



Barrowby CE Primary School

Physical Education Curriculum

Vision:

At Barrowby CE primary School, we are committed to encouraging our pupils to lead healthy and active lives. This is achieved through an extensive program of activities, available both within and outside of our curriculum and within the wider community which enable our children to:

- foster a love of sport,
- pupils are physically active for sustained periods of time,
- develop competence to excel in a broad range of physical activities,
- teaching them about the importance of fair play, cooperation and team-work whilst engaging in competitive sports and activities,
- lead healthy active lives.

Intent:

Our aim is to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport, building character and embedding values such as fairness and respect, whilst being proficient in fundamental movement skills. Pupils will become increasingly competent and confident and have access to a broad range of opportunities to extend their agility, balance and co-ordination. Our pupils will be physically confident in a way which supports their health and fitness and transfer skills in to a wide range of sports and other areas of the curriculum.

Implementation:

In the **Early Years Foundation Stage**, children will be guided in their learning through four overarching principles for a **unique child, positive relationships, enabling Environments and learning and development**. They will build a good foundation for curiosity and enthusiasm for learning, forming relationships through the **Prime Areas including Physical Development** where children will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations and the **Specific Area of 'Expressive Arts and Design'**. Through this specific

area, children will also develop their artistic and cultural awareness which supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, through moving to music. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Key Stage 1 pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and in team games, developing simple tactics for attacking and defending. They will engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations mastering basic movements including running, jumping, throwing and catching, and perform dances using simple movement patterns.

Key stage 2 pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing and develop an understanding of how to improve in different physical activities and sport; learning how to evaluate and recognise their own success. They will use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. They will develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] and perform dances using a range of movement patterns. Pupils will also take part in outdoor and adventurous activity challenges both individually and within a team and compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety are also taught in Key Stage 2. Pupils will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) and perform safe self-rescue in different water-based situations.

For pupils with **SEND**, their personal targets will inform PE planning and, to overcome potential barriers to learning in PE, some pupils may require: adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programmes of study and that enable the pupils to make progress, specific support they need to take part in certain activities or types of movement, and careful management of their physical regime to allow for their specific medical conditions.

Impact:

Our curriculum is designed so that children are taught a variety of activities that will deepen their understanding of PE, year on year, by being introduced to specific skills, sports and vocabulary. As a result, children will become confident in fundamental movements and show resilience when tackling new skills. Through quality teaching, which is engaging and fun, we hope the children will understand the importance and love of physical activity, sport and PE and be motivated to become confident, resilient and disciplined, so that they become independent and take responsibility for their own health and fitness throughout their life. Children will have the opportunity to take part in extra-curricular activities and inter sport competitions. Children across all year groups will also demonstrate their new skills in numerous intra house competitions throughout the year.

The Physical Development Curriculum for EYFS

Autumn Term		Spring Term		Summer Term		
Cycle A Looking After Ourselves Cycle B Commotion in the Ocean		Cycle A Extinct and Endangered Cycle B Wagons Roll		Cycle A Homes and Habitats Cycle B Open Your Eyes		
Unit	Real PE Unit 1 Personal Skills Games	Real PE Unit 2 Social Skills Dance	Real PE Unit 3 Cognitive Skills Gymnastics	Real PE Unit 4 Creative Skills Dance	Real PE Unit 5 Applying Physical Skills Athletics	Real PE Unit 6 Health and Fitness Games
	By the end of this unit: Enjoy working on simple tasks with help. Play with others and take turns and share with help. Learn how to adjust their speed of movement, moving quickly and slowly on command. Balance with one hand/foot. Explore different travelling techniques, e.g. walking, jumping, running, hopping, galloping, skipping.		By the end of this unit: Follow simple instructions. Observe and copy others. Walk forwards and backwards with fluidity and minimum wobble. Stand or sit to roll a ball up and down legs and round upper body using 2 hands. Continue to move around spaces safely, adjusting their speed and direction in order to avoid bumping into others and equipment.		By the end of this unit: Move confidently in different ways. Be aware of the changes to the way they feel when they exercise. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
Vocab	Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm Change Heavy Light Soft Hard Spikey Smooth Walking Jumping Running Hopping Galloping Skipping Slowly Quickly Balance		Forwards Backwards Sideways Bench Mat Table Roll Long Slow On Off Stretched Curled Tuck Body parts Tall Small Shape Hold Still Jump Hop Bounce Travel Copy Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm		Walking Jumping Running Hopping Galloping Skipping Climbing Slowly Quickly Balance Strength Strong Safely Walk Jog Throw Target Fast Pass In pairs	
Suggested support for children with additional needs	Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) P – People (How can we change the groupings/interaction/way the pupils play together?)		Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) P – People (How can we change the groupings/interaction/way the pupils play together?)		Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) P – People (How can we change the groupings/interaction/way the pupils play together?)	
Step						

<p>Static Balance Stand still for 10 seconds.</p> <p>Co –ordination - Footwork Hop on either foot. Gallop, leading with either foot. Explore different travelling techniques, e.g. walking, jumping, running, hopping, galloping, skipping.</p> <p>Dynamic Balance—Jumping and landing. Jump and land from 2 feet forwards, backwards and side-to-side.</p> <p>Static Balance - Seated Balance with one hand/foot. Begin to move safely in a large space i.e. playground or school hall.</p> <p>Begin to understand what a 'space' is, reaching out to either side, front and back to ensure that they are not touching anyone else.</p> <p>Learn how to adjust their speed of movement, moving quickly and slowly on command.</p> <p>Be able to sit upright on the carpet for a short amount of time, developing core strength.</p> <p>Be able to stop and start on command, either verbally or with the use of a sound, e.g. whistle, tambourine.</p> <p>Start to move to music, copying the ideas of an adult or peer.</p> <p>Move their bodies in different ways to music.</p>	<p>Static Balance - Stance Walk and stand on a line with stability.</p> <p>Co - ordination - Ball skills Stand or sit to roll a ball up and down legs and round upper body using 2 hands.</p> <p>Dynamic Balance—On a line. Walk forwards and backwards with fluidity and minimum wobble.</p> <p>Counter Balance—in pairs Sit holding hands with toes touching, lean in together then apart.</p> <p>Continue to move around spaces safely, adjusting their speed and direction in order to avoid bumping into others and equipment.</p> <p>Find a space to perform movements, showing an awareness of obstacles. - begin to play simple games that use and apply directional changes, moving safely yet quickly in a space.</p> <p>Be able to sit upright on the carpet for a short amount of time, developing core strength.</p> <p>Start to move to music, thinking of their own ideas.</p> <p>Move with expression to different styles of music.</p>	<p>Static Balance - Floor Work Hold mini—front support position.</p> <p>Co - ordination - Sending and Receiving Roll a large ball, then small and collect the rebound.</p> <p>Co-ordination - Agility, Reaction and Response React and catch a large ball from a bounce.</p> <p>Agility - Ball Chasing Roll a ball, chase it and collect it.</p> <p>Continue to move around spaces safely, independently negotiating obstacles and adjusting their speed and direction, including when on a balance bike</p> <p>Children travel confidently over, under, around and through climbing equipment, showing increasing strength and stability. In small team games, - work safely and collaboratively with their group, showing awareness of space.</p> <p>Be able to sit upright on the carpet for an extended amount of time, displaying core strength and stability.</p> <p>Move rhythmically in time to music.</p>
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The Physical Education Curriculum for Year 1

	Autumn Term		Spring Term		Summer Term	
	Cycle A Looking After Ourselves Cycle B Commotion in the Ocean		Cycle A Extinct and Endangered Cycle B Wagons Roll		Cycle A Homes and Habitats Cycle B Open Your Eyes	
Unit	Real PE Unit 1 Personal Skills Games	Real PE Unit 2 Social Skills Dance	Real PE Unit 3 Cognitive Skills Gymnastics	Real PE Unit 4 Creative Skills Dance	Real PE Unit 5 Applying Physical Skills Athletics	Real PE Unit 6 Health and Fitness Games
	<p>By the end of this unit: - follow instructions, practise safely and work on simple tasks on their own.</p> <p>Static Balance – One leg: - stand still for 10 seconds. Coordination: - move with co-ordination including sidestepping, galloping, hopping and skipping Games: - understand how to send, receive, kick and dribble a ball and practise to improve skills.</p>	<p>By the end of this unit: - work sensibly with others, taking turns and sharing.</p> <p>Dynamic Balance to Agility: - jump and land from 2 feet forwards, backwards and side-to-side. Static Balance – Seated: - balance with one hand/foot. Dance: - explore a range of movements suitable to the idea and link them together.</p>	<p>By the end of this unit: - understand and follow simple rules and can name some things they are good at.</p> <p>Static Balance-Stance: - walk and stand on a line with stability. Dynamic Balance-on a line: - walk backwards with fluidity and minimum wobble. Gymnastics: - show basic control and co-ordination when travelling and when remaining still. - identify and copy basic actions of gymnasts, using words such as rolling, travelling, balancing, climbing.</p>	<p>By the end of this unit: - explore and describe different movements.</p> <p>Coordination – Ball Skills: - stand and roll a ball up and down legs and round upper body using 2 hands. Counter Balance-with a partner: With a partner, - sit holding hands with toes touching and rock forwards, backwards and side-to-side. Dance: - know and perform basic dance actions with some idea of mood and feeling in relation to the dance idea. - choose and link appropriate movements, recognise different rhythms, dynamics and relationships.</p>	<p>By the end of this unit: - perform a single skill or movement with some control. They will perform a small range of skills and link two movements together.</p> <p>- send and receive a ball with two hands. - react and catch a ball dropped from shoulder height. Athletics: - show good posture and balance. - begin to perform learnt skills with some control. They will engage in competitive activities.</p>	<p>By the end of this unit: - be aware of why exercise is important for good health.</p> <p>- chase a rolled ball collect it in balanced position facing opposite direction. - reach round and point to ceiling with either hand in mini-front balance support. Games: - use steering, hitting along the ground and hitting through the air to play individual and cooperative target games.</p>
Vocab	Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring	Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm Change Heavy Light Soft Hard Spikey Smooth Walking Jumping Running Hopping Gallop Skipping Slowly Quickly Balance	Place Stretch Push Pull Hop Skip Step Spring Crawl Still Slowly Tall Long Wide Narrow Up Down Forwards High Low Elbows Bottom Back Around Through Extension Roll Copy Pathway Along Jump Land Balance Tension Curved Straight Zig-zag Shape Over Hang Grip	Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm Change Heavy Light Soft Hard Spikey Smooth Walking Jumping Running Hopping Gallop Skipping Slowly Quickly Balance	Throw High Low Skip Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate	Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring

Suggested support for children with additional needs	<p>Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) P – People (How can we change the groupings/interaction/way the pupils play together?)</p>		<p>Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) P – People (How can we change the groupings/interaction/way the pupils play together?)</p>		<p>Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) P – People (How can we change the groupings/interaction/way the pupils play together?)</p>	
Step						
1	<p>- stand still for 10 seconds. Games: - demonstrate co-ordination when passing a ball around their body.</p>	<p>- jump from 2 feet to 2 feet forwards, backwards and side-to-side. Dance: - explore actions in response to stimuli.</p>	<p>- walk forwards with fluidity and minimum wobble. Gym: - show basic control and co-ordination when travelling and when remaining still.</p>	<p>- sit and roll a ball along the floor around body using 2 hands then 1 hand (right and left) Dance: - know and perform basic dance actions with some idea of mood and feeling in relation to the dance idea.</p>	<p>- roll large ball and collect the rebound. Athletics: - vary their pace and speed when running.</p>	<p>- roll a ball, chase and collect it in balanced position facing opposite direction. Games: - steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms.</p>
2	<p>- side-step in both directions. Games: - bounce and par-bounce a ball with a degree of control.</p>	<p>- balance with both hands/ feet down. Dance: - know and perform basic dance skills in relation to dance ideas.</p>	<p>- walk backwards with fluidity and minimum wobble. Gym: - choose and link 'like' movements.</p>	<p>- stand and roll a ball up and down legs and round upper body using 2 hands. Dance: - copy and perform simple phrases and rhythmic patterns.</p>	<p>- roll small ball and collect the rebound. Athletics: - run with a basic technique over different distances.</p>	<p>- chase a ball rolled by a partner and collect it in balanced position facing opposite direction. Games: - balance a ball on a bat when standing still or walking.</p>
3	<p>- gallop, leading with either foot. Games: - understand how to send, receive, kick and dribble a ball and practise to improve skills.</p>	<p>- balance with 1 hand/ 2 feet down. Dance: - explore a range of movements suitable to the idea and link them together.</p>	<p>- stand on a line with a good stance for 10 seconds. Gym: - remember repeat actions accurately and consistently.</p>	<p>With a partner, - sit holding hands with toes touching, lean in together then apart. Dance: - improvise to an idea.</p>	<p>- throw large ball and catch the rebound with 2 hands. Athletics: - show good posture and balance.</p>	<p>- hold mini-front support balance position. Games: - hit a ball with a bat, upwards, downward, with some control.</p>
4	<p>- hop on either foot. Games: - understand that they must 'get in line with a ball to receive it'.</p>	<p>- balance with 2 hands/ 1 foot down. Dance: - observe each other dancing and describe what they see.</p>	<p>Gym: - find and use space safely, with awareness of others.</p>	<p>With a partner, - sit holding 1 hand with toes touching, lean in together then apart. Dance: - choose and link appropriate movements, recognise different rhythms, dynamics and relationships.</p>	<p>- react and catch large ball dropped from shoulder height after 2 bounces. Athletics: - jog and sprint in a straight line.</p>	<p>- reach round and point to ceiling with either hand in mini-front balance support. Games: - send a ball along the ground and through the</p>

						air for a partner to catch or receive.
5	<p>- skip.</p> <p>Games: - send a ball in various ways to play individual, or with a partner, target games.</p>	<p>- balance with 1 hand/ 1 foot down and then balance with no hands or feet down.</p> <p>Dance: - know how their bodies feel after dance activities.</p>	<p>Gym: - identify and copy basic actions of gymnasts, using words such as rolling, travelling, balancing, climbing.</p>	<p>With a partner, - sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p> <p>Dance: - observe and describe dance phrases and expressive qualities using appropriate language.</p>	<p>- react and catch large ball dropped from shoulder height after 1 bounce.</p> <p>Athletics: - begin to perform learnt skills with some control. They will engage in competitive activities.</p>	<p>Games: - use steering, hitting along the ground and hitting through the air to play individual and cooperative target games.</p>
6			<p>Gym: - make their body tense, relaxed, stretched and curled.</p>			

The Physical Education Curriculum for Year 2

Autumn Term		Spring Term		Summer Term		
Cycle A Looking After Ourselves Cycle B Commotion in the Ocean		Cycle A Extinct and Endangered Cycle B Wagons Roll		Cycle A Homes and Habitats Cycle B Open Your Eyes		
Unit	Real PE Unit 1 Personal Skills Games	Real PE Unit 2 Social Skills Dance	Real PE Unit 3 Cognitive Skills Gymnastics	Real PE Unit 4 Creative Skills Dance	Real PE Unit 5 Applying Physical Skills Athletics	Real PE Unit 6 Health and Fitness Games
	<p>By the end of this unit: - try several times if at first they don't succeed and ask for help when appropriate.</p> <p><u>Coordination: Footwork</u> - Combine side-steps with 180° front and reverse pivots off either foot. Skip with knee and opposite elbow at 90° angle.</p> <p><u>Static Balance: 1 leg</u> - Complete 5 mini-squats.</p> <p>Games: - throw, catch and bounce when in a stationary position or moving about the playing area. - understand and use 'Personal Best + 1' activities to put skills under pressure and improve performance.</p>	<p>By the end of this unit: - help, praise and encourage others in their learning.</p> <p><u>Static Balance: Seated</u> - Pick up a cone from one side, swap hands and place it on the other side.</p> <p><u>Dynamic Balance: Jumping and Landing</u> - stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</p> <p>Dance: - change and vary actions and demonstrate contrasting speeds and weights. - recognise different dance forms and compositional skills and be able to describe them and comment on quality.</p>	<p>By the end of this unit: - begin to order instructions, movements and skills. With help, they will recognise similarities and differences in performance and will explain why someone is working or performing well.</p> <p><u>Static Balance: Stance</u> - Stand on low beam with good stance for 10 seconds.</p> <p><u>Dynamic Balance: On a line</u> - Walk fluidly, lifting knees to 90°. Walk fluidly, lifting heels to bottom.</p> <p>Gymnastics: - plan and repeat simple sequences of actions with control, coordination and variety.</p>	<p>By the end of this unit: - begin to compare their movements and skills with those of others. They will select and link movements together to fit a theme.</p> <p><u>Coordination: Ball Skills</u> - Stand and roll a ball up and down legs and round upper body using 1 hand.</p> <p><u>Counter Balance: In Pairs</u> - Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.</p> <p>Dance: - demonstrate different rhythms and rhythmic patterns – remembering and repeating them in different formations. They will observe each other dancing and identify and describe different actions, relationships, formations and quality of performance.</p>	<p>By the end of this unit: - perform a range of skills with some control and consistency. They will perform a sequence of movements with some changes in level, direction or speed.</p> <p><u>Coordination: Sending and Receiving</u> - Throw tennis ball, catch rebound with either hand without a bounce. Strike large, soft ball along ground with hand 5 times in a rally</p> <p><u>Agility: Reaction and Response</u> - From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce.</p> <p>Athletics: - show good posture and balance when running.</p> <p>- compete against self and others.</p>	<p>By the end of this unit: - say how their body feels before, during and after exercise. They will use equipment appropriately and move and land safely.</p> <p><u>Agility: Ball Chasing</u> - Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</p> <p><u>Static Balance: Floorwork</u> - Place cone on tummy and take it off with other hand in mini back support.</p> <p>Games: - play co-operative and competitive striking, net, aiming and invasion type games with a partner. They will show consistency and accuracy in bouncing, kicking, throwing, catching and striking skills.</p>

Suggested support for children with additional needs	Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) P – People (How can we change the groupings/interaction/way the pupils play together?)		Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) P – People (How can we change the groupings/interaction/way the pupils play together?)		Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) P – People (How can we change the groupings/interaction/way the pupils play together?)	
	Vocab	Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring Side step Front Reverse Pivot Half Turn Quarter Turn	Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm Change Heavy Light Soft Hard Spikey Smooth Walking Jumping Running Hopping Galloping Skipping Slowly Quickly Balance Sequence Balance Land Jump	In front Speed Slow fast Wide Shape Narrow Long Land Over Jump Off High Low Stretch Point Balance Twisted Curled Level Medium Backwards Sideways Forwards Zig zag Angular Under Through Behind Tension Copy Smooth Sequence Height Perform Balance Stance Fluid Fluidity Half Turn Quarter Turn Control Variety	Travel Stillness Direction Space Beginning Middle End Feelings Body parts Levels Directions Pathways Speed Rhythm Change Heavy Light Soft Hard Spikey Smooth Walking Jumping Running Hopping Galloping Skipping Slowly Quickly Balance Sequence Long Base Lean Rhythmic Formations Perform	Throw High Low Skip Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Balance Strike Level Speed Direction
Step						
1	- combine side-steps with 180° front pivots off either foot. Games: - throw, catch and bounce with two hands, or one hand, or different parts of the body using a variety of apparatus.	- pick up a cone from one side, swap hands and place it on the other side. Dance: - know and perform basic dance actions with some idea of mood and feeling.	- stand on low beam with good stance for 10 seconds. Gym: - plan and repeat simple sequences of actions with control, co-ordination and variety.	- sit and roll a ball up and down legs and round upper body using 1 hand. Dance: - demonstrate the ability to hold clear body shapes both in movement and stillness.	- throw tennis ball, catch rebound with same hand after 1 bounce Athletics: - vary their pace and speed when running.	- start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction. Games: - show consistency and accuracy in bouncing, kicking, throwing, catching and striking skills.
2	- combine side-steps with 180° reverse pivots off either foot. Games: - understand and use 'Personal Best + 1' activities to put skills under pressure and improve performance.	- return the cone to the opposite side. Dance: - remember and repeat movement phrases and patterns with some level of control and co-ordination.	- walk fluidly, lifting knees to 90. Gym: - show contrasts in shape.	- stand and roll a ball up and down legs and round upper body using 1 hand. Dance: - improvise to an idea.	- throw tennis ball, catch rebound with same hand without a bounce. Athletics: - run with a basic technique over different distances.	- start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. Games: - understand and demonstrate striking, passing and receiving with a

						partner using a range of equipment.
3	<p>- skip with knee and opposite elbow at 90° angle.</p> <p>Games: - throw, catch and bounce when in a stationary position or moving about the playing area.</p>	<p>- jump from 2 feet to 2 feet with quarter turn in both directions.</p> <p>Dance: - change and vary actions and demonstrate contrasting speeds and weights.</p>	<p>- walk fluidly, lifting heels to bottom.</p> <p>Gym: - recognise and describe how they feel after exercise</p>	<p>In pairs: - hold on and, with a long base, lean back, hold balance and then move back together.</p> <p>Dance: - perform a whole dance with a simple narrative structure.</p>	<p>- throw tennis ball, catch rebound with other hand after 1 bounce.</p> <p>Athletics: - show good posture and balance.</p>	<p>- place cone on back and take it off with other hand in mini front support.</p> <p>Games: - play co-operative and competitive striking, net, aiming and invasion type games with a partner.</p>
4	<p>- hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p>Games: - understand and use a range of strategies for making games harder (space, directions, type of throw, etc)</p>	<p>- stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).</p> <p>Dance: - show an understanding of dance communicating ideas and unfolding stories.</p>	<p>Gym: - describe what others have done.</p>	<p>In pairs: - hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.</p> <p>Dance: - demonstrate different rhythms and rhythmic patterns – remembering and repeating them in different formations.</p>	<p>- throw tennis ball, catch rebound with other hand without a bounce.</p> <p>Athletics: - jog/sprint in a straight line.</p>	<p>- hold mini-back support position.</p> <p>Games: - invent rules and explain how they improve the game.</p>
5	<p>- stand still for 30 seconds.</p>	<p>Dance: - work in pairs using 'follow my leader' unison and canon.</p>	<p>Gym: - say why they think gymnastic actions are being performed well.</p>	<p>Dance: - observe each other dancing and identify and describe different actions, relationships, formations and quality of performance.</p>	<p>- strike large, soft ball along ground with hand 5 times in a rally</p> <p>Athletics: - maintain control as they change direction when jogging or sprinting.</p>	<p>- place a cone on tummy and take it off with other hand in mini back support.</p> <p>Games: - understand and use simple tactics to work as a team. E.g. you need a defender between the goal and the scorer.</p>
6	<p>- complete 5 mini-squats.</p>	<p>Dance: - recognise different dance forms and compositional skills and be able to describe them and comment on quality.</p>		<p>Dance: - understand and talk about contrasting dynamic elements.</p>	<p>From 1, 2 and 3 metres: - react and catch tennis ball dropped from shoulder height after 1 bounce.</p> <p>Athletics: - compete against self and others.</p>	

The Physical Education Curriculum for Year 3

Autumn Term		Spring Term		Summer Term		
Stone Age to Iron Age		Ancient Greece		Egyptians		
Unit	Real PE Unit 1 Personal Skills Gymnastics Invasion Games	Real PE Unit 2 Social Skills Dance Net/Wall Games	Real PE Unit 3 Cognitive Skills Invasion Games	Real PE Unit 4 Creative Skills Dance Gymnastics	Real PE Unit 5 Applying Physical Skills Striking and Fielding Games Swimming	Real PE Unit 6 Health and Fitness Athletics OAA
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - know where they are with their learning and will have begun to challenge their selves. <p><u>Coordination: Footwork</u> - Move in a 3-step zigzag pattern forwards and backwards.</p> <p><u>Static Balance: on both legs</u> - Complete 5 squats and complete 5 ankle extensions.</p> <p>Gymnastics: - - choose and plan sequences of contrasting actions and adapt them to suit different types of apparatus.</p> <p>Games: - pass and receive on the move and signal for the ball to retain possession and show progression down the pitch.</p>	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - show patience and support others, listening well to them about our work. - be happy to show and tell them about their ideas. <p><u>Dynamic Balance: Jumping and Landing</u> - Complete a tucked jump with 180° turn in either direction</p> <p><u>Static Balance: Seated</u> - Sit in a dish shape and hold it for 5 seconds.</p> <p>Dance: - - display clarity of body shape extension, balance and footwork – dancing with greater control.</p> <p>Games: - play confidently and competitively in small, sided games (2v2, 3v3) and apply net/wall principles to other activities. E.g., volleyball.</p>	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - understand the simple tactics of attacking and defending. - explain what they are doing well and will begin to identify areas for improvement. <p><u>Dynamic Balance: On a line</u> - Walk fluidly, lifting heels to bottom and using heel to toe landing.</p> <p><u>Coordination: Ball Skills</u> - In 20 seconds or less: Stand with legs apart and move a ball around 1 leg 16 times (right and left leg), then round waist 17 times</p> <p><u>Coordination: Sending and Receiving</u> - Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p> <p>Games: - work co-operatively and creatively in a group of specified numbers to achieve a given objective using a limited choice of equipment. They will plan and adjust rules and strategies to make the game fairer, safer and more challenging.</p>	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - make up their own rules and versions of activities. They will respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression. <p><u>Counterbalance: In Pairs</u> - Hold on and, with a short base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.</p> <p>Dance: - create motifs which they can remember and repeat. They will - use dynamic and expressive qualities clearly and with control.</p> <p>Gymnastics: - select and link three different actions showing three different shapes on apparatus showing control and strength.</p>	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - perform and repeat longer sequences with clear shapes and controlled movement. They will select and apply a range of skills with good control and consistency. <p><u>Agility: Reaction and Response</u> - From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.</p> <p><u>Static Balance: Floorwork</u> - Hold full front support position and lift 1 arm and point to the ceiling with either hand in front support.</p> <p>Swimming: - know how to use a range of strokes effectively. E.g., move forwards, backwards and sideways for a distance of 5m</p> <p>Athletics: - focus on their arm and leg action to improve their sprinting technique.</p>	<p>By the end of this unit:</p> <ul style="list-style-type: none"> - describe why and how their body feels during and after exercise. They will explain why we need to warm up and cool down. <p><u>Agility: Ball Chasing</u> - Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with tennis ball.</p> <p><u>Static Balance: Stance</u> - Catch ball at chest height and throw it back.</p> <p>OAA: - orientate themselves around a short trail, identifying symbols on a key, and identify and use effective communication to begin to work as a team.</p> <p>Games: - understand and identify good striking and fielding techniques. They will understand and demonstrate the roles of a bowler, striker, fielder, backstop/wicket keeper.</p>

Vocab	Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Pathway Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Contrast Adapt Under Keep possession Attack Defend Making space Pass Send Receive Dribble Travel with a ball Back up Make use of space Rules Tactics	Keep possession Attack Defend Making space Pass Send Receive Serve Hit Dribble Travel with a ball Back up Make use of space Rules Tactics Perform Dynamic Balance 180 degrees Dish Hold Stable Clarity Extension Control Confidence	Keep possession Attack Defend Making space Pass Send Receive Dribble Travel with a ball Back up Make use of space Rules Tactics Fluidity Return Rally	Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Pathway Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under Pathways Sequence Motif Dynamic Expressive Quality Clear Control Strength Hold Speed Point	Keep possession Attack Defend Making space Pass/send/receive Dribble Travel with a ball Back up Make use of space Rules Tactics Batting Fielding Bowler Link Consistency Reaction Response Catch Bounce Point Swimming Strokes Reach Sprint Sculling Treading Water Alternate Survival	Sling Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay Orientate Trail Symbols Communicate Team Route Navigate Grid Rules Plan
Suggested support for children with additional needs	Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)		Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used? Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)		Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used? Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)	
Step						
1	Gym: - hopscotch forwards and backwards, alternating hopping leg each time. Games: - accurately pass and receive a range of balls indifferent ways e.g. chest pass, bounce pass, shoulder pass.	Dance: - jump from 2 feet to 2 feet with 180° turn in either direction responding imaginatively to a simple stimulus. Games: - strike a ball with reasonable control and accuracy at a target or over a net.	- march, lifting knees and elbows up to a 90° angle. Games: - work co-operatively and creatively in a group of specified numbers to achieve a given objective using a limited choice of equipment.	Dance: - create motifs which they can remember and repeat. Gym: In Pairs – hold on and, with a short base, lean back, hold balance and then move back together.	Athletics: From 1m, 2m and 3m: - react and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. Swimming: - know and understand how to be confident in water. E.g., regain an upright position from floating on the front (aids may be used) - push and glide in a horizontal position to or from the pool wall.	OAA: - orientate themselves with increasing confidence and accuracy around a short trail. Games: - chase a large, rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
2	Gym: - move in a 3-step zigzag pattern forwards, then backwards.	Dance: - use simple movement patterns to structure dance phrases on	- walk fluidly with heel to toe landing.	Dance: - share and create dance phrases with a partner and a small group.	Athletics: - hold full front support position and lift 1 arm and point to the ceiling	OAA: - identify and use effective communication to begin to work as a team.

	<p>Games: - demonstrate control when dribbling, passing and receiving with feet.</p>	<p>their own and with a partner including a tucked jump with 180° turn in either direction. Games: - select and use appropriate basic shots in different situations.</p>	<p>Games: - plan and adjust rules and strategies to make the game fairer, safer and more challenging.</p>	<p>Gym: In Pairs – - hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.</p>	<p>with either hand in front support. Swimming: - know how to use a range of strokes effectively. E.g., move forwards, backwards and sideways for a distance of 5m</p>	<p>They will identify symbols used on a key. Games: - chase a large bouncing ball, then with a tennis ball, let it roll through legs and then collect it in balanced position facing the opposite direction.</p>
3	<p>Gym: - complete 5 squats and 5 ankle extensions. Games: - signal for the ball and receive in sequential order (1-2-3-4-1 etc).</p>	<p>Dance: - display clarity of body shape extension, balance (e.g., sit in a dish shape and hold it for 5 seconds) and footwork – dancing with greater control. Games: - understand simple principles and tactics and use them effectively in a game activity.</p>	<p>- walk fluidly, lifting knees and using heel to toe landing, then, lifting heels to bottom – heel to toe landing. Games: - describe the format and intention of the game and explain why particular rules have been made.</p>	<p>Dance: - understand and use acceleration and deceleration. Gym: - perform above challenges with eyes closed.</p>	<p>Athletics: - transfer cone on and off back in front support. Swimming: - know and understand about water safety. E.g., enter and exit the water safely (using steps or swivel entry) - demonstrate an understanding of pool rules</p>	<p>OAA: - begin to choose equipment that is appropriate for an activity. Games: - strike a ball with confidence and control and direct it accurately into a simple target area.</p>
4	<p>Gym: - choose and plan sequences of contrasting actions and adapt them to suit different types of apparatus. Games: - pass and receive on the move and signal for the ball to retain possession and show progression down the pitch.</p>	<p>Dance: - perform in different group formations and use different equipment e.g., pick up a cone from one side and place it on the other side with same hand and then return it using the opposite hand. Games: - play confidently and competitively in small, sided games (2v2, 3v3) and apply net/wall principles to other activities. E.g., volleyball.</p>	<p>In 20 seconds or less: - stand with legs apart and move a ball around 1 leg/waist 16 times (right and left leg). Games: - watch other games and recognise where they could be improved.</p>	<p>Dance: - use dynamic and expressive qualities clearly and with control. Gym: - explore different actions using a 'star' shape on apparatus.</p>	<p>Athletics: - focus on their arm and leg action to improve their sprinting technique.</p>	<p>OAA: - begin to offer an evaluation of personal performances and activities. Games: - receive ball from one direction and throw or strike it away in another direction.</p>
5	<p>Gym: - explain how strength and suppleness affect performance. Games: - explain why their team succeeded in these activities.</p>	<p>Dance: - observe other children and describe and interpret what they see using appropriate language. Games: - know the rules and keep games going without dispute.</p>	<p>- strike a ball with alternate hands, then feet in a rally. Games: - know how to use space in games.</p>	<p>Dance: - recognise and talk about the movements used and the expressive qualities of the dance. Gym: - select and link three different actions showing three different shapes on apparatus showing control and strength.</p>	<p>Athletics: - understand the importance of adjusting running pace to suit the distance being run.</p>	<p>OAA: - watch, describe and evaluate the effectiveness of a performance. Games: - understand and identify good striking and fielding techniques. They will also raise alternate feet 5 times then raise alternate knees 5 times.</p>
6	<p>Gym: - compare gymnastic sequences, commenting on similarities and differences. Games: - play with confidence in various small</p>		<p>- kick a ball with alternate feet Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p>	<p>Gym: - handle apparatus safely and work safely, sharing apparatus with others.</p>	<p>Athletics: - identify and demonstrate how different techniques can affect their performance.</p>	<p>OAA: - describe how their performance has improved over time. Games: Catch ball at chest height and throw it back. They will understand and</p>

	game formations. (e.g., 2v1, 3v1, 3v2, 2v2, 3v3, etc)					demonstrate the roles of a bowler, striker, fielder, backstop/wicket keeper.
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The Physical Education Curriculum for Year 4

Autumn Term		Spring Term		Summer Term		
Romans		Local History Study—Grantham		Anglo-Saxons		
Unit	Real PE Unit 1 Personal Skills Invasion Games	Real PE Unit 2 Social Skills Net/Wall Games Dance	Real PE Unit 3 Cognitive Skills Gymnastics Invasion Games	Real PE Unit 4 Creative Skills Gymnastics Swimming	Real PE Unit 5 Applying Physical Skills Striking and Fielding Games Athletics	Real PE Unit 6 Health and Fitness OAA
	<p>By the end of this unit: Know where they are with their learning and have begun to challenge themselves.</p> <p><u>Coordination: Footwork</u> - Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.</p> <p><u>Static Balance: On both legs</u> - Complete 10 squats into ankle extensions and complete 5 squats with eyes closed.</p> <p>Games: use a range of techniques to pass and travel with the ball. Use a range of tactics to keep possession of the ball and get into position to shoot or score.</p>	<p>By the end of this unit: Show patience and support others, listening well to them about our work. Be happy to show and tell them about their ideas.</p> <p><u>Dynamic Balance: Jumping and Landing</u> - Hop sideways, raising knee and freezing on landing. Jump 1 foot to other sideways, raising knee and freeze on landing.</p> <p><u>Static Balance: Seated</u> - Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). Hold a V-shape with straight arms and legs for 10 seconds.</p> <p>Dance: work with a partner to structure a dance using unison and mirroring and perform with expression and clarity of shape.</p> <p>Games: throw or strike a ball over a range of high, low and ground level barriers to show variations in levels, speeds and directions.</p>	<p>By the end of this unit: Understand the simple tactics of attacking and defending. Explain what they are doing well and will have begun to identify areas for improvement.</p> <p><u>Dynamic Balance: On a line</u> - Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).</p> <p><u>Coordination: Ball Skills</u> - In 20 seconds or less: Move ball around waist into figure of 8 around both legs 10 times. Move ball around waist and then around alternate legs 12 times.</p> <p><u>Coordination: Sending and Receiving</u> - Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</p> <p>Games: in 20 secs; move ball around waist and then around alternate legs 12 times, then with no bounce. Play within the rules in a game situation.</p> <p>Gymnastics: plan, perform and repeat longer sequences that include changes in speed and level, clear shapes and quality of movement</p>	<p>By the end of this unit: Make up their own rules and versions of activities. Respond differently to a variety of tasks or music and will recognise similarities and differences in movements and expression.</p> <p><u>Counter Balance: In Pairs</u> 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together.</p> <p>Gymnastics: select and link different examples of moving 'through'/'under' a partner using apparatus.</p> <p>Swimming: know how to use a range of strokes effectively. E.g., travel 10m on the front and 10m on back</p>	<p>By the end of this unit: Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency</p> <p><u>Agility: Reaction and Response</u> - From 1, 2 and 3 metres: React and step across body, bring hand across body and catch tennis ball after 1 bounce.</p> <p><u>Static Balance: Floorwork</u> - Transfer tennis ball on and off tummy in back support</p> <p>Games: combine skills to play small-sided striking/fielding games to show an understanding of simple attacking and defending strategies.</p> <p>Athletics: confidently demonstrate an improved technique for sprinting. They will modify their use of skills or techniques to achieve a better result.</p>	<p>By the end of this unit: Describe why and how their body feels during and after exercise. Explain why they need to warm up and cool down</p> <p><u>Agility: Ball Chasing</u> - Roll and chase large ball (then tennis ball), stopping it with knee sideways onto ball (long barrier position) facing opposite direction. Roll and chase large ball, stopping it with head in front support position facing opposite direction.</p> <p><u>Static Balance: Stance</u> - Catch small ball thrown close to and away from body.</p> <p>OAA: have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p>

Vocab	Target Net Defending Hitting Stance Offside Pitch Challenge Lead Leg Change Direction Squat Ankle Extension Pass Tactics Possession Shoot Score Lift Balance Coordination Static	Patience Support Dynamic Balance Land Freeze Static Distance Structure Unison Mirroring Perform Expression Clarity Motif Throw Strike Level Barriers Variations Speed Direction	90 degrees 180 degrees Leaving Approaching Balance Forwards Backwards Combine Rotation Against Towards Intercept Possession Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Away Plan Perform Quality of Movement Mirroring Adapt Routine Criteria	Keep possession Attack Link Consistency Reaction Response Catch Bounce Point Swimming Strokes Reach Sculling Treading Water Alternate Survival Sprint 90 degrees 180 degrees Leaving Approaching Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Away Effective Similarities Differences	Wicket Tee Base Boundary Innings Court Target Net Defending Hitting Stance Forehand Backhand Volley Overhead Singles Doubles Rally Attack Defend Sling Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay Sprint Changeover Smooth	Orientate Trail Symbols Key Features Communicate Team route Navigate Long Barrier Position Opposite Direction Static Balance Role Stance Close Away Chase Front Support
Suggested support for children with additional needs	<p>Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)</p>					
Step						
1	Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. Games: play confidently in small sided invasion games using various formations (e.g. 3v1, 3v2, 3v3, 4v4).	Dance: jump 2 feet to 2 feet forwards, backwards and side-to-side and hop forward and backwards, then sideways, freezing on landing.	Gym: perform actions, balances, body shapes and agilities with control. E.g. walking with fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing.	Gym: In pairs: stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together using apparatus. Swimming: know and understand how to be confident in water. E.g.,	Games: From 1m, 2m and 3m: react and step across body, bring hand across body and catch tennis ball after 1 bounce. Athletics: confidently demonstrate an improved technique for sprinting.	Roll and chase large ball (then tennis ball), stopping it with knee sideways onto ball (long barrier position) facing opposite direction. OAA: create a short trail for others with a physical challenge.

		Games: use a bat to strike a ball with a degree of accuracy and control.	Games: play confidently in small sided invasion games using various formations (e.g. 3v1, 3v2, 3v3, 4v4).	perform a tuck float for 5secs - perform a sequence of changing shapes (min 3) whilst floating at the surface.		
2	Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. Games: use a range of techniques to pass and travel with the ball.	Dance: perform with expression and clarify of shape understanding that ideas initiated by a story can be translated into movement. Games: throw or strike a ball over a range of high, low and ground level barriers to show variations in levels, speeds and directions.	Gym: plan, perform and repeat longer sequences that include changes in speed and level, clear shapes and quality of movement. E.g. lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). Games: Use a range of techniques to pass and travel with the ball.	Gym: In pairs: stand on 1 leg while holding on to partner's opposite foot forming 'bridges' using apparatus. Swimming: know how to use a range of strokes effectively. E.g., travel 10m on the front and 10m on back	Games: know and use different ways of sending into and fielding from different directions. Transfer tennis ball on and off back in a front support. Athletics: carry out an effective sprint finish.	Roll and chase large ball, stopping it with head in front support position facing opposite direction. OAA: start to recognise features of an orienteering course.
3	Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction. Games: use a range of tactics to keep possession of the ball and get into position to shoot or score.	Dance: demonstrate simple motifs and movement patterns e.g. jump 1 foot to other sideways, raising knee and freeze on landing. Games: aim a ball over a barrier to land in spaces on the other side.	Gym: adapt their own movements to include a partner in a sequence E.g. lunge walk forwards, bringing opposite elbow up to a 90° angle mirroring partner. Games: use a range of tactics to keep possession of the ball and get into position to shoot or score.	Gym: combine different 'bridges' and ways of moving 'through/' 'under' using apparatus. Swimming: know and understand about water safety. E.g., answer questions on the water safety code - exit the water safely without the use of steps.	Games: strike a ball along the ground or through the air in different directions with control. Transfer cone on and off tummy in back support. Athletics: perform a relay, focusing on the baton changeover technique.	Raise alternate knees to opposite elbow 5 times. OAA: communicate clearly with other people in a team, and with other teams.
4	Stand still on uneven surface for 30 seconds with eyes closed. Games: understand how to dodge, mark, signal for the ball and intercept.	Dance: demonstrate movement patterns using apparatus e.g. reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). Games: understand, plan and combine skills to play 1v1 net game co-operatively with a partner and then try to make it difficult to return the shots.	Gym: understand that strength and suppleness can be improved. Games: in 20 seconds or less: stand with legs apart and move ball in figure of 8 around both legs 12 times. Understand how to dodge, mark, signal for the ball and intercept.	Gym: select and link different examples of moving 'through/' 'under' a partner using apparatus.	Games: understand how to direct or place a ball into spaces in order to 'score' and how best to intercept and field the ball to return it. Transfer tennis ball on and off tummy in back support. Athletics: speed up and slow down smoothly.	Catch large ball thrown at knee height and above head. OAA: have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.
5	Complete 10 squats into ankle extensions. Games: play within the rules.	Dance: work with a partner to structure a dance using unison, mirroring and the following move: hold a V-shape with straight arms and legs for 10 seconds. Games: understand and play a game over a low or high	Gym: lead a partner through short warm up routines. Games: in 20 secs; move ball around waist and then around alternate legs 12 times, then with no bounce. Play within the rules in a game situation.	Gym: assess their own and others' work and suggest improvements.	Games: combine skills to play small-sided striking/fielding games to show an understanding of simple attacking and defending strategies. Athletics: watch, describe and evaluate the	Catch large ball thrown away from body. OAA: associate the meaning of a key in the context of the environment.

		barrier throwing into spaces to score (1v1 or 3v3).			effectiveness of performances, giving ideas for improvements.	
6	Complete 5 squats with eyes closed. Games: recognise aspects that need improving.	Dance: understand how dance communicate character moods, ideas and feeling.	Gym: recognise criteria that lead to improvement and suggest improvements to their own performance. Games: throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). They will recognise aspects that need improving.	Gym: know the four elements of fitness; endurance, strength, balance, and flexibility.	Athletics: modify their use of skills or techniques to achieve a better result.	Catch small ball thrown close to and away from body. OAA: complete an orienteering course more than once and begin to identify ways of improving completion time.

The Physical Education Curriculum for Year 5

Autumn Term		Spring Term		Summer Term		
Space		Vikings		Leisure and Entertainment		
Unit	Real PE Unit 1 Personal Skills OAA Gymnastics	Real PE Unit 2 Social Skills Swimming Dance	Real PE Unit 3 Cognitive Skills Invasion Games Gymnastics	Real PE Unit 4 Creative Skills Dance Net/Wall Games	Real PE Unit 5 Applying Physical Skills Athletics	Real PE Unit 6 Health and Fitness Striking and Fielding Games Invasion Games
	<p>By the end of this unit: Understand ways (criteria) to judge performance and will identify specific parts to continue to work upon. Use their awareness of space and others to make good decisions.</p> <p><u>Coordination: Ball Skills -</u> In 20 seconds or less: 1. Stand with legs apart and complete 20 front to back catches with a bounce in between. 2. Perform above 30 times without ball bouncing in between. 3. Complete above tasks with head up throughout. 4. Complete 11 overhead throw and catches</p> <p><u>Agility: Reaction and Response -</u> From 1, 2 and 3 metres: 1. React to call from partner when they drop a ball, turn and catch it after 1 bounce. 2. Perform above challenge but react to sound of the bounce rather than call.</p> <p>OAA: choose the best equipment for an outdoor activity and identify the quickest route to accurately navigate an orienteering course.</p> <p>Gymnastics: identify and show a wider range of skills</p>	<p>By the end of this unit: Link actions and develop sequences of movements that express their own ideas. Change tactics, rules or tasks to make activities more fun or challenging.</p> <p><u>Static Balance: Seated -</u> Reach and pick up cones from in front, to the side and from behind with eyes closed.</p> <p><u>Static Balance: Floorwork -</u> Rotate fluently from front support to back support, and then continue rotating with fluency.</p> <p>Swimming: know how to use a range of strokes effectively. E.g., kick 10m Backstroke, Front Crawl, Butterfly and Breaststroke (one item of equipment may be used).</p> <p>Dance: respond to range of stimuli and accompaniment. Show increased control, coordination, fluency and accuracy and select motifs to demonstrate dance ideas.</p>	<p>By the end of this unit: Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and will guide a small group through a task.</p> <p><u>Dynamic Balance: On a line -</u> Perform 'grapevines' (step-over, sidestep, step-behind, repeat).</p> <p><u>Counter Balance: In Pairs -</u> Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms.</p> <p>Gymnastics: explore, select and link permutations of contrasting actions and matching dynamics with a partner on the floor and on apparatus.</p> <p>Games: find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction; work as a team in various small-sided kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the games.</p>	<p>By the end of this unit: Perform a variety of movements and skills with good body tension. They will link actions together so that they flow in running, jumping and throwing activities.</p> <p><u>Static Balance: On both legs -</u> Complete 5 ankle extensions with eyes closed on even then uneven surface. Complete 10 squats into ankle extensions with eyes closed on even and uneven surfaces.</p> <p><u>Dynamic Balance: Jumping and Landing -</u> Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions). Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides).</p> <p>Dance: perform the sections of the dance showing clear changes in mood and feeling.</p> <p>Games: recognise where there are spaces on an opponent's court and try to hit into them.</p>	<p>By the end of this unit: Describe the basic fitness components and explain how often and how long they should exercise to be healthy. They will record and monitor how hard they are working.</p> <p><u>Static Balance: Stance -</u> Strike a small ball back to a partner with a racket, then from across body.</p> <p><u>Coordination: Footwork -</u> In 20 seconds or less: Stand with legs apart and complete 30 front to back catches with a bounce in between working towards no bounces.</p> <p>Athletics: select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p>	<p>By the end of this unit: Cope well and react positively when things become difficult. They will persevere with a task and will improve their performance through regular practice.</p> <p><u>Agility: Ball Chasing -</u> Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce.</p> <p>2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce.</p> <p><u>Coordination: Sending and Receiving -</u> 1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes.</p> <p>Striking/Fielding Games: understand when and how to move when fielding a ball. E.g. move across the path of the ball to intercept it or move towards a ball travelling slowly and directly toward the fielder.</p> <p>Invasion Games: demonstrate a range of skills, using one hand or two hands, for passing and receiving; carry, bounce and dribble the ball in a</p>

	both on floor and apparatus demonstrating more consistent control, quality and fluency when creating longer more complex sequences.					controlled manner whilst moving.
Vocab	Dynamics Combination Criteria Contrasting Control Mirroring Matching Accurately Refine Evaluate Display Asymmetry Performance Create Agility React Reaction Response Symmetry Refinements Assessment Suppleness Strength Cool down Warm up Muscles Joints Explore Rotation Spin Turn Shape Landing Take-off Flight Orientate Trail Symbols Key Features Communicate Transition	Accompaniment Motifs Fluency Coordination Accuracy Control Strength Core Stability Still Speed Level Space Time Controlled Swimming Strokes Reach Sprint Kick Pull Futer Kick Surface Propel Inhale Exhale Streamline Endurance Somersault Canon Action Reaction Motif Phrase Interpret Exploration Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Evaluate Improve Transition	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Display Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Cool down Warm up Muscles Joints Explore Rotation Spin Turn Shape Landing Take-off Flight Transition Space Tactics Direction Transfer Attack Defend Referee Dribble Tactics Foul Possession Conceding Traveling Opponent Rebound	Accompaniment Motifs Fluency Coordination Accuracy Control Strength Core Stability Still Speed Level Space Time Controlled Canon Action Reaction Phrase Interpret Exploration Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Precision Compose Compare Develop Transition Backhand Forehand Rally Ready Position Opponent Control Cooperatively Return Defensive Attacking Outwit Serve Continuously	Height Target Pacing Rhythm Obstacles Leading leg Hurdles Throwing Speed Accuracy Take off Stamina Time Protectory Release Performance Accuracy Take off Distance Target Time Position Measure Control Height Run up Hurdles Baton Upsweep Downsweep technique Compete Continuous Pace Flight Determination Personal Best Stride Momentum Rhythm	Keeping possession Passing Dribbling Shooting Shield ball Width Depth Support Marking Covering Repossession Attackers Defenders Defence Compete Marking Team play Precision Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally Evaluate Improve
Suggested support for children with additional needs	Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)	Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)	Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)	Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)		
Step						
1	Gym: adapt their performance to the demands of a task. E.g.	Reach and pick up cones from in front, to the side and	Gym: with a partner, perform contrasting actions but showing the same	Complete 5 ankle extensions with eyes closed.	Throw and catch 2 small balls alternately, using both	Stand facing partner, who feeds ball over head, then

	<p>Include; In 20 seconds or less: stand with legs apart and complete 20 front to back catches with a bounce in between, then with no bounce and head up.</p> <p>OAA: orientate themselves with increasing confidence around an orienteering course.</p>	<p>from behind and then with eyes closed.</p> <p>Swimming: know and understand how to be confident in water. E.g., perform 3 different jumps into deep water (one must be a straddle jump). Perform a horizontal stationary scull on the back - perform a head first, then feet first, sculling action for 5m.</p> <p>Dance: demonstrate the ability to translate abstract images into movement, responding to a range of stimuli and accompaniment.</p>	<p>dynamic on the floor and using apparatus. E.g. Sidestep in both directions, then stand sideways and complete continuous 180° front and reverse pivots.</p> <p>Games: choose and use skills which meet needs of the kicking and implement invasion games, e.g. passing by kicking and striking, receiving, dribbling and shooting.</p>	<p>Games: play shots on both sides of the body and from above the head with reasonable control.</p> <p>Dance: demonstrate the ability to translate ideas into movement phrases.</p>	<p>hands, both close to and away from body.</p> <p>Athletics: accelerate from a variety of starting positions and select their preferred position.</p>	<p>turn and catch it after 1 bounce.</p> <p>Striking/Fielding Games: use a rounders bat or a cricket shaped bat with confidence.</p> <p>Invasion Games: choose and use skills which meet the specific needs of the ball-handling invasion games e.g. passing by throwing, bouncing, receiving, carrying, dribbling and shooting.</p>
2	<p>Gym: create, practise and refine longer, more complex sequences for performance, including changes in level, direction and speed. Children could include; In 20 secs or less: complete 11 overhead throw and catches.</p> <p>OAA: design an orienteering course that can be followed and offers some challenge to others.</p>	<p>Reach and pick up cones from in front, to the side and from behind while a partner applies a force.</p> <p>Swimming: know how to use a range of strokes effectively. E.g., kick 10m Backstroke, Front Crawl, Butterfly and Breaststroke (one item of equipment may be used).</p> <p>Dance: perform with an awareness of both partner and group dances.</p>	<p>Gym: combine permutations of contrasting actions and matching dynamics with a partner on the floor and on apparatus. E.g. Move sideways, stepping across body (lateral step-over) and perform 'grapevines' (step-over, sidestep, step-behind, repeat).</p> <p>Games: understand and show how a team can retain possession and find ways of progressing towards an opponent's goal; know how to mark an opponent effectively and defend a goal.</p>	<p>Complete 10 squats into ankle extensions with eyes closed.</p> <p>Games: understand how to position body to receive a ball coming from different heights and angles.</p> <p>Dance: perform the sections of the dance showing clear changes in mood and feeling.</p>	<p>Strike small ball back to a partner with a racket.</p> <p>Athletics: identify their reaction times when performing a sprint start.</p>	<p>Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce.</p> <p>Striking/Fielding Games: strike and throw the ball with reasonable accuracy and consistency.</p> <p>Invasion Games: understand and show how a team can retain possession and find ways of progressing towards an opponent's goal; know how to mark an opponent effectively and defend a goal.</p>
3	<p>Gym: lead small groups in warm up activities. E.g. From 1m, 2m and 3m: react to call from partner when they drop a ball, turn and catch it after 1 bounce, then react to just the sound.</p> <p>OAA: begin to use navigation equipment to orientate around a trail.</p>	<p>Hold front support position with only 1 foot in contact with floor and transfer cone on and off back.</p> <p>Swimming: know and understand about water safety. E.g., perform a shout and signal rescue - exit deep water without the use of steps and swim 10m in clothes.</p>	<p>Games: demonstrate a range of skills using feet or implement for passing and receiving, dribble the ball in a controlled manner whilst moving.</p> <p>Gym: explore, select and link permutations of contrasting actions and matching dynamics with a</p>	<p>Complete above 2 challenges on uneven surface with eyes open, then with eyes closed.</p> <p>Games: recognise where there are spaces on an opponent's court and try to hit into them.</p> <p>Dance: remember and perform a whole dance.</p>	<p>Strike a small ball back to a partner from across body with a racket.</p> <p>Athletics: continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p>	<p>With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes.</p> <p>Striking/Fielding Games: bowl underarm so the ball arrives appropriately for the batter to hit it. (bowling with a bounce and without a bounce).</p>

		Dance: perform with clear dynamics and precise footwork.	partner on the floor and on apparatus.			Invasion Games: demonstrate a range of skills, using one hand or two hands, for passing and receiving; carry, bounce and dribble the ball in a controlled manner whilst moving.
4	Gym: use basic set criteria to make simple judgements about performance and suggest ways they could be improved. OAA: use clear communication to effectively complete a particular role in a team.	Rotate fluently from front support to back support, and then continue rotating with fluency. Dance: display the ability to refine their movements and motifs to improve performance.	Gym: Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together. Teach their ideas to others. Games: find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction; work as a team in various small-sided kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the games.	Jump 2 feet to 2 feet with a 180° turn in the middle (both directions). Games: recognise which things they need to practise more. Dance: demonstrate the use of focus as a meaningful performance skill using a variety of rhythms.	In 20 seconds or less: Stand with legs apart and complete 20 front to back catches with a bounce in between. Athletics: select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.	With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds. Striking/Fielding Games: understand when and how to move when fielding a ball. E.g. move across the path of the ball to intercept it or move towards a ball travelling slowly and directly toward the fielder. Invasion Games: find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction; work as a team in various small, sided ball-handling games and be able to transfer common principles of play and basic attacking strategies across the games.
5	Gym: OAA: choose the best equipment for an outdoor activity and identify the quickest route to accurately navigate an orienteering course.	Dance: observe themselves and others, and comment on the compositional work.	Gym: Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms. Identify a focus for improvement of their own work.	Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions). Games: understand and apply net/wall principles to a range of small, sided games. (1v1, 2v2, 3v3). Dance: change and vary the use of dynamics.	In 20 secs or less: Perform above 30 times without ball bouncing in between. Athletics: identify and demonstrate stamina, explaining its importance for runners.	Striking/Fielding Games: play confidently in a range of small, sided striking/field games using different types of bats, balls and rules, and experience in roles.
6	Gym: OAA: explain why they have used particular skills or techniques, and the effect they have had on their performance.		Gym: devise and perform own simple warm up routine.	Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides). Dance: identify and suggest ways of improving the performance.	In 20 secs or less: Complete 11 overhead throw and catches. Athletics: explain why they have used skills or techniques, and the effect they have had on their performance.	

The Physical Education Curriculum for Year 6

	Autumn Term		Spring Term		Summer Term	
	WW2		Walk on the Wild Side		Treading the Boards in the Capital	
Unit	Real PE Unit 1 Personal Skills Invasion Games Swimming	Real PE Unit 2 Social Skills Invasion Games	Real PE Unit 3 Cognitive Skills Dance Gymnastics	Real PE Unit 4 Creative Skills Net/Wall Games Gymnastics	Real PE Unit 5 Applying Physical Skills Athletics	Real PE Unit 6 Health and Fitness Striking and Fielding Games OAA
	<p>By the end of this unit:</p> <p>Have a clear idea of how to develop their own and others' work. Recognise and suggest patterns of play which will increase chances of success and will develop methods to outwit opponents.</p> <p><u>Coordination: Ball Skills</u> - In 20 seconds or less: Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions).</p> <p><u>Agility: Reaction and Response</u> - From 1, 2 and 3 metres: React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg.</p> <p>Games: understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement and adapt them to meet the needs of the situation.</p> <p>Swimming: Understand water safety, be able to swim a minimum of 25</p>	<p>By the end of this unit:</p> <p>Respond imaginatively to different situations, adapting and adjusting their skills, movements or tactics so they are different from or in contrast to others.</p> <p><u>Static Balance: Seated</u> - Reach and pick up cones on the floor whilst on a bench, without losing balance. Turn 360° in either direction, first on the floor then on a bench.</p> <p><u>Static Balance: Floorwork</u> - Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back.</p> <p>Games: recognise and describe the best part in an individual or team performance, identify aspects that need improvement and suggest how to improve them.</p>	<p>By the end of this unit:</p> <p>Give and receive sensitive feedback to improve themselves and others.</p> <p>Negotiate and collaborate appropriately.</p> <p><u>Dynamic Balance: On a line</u> - Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90°.</p> <p><u>Counter Balance: In Pairs</u> - Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position.</p> <p>Dance: work collaboratively in small groups and show a variety of ways of group organisation through compositional devices, motif development, repetition and suggesting ways of improving performance and composition.</p> <p>Gymnastics: show clarity, fluency, accuracy and consistency in their movements.</p>	<p>By the end of this unit:</p> <p>Use combinations of skills confidently in sport specific contexts. Perform a range of skills fluently and accurately in practice situations.</p> <p><u>Static Balance: On both legs</u> - Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with the same hand.</p> <p><u>Dynamic Balance: Jumping and Landing</u> - Jump from vertical stance forwards into lunge position while holding ball off centre (both sides). Jump 2 feet to 2 feet with 360° turn (in both directions).</p> <p>Games: direct a ball into an opponent's court at different speeds, heights and angles and explain why they are doing it.</p> <p>Gymnastics: select and link a variety of relationships and pathways in partner/group sequences to meet the demands of the compositional task.</p>	<p>By the end of this unit:</p> <p>Self-select and perform appropriate warm up and cool down activities.</p> <p>Identify possible dangers when planning an activity.</p> <p><u>Static Balance: Stance</u> - Throw and catch 2 balls alternately, catching across body with either hand. Volley large ball back to a partner with either foot.</p> <p><u>Coordination: Footwork</u> - Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind.</p> <p>Athletics: Recap, practise and refine an effective sprinting technique, including reaction time.</p>	<p>By the end of this unit:</p> <p>See all new challenges as opportunities to learn and develop. Recognise their strengths and weaknesses and will set themselves appropriate targets.</p> <p><u>Agility: Ball Chasing</u> - Stand facing away from partner, ask them to feed ball over head, react and catch it (ambitious - move on to catch with knees or feet) after 1 bounce.</p> <p><u>Coordination: Sending and Receiving</u> - Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously.</p> <p>OAA: Use navigation equipment (maps, compasses) to improve the trail. Use clear communication to effectively complete a particular role in a team.</p> <p>Games: play confidently and effectively in a range of small, sided striking/fielding games and work as a team. E.g. fielders develop strategies to outwit the batters.</p>

	metres unaided and understand safe self-rescue. Use a range of strokes effectively. E.g., kick 10m Backstroke, Front Crawl, Butterfly and Breaststroke (one item of equipment may be used).					
Vocab	Keeping possession Passing Dribbling Shooting Shield ball Width Depth Support Marking Covering Repossession Attackers Defenders Defence Compete Marking Team play Precision Controlled Swimming Strokes Reach Sprint Kick Pull Futtter Kick Surface Propel Inhale Exhale Streamline Endurance Somersault	Referee Dribble Tactics Foul Possession Conceding Traveling Opponent Rebound	Co-operate Audience Assessment Elements Twist Obstacles Refine Aesthetically Criteria Extension Judgement Tension Inverted Dynamics Combination Canon Counter-tension Counter-balance Performance Imaginative Parallel Creativity Flight Timing Accompaniment Motifs Fluency Coordination Accuracy Control Strength Core Stability Still Speed Level Space Time Controlled Canon Action Reaction Phrase Interpret Exploration Dance style Technique Formation Pattern Rhythm Variation Improvisation Unison Precision Compose Compare Develop Transition Posture	Backhand Forehand Rally Ready Position Opponent Control Cooperatively Return Defensive Attacking Outwit Serve Continuously Momentum Synchronisation Counter Balance Unison Aesthetics Formation Stability Inverted Progression Counter Tension	Baton Upsweep Downsweep technique Compete Continuous Pace Flight Determination Personal Best Stride Momentum Rhythm Rotation Transfer of Weight Force Control Trajectory	Strike Fielding Consistently Support Batting Fielding Tracking Obstruction Back Stop/Wicket Keeper Retrieve Tactical Critical Thinking Orienteering Orientate Leader Strategy Boundaries Symbol Location Navigation Cooperatively

Suggested support for children with additional needs	<p>Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used?) Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)</p>		<p>Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used? Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)</p>		<p>Reduce background noise. Use bright coloured equipment including high visibility when using the larger outdoor area. Use of videos to demonstrate key skills. Video record child's movement to model, monitor and track/analyse/evaluate together. Visual pathway ideas for children to follow. Modify an activity using STEP S – Space (How can we change the size/height/location/length/distance?) T – Task/Time (How can we change the way we take part/complexity/role/rules/speed/progressions?) E – Equipment (what is being used? Smaller/larger balls, softer, lighter?) P – People (How can we change the groupings/interaction/way the pupils play together?)</p>	
Step						
1	<p>Games: understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement and adapt them to meet the needs of the situation. In 20 seconds or less: Complete 12 long circle (forwards and then backwards). Swimming: know and understand how to be confident in water. E.g., submerge to pick up an object from the pool floor. Tread water for 20secs.</p>	<p>Reach and pick up cones on the floor whilst on a bench, without losing balance. Games: know and understand the positions they play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into a space and shooting.</p>	<p>Lunge walk backwards. Dance: perform with appropriate dynamics, expression and improvise freely to suit the meaning of the idea. Gym: make up longer, more complex sequences, including changes of direction, level and speed.</p>	<p>Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand. Games: play a variety of shots with the intent when striking the ball after one bounce or on a volley. Gym: combine a range of actions and dynamics, and relationships and pathways in partner/group work.</p>	<p>Static Balance: Stance - Throw and catch small ball, catching across body with either hand. Athletics: Recap, practise and refine an effective sprinting technique, including reaction time.</p>	<p>Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce. OAA: orientate themselves with confidence and accuracy around an orienteering course when under pressure. Games: know, understand and show the correct striking stance and direct the ball away from the fielders using different angles and speeds.</p>
2	<p>Games: play in a range of small, sided games and make effective choices about when, how and where to pass so they retain possession and progress towards an opponent's goal. In 20 secs or less: Complete 20 over the opposite shoulder throw and catches with the same hand 20 times.</p>	<p>Turn 360° in either direction, first on the floor then on a bench. Games: understand how to organise their team into different formations to concentrate more on attack or defence e.g. 'overload' the attack or give it numerical advantage; recognise how to transfer these</p>	<p>Lunge walk backwards with opposite elbow at 90°. Dance: develop motifs using time/space/people. Gym: develop their own solutions to a task by choosing and applying a range of compositional principles.</p>	<p>Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with the same hand. Games: direct a ball into an opponent's court at different speeds, heights and angles and explain why they are doing it. Gym: select and link a variety of relationships</p>	<p>Throw and catch 2 balls alternately, catching across body with either hand. Athletics: Build up speed quickly for a sprint finish.</p>	<p>Perform above challenge but catch ball on instep of foot and lower it to the ground. OAA: design an orienteering course that is clear to follow and offers challenge to others. Games: bowl in competitive situations and understand strategies that can be deployed between bowler/wicket/keeper/backstop/bases.</p>

	Swimming: know how to use a range of strokes effectively. E.g., swim 25m (own choice of stroke).	principles to other invasion games.		and pathways in partner/group sequences to meet the demands of the compositional task.		
3	From 1m, 2m and 3m: React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg then react to the sound of the bounce. Swimming: know and understand about water safety. E.g., enter the water safely, float or scull waving one arm and shout for help, demonstrate the HELP position, swim using a long front paddle to the side (survival stroke), exit the pool from at least full reach depth without using the steps.	Balance on an uneven surface, e.g. wobble cushion, for 10 seconds. Games: recognise and describe the best part in an individual or team performance, identify aspects that need improvement and suggest how to improve them.	Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90°. Dance: work collaboratively in small groups and show a variety of ways of group organisation through compositional devices, motif development, repetition and suggesting ways of improving performance and composition. Gym: combine and perform gymnastic actions, shapes and balances.	Jump from vertical stance forwards into lunge position while holding ball off centre (both sides). Games: evaluate the effectiveness of a shot and suggest ways of improving it. Gym: assess own and others' sequences and identify a focus for improvement.	Volley large ball back to a partner with either foot. Athletics: run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.	Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously. OAA: use navigation equipment (maps, compasses) to improve the trail. Games: field the ball and return it, with an overarm throw, and know when to run after hitting a ball.
4	Perform above challenges, but also step across body and bring hand across body to catch ball with one hand.	Reach and pick up cones on the floor whilst on an uneven surface.	Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position. Dance: demonstrate the ability to refine their movements in order to improve performance. Gym: show clarity, fluency, accuracy and consistency in their movements.	Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides). Games: work co-operatively as a team in twos or small groups to create rules and play to them. Gym: lead a warm up routine.	Move backwards in 3-step zigzag pattern with foot behind. Athletics: work as a team to competitively perform a relay.	Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously. OAA: use clear communication to effectively complete a particular role in a team. Games: play confidently and effectively in a range of small, sided striking/fielding games and work as a team. E.g. fielders develop strategies to outwit the batters.
5		Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back.	Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining. Dance: remember and perform complete dances. Gym: in small groups, prepare a sequence to be performed to an audience.	Jump 2 feet to 2 feet with 360° turn (in both directions). Games: play a range of small, sided net/wall games and apply basic common principles for attack and defence across the activities.	Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind. Athletics: demonstrate endurance and stamina over longer distances in order to maintain a sustained run.	OAA: listen to feedback and improve an orienteering course from it. Games: recognise and identify what needs to be improved in their performance and can suggest ways of doing it.

				Gym: lead a cool down routine.		
6		Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed.	Gym: show an awareness of factors influencing the quality of performance and suggest aspects that need improving.		Athletics: thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	OAA: thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.