some people vary this depending on whether the batter is left or right-handed.</b></p>	<p><b>Over</b>  <b>Round</b>  <b>Wicket</b>  <b>Handed</b>  <b>Batter</b></p>
Can I move my feet to the pitch of the ball when I am batting?	Recap of year 5 batting skills.		<p><b>Recap of year 5 skills but is likely the difference between the children who can bat successfully and those who can't. Children need to think about how they move and position their body when a ball changes line.</b></p>	<p><b>Line</b>  <b>Position</b></p>
Can I hit the ball to where there are fewer fielders?	In a competitive game, tactically hit/place a ball into a space.		<p><b>Children have learnt a range of shots. They should use this to think about where they are</b></p>	<p><b>Shot</b>  <b>Out</b></p>

			<p>hitting the ball. Children should be able to aim for areas where there are fewer fielders so that the shot, they play is unlikely to get them out.</p>	
Can I set a field to reduce runs and take catches?	Understand positioning and skills needed within fielding, including stopping, scooping and throwing.		<p>Children have understood from a batter's point of view that they would aim for areas where there are fewer fielders.</p> <p>Children should understand that in cricket we position a field to force the batter into certain choices. If you don't want the other team to score lots of runs, then the fielders stand deeper. If you need to get someone out, you would stand closer. If a player is hitting to a certain side, then you might move fielders to stop that.</p>	<p>Position Batters Fielders Deeper</p>
Can I backup the stumps when people are fielding?	Making correct decisions on the type of throw to use in a modified game <b>and which end to throw to (wicket, bowling)</b>		<p>Children understand that there are different throws to get people out at the stumps from year 5. This includes throwing at the stumps or throwing to the bowler or wicket keeper.</p> <p>Children who are fielding should back the bowler and wicket keeper up. This means the fielders can be riskier with their attempt at hitting the stumps because they know if they miss someone will stop the ball rolling away.</p>	<p>Backing up Wicket keeper Fielding Riskier</p>

<p>Can I communicate effectively when to run or not as a batsman?</p>	<p>Play a game of Dynamos Cricket – understanding the role of the striking and fielding teams (8 players per team) and rules:</p> <ul style="list-style-type: none"> <li>• Batting team in pairs and batting for 2 overs each</li> <li>• 6 balls bowled per over</li> <li>• Teams start with 200 runs</li> <li>• Each time a batter out – 5 points added to fielding team score</li> <li>• Batters can be caught, bowled, stumped, run out or wicket hit to be out</li> <li>• No ball called for more than 2 bounces/rolls when bowling</li> <li>• Wide ball called when outside of the designated area when bowling</li> <li>• No ball/Wide ball - Batting team have a 'free-hit' as a result from a cone with runs added as normal</li> <li>• Fielding positions change after each over – each player must bowl at least one over</li> <li>• Bowling takes place from one end only, both underarm and overarm</li> </ul>		<p><b>Children can apply all of the skills they have learnt to play matches.</b></p> <p><b>Leaders understand how important communication is in a team sport. They do not take unnecessary risks at the expense of others.</b></p>	<p><b>Tactics</b> <b>Rules</b></p>
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	Communicate and collaborate as a team to beat an opponent in a game situation.			
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