



Bredbury Green Primary School: Rationale Behind The PE Curriculum

	What we teach? (Minimum Requirement From NC)	Component Knowledge	Why we teach it now? (Rationale)	Key Vocabulary
Early Years	What we teach? (Minimum Requirement From NC) Gross Motor Skills <ul style="list-style-type: none"> 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 	Gross Motor Skills: <ul style="list-style-type: none"> Move around a space without bumping into each other To stop and start under control Balance for ten seconds on a piece of equipment To climb up a set of stairs using alternate feet To jump off and land using two feet from a PE bench To be able to ride a balance bike independently 	Developing vocabulary in Nursery: Roll, crawl, walk, run, jump, hop, skip, climb, strong, move, warm-up, safe, careful, balance, equipment Developing vocabulary in Reception: Throw, catch, kick, pass, bat, aim, apparatus, game, sport, passing, team, dance, gymnastics, heat beat, blood, breathing	
UNCRC links	31- You have the right to rest, relax and play. How does your body feel when you run, jump or play outside?			
Year 1		Fundamental Movements: Gymnastics <ul style="list-style-type: none"> Know how to carry apparatus safely such as gym mats. Know how to travel over, under, move on and through apparatus. Perform a balance on a small body part such as hands or legs. To demonstrate big and small shapes as they balance To combine balances on small body parts with travelling from high to low. Describe ways to balance on small body parts Travel in different ways from low to high and to combine travelling actions together. To describe and copy simple ways of travelling To be aware of others in space How the body feels when relaxed and tense Fundamental Skills: Running and movement While being aware of surroundings: <ul style="list-style-type: none"> Walk at various speeds and levels Walk in different directions Walk individually, in pairs and in groups Jump to a rhythm Jump forward with two feet from a stationary position Jump safely (knees bent) Perform star jump and pencil jump. 	Fundamental Movements: Gymnastics <ul style="list-style-type: none"> Children build from the basic skills of Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, and climbing that they learnt in Reception. In Year 1, they further develop the control and co-ordination of movements from Reception as their body strength improves. This prepares them for Year 2 when the children have to copy and remember actions with control and awareness of space, show contrast through levels and stretch and curl to develop flexibility. 	Space Perform Demonstrate Repeat Balance Travel Co-ordination
Year 1	STRUCTURES & SIGNIFICANCE <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as 	Fundamental Movements: Dance <ul style="list-style-type: none"> Copy and repeat actions. Put a sequence of actions together. 	Fundamental Movements: Dance <ul style="list-style-type: none"> In Reception, children will have learnt basic dance moves 	Sequence Combinations Warm up

	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> Perform dances using simple movement patterns. <p>Fundamental Movements: Dance</p> <ul style="list-style-type: none"> Copy and remember dance moves and positions Communicate a story through dance Move with control and co-ordination <p>Fundamental Skills: Throwing and Catching</p> <ul style="list-style-type: none"> Catch different sized balls confidently in two hands Throw underarm and over arm with some degree of accuracy Apply throwing and catching skills within the setting of various games 	<ul style="list-style-type: none"> Vary the speed of their actions. Begin to improvise independently to create a simple dance. <p>Fundamental Skills: Throwing and Catching</p> <ul style="list-style-type: none"> Throw a ball in various directions and varying force and distance using over arm and underarm. Throw at a stationary target Catch a ball with 2 hands Catch when stood still. 	<p>in their sessions with the Class Teacher and our Dance Teacher.</p> <ul style="list-style-type: none"> In Year 1, they will build on this and move with more control and co-ordination. This will prepare them for Year 2 when they need to convey mood and feeling through dance. <p>Fundamental Skills: Throwing and Catching</p> <ul style="list-style-type: none"> Skills from Reception will be built on in Year 1 such as throwing, catching, kicking, passing, batting, and aiming. These skills will be refined and other elements added e.g. overarm throw etc. 	<p>Cool down Positions</p> <p>Overarm Underarm Accurate</p>
Year 1	<p>CAUSE AND EFFECT & POWER</p> <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Fundamental Skills: Invasion Games</p> <ul style="list-style-type: none"> Children can invade from left or right and switch directions with accuracy Children beginning to use the space effectively around them during an invasion game Confidently work individually and in a team <p>Fundamental Skills: Athletics</p> <ul style="list-style-type: none"> Throw a range of different sized/shaped objects with some degree of accuracy Follow instructions to run different distances and for different purposes Children to successfully jump over mini hurdles 	<p>Fundamental Skills: Invasion Games</p> <ul style="list-style-type: none"> In a game setting, children can invade from left or right and switch directions. Work individually, in pairs and in a team. Be aware of my surroundings. <p>Fundamental Skills: Athletics</p> <ul style="list-style-type: none"> Throw javelin, balls and bean bags near or at a stationary target. Follow instructions to run 100m and 200m in a relay race and a standard race. Building on jumping skills from autumn term, jump over mini hurdles. 	<p>Fundamental Skills: Invasion Games</p> <ul style="list-style-type: none"> In Reception, children will have played simple games. The sports coach will have played games in the school hall so children have developed an awareness of space and each other when playing. Also they will have focused on sharing and collaborating when involved in a game which should prepare them for Year 1. This will prepare them for Year 2 when they use running, jumping and catching in combination, develop the basic concepts of attack and defence in a range of games and successfully invade an area within different sports and games. <p>Fundamental Skills: Athletics</p> <ul style="list-style-type: none"> Children will have developed basic skills in Reception of running, jumping, skipping and walking so these can be 	<p>Controlling Accurate Shooting Left and Right Switch</p> <p>Distance Hurdles Obstacles</p>

			refined and built upon in Year 1.	
UNCRC links	31- You have the right to rest, relax and play. What is your favourite way to move or play in PE? 31- You have the right to rest, relax and play. How does being active make your body and mind feel?			
Year 2	<u>Component Knowledge Gymnastics:</u> <ul style="list-style-type: none"> Copy a range of movements. Remember a range of movements to form a short sequence. Develop skills for travelling when performing thinking about space. Use a range of equipment to develop skills at different levels. Develop flexibility through use of movements such as stretching and curling. <u>Component Knowledge Throwing and catching:</u> <ul style="list-style-type: none"> To demonstrate some control when using different sized balls when throwing and catching. To demonstrate some control when throwing and catching using one or two hands. To accurately throw and catch a variety of balls, most of the time, to themselves or a partner. To hit a target with some accuracy. To use a variety of movements with a ball. 	<u>Fundamental Movements: Gymnastics</u> <ul style="list-style-type: none"> Builds upon Year 1 where children will learn how to use and transport equipment safely and perform balances in preparation to develop control. Prepares for Year 3 where children will plan, perform and repeat movements within a sequence. <u>Fundamental Skills: Throwing and Catching</u> <ul style="list-style-type: none"> Builds upon Year 1 where children have learnt to catch different size balls, overarm throw and apply catching skills. Prepares children for Year 3 where they will be able to track different sized balls catching a ball after single and multiple ball bounces. 	<i>Space</i> <i>Perform</i> <i>Demonstrate</i> <i>Repeat</i> <i>Balance</i> <i>Travel</i> <i>Co-ordination</i> <i>Balance</i> Star Straight Straddle Tuck Curl Stretch Travel <i>Overarm</i> <i>Underarm</i> <i>Accurate</i> Bounce Targets Accuracy	
Year 2	<u>Component Knowledge Dance:</u> <ul style="list-style-type: none"> Copy a range of dance moves. Remember a range of dance moves to form a short sequence. To use your body to interpret the music. To control your body in time with the music. To have coordination as you dance to the musical beat. <u>Component Knowledge Striking and Fielding:</u> <ul style="list-style-type: none"> To identify the target. To use different striking equipment to send a ball towards a target. To have coordination to successfully play fielding games. To develop a range of skills linked to movement of a ball. To use prior knowledge of throwing and catching to support me with my fielding skills. 	<u>Fundamental Movements: Dance</u> <ul style="list-style-type: none"> Builds upon Year 1 where children have learnt to copy and remember dance moves and positions to communicate a story through dance. Prepares children for Year 3 where they will plan, perform and repeat sequences with fluency and expression. <u>Fundamental Skills: Striking and Fielding</u> <ul style="list-style-type: none"> Builds upon Year 1 where children have learnt to move confidently and safely within a space and perform jumps with accuracy showing awareness of others. Prepares children for Year 3 where they learn how to send, receive and return a ball sent by an opponent using taught skills in combination. 	<i>Sequence</i> <i>Combinations</i> <i>Warm up</i> <i>Cool down</i> <i>Positions</i> Levels Rhythm Pattern Mood Feeling Speed Striking Fielding Target	
Year 2	<u>POWER & CAUSE AND EFFECT</u>	<u>Component Knowledge Athletics:</u> <ul style="list-style-type: none"> To develop balancing skills on a range of equipment. 	Fundamental Skills: Athletics	<i>Distance</i> <i>Hurdles</i>

	<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Fundamental Skills: Athletics</p> <ul style="list-style-type: none"> Develop balance and co-ordination through running, hopping, jumping and skipping Move with increasing agility Throw a range of objects, including a javelin, with increasing accuracy <p>Fundamental Skills: Invasion Games</p> <ul style="list-style-type: none"> Use running, jumping and catching in combination Develop the basic concepts of attack and defence in a range of games Successfully invade an area within different sports and games 	<ul style="list-style-type: none"> To have increased accuracy in coordination through ways of movement. To know what agility is. To link prior knowledge of movement to agility. Use prior knowledge of throwing to other P.E equipment. <p>Component Knowledge Invasion Games:</p> <ul style="list-style-type: none"> To combine previously taught skills such as running, jumping and catching. To know how to attack. To know how to defend. To combine attacking and defending in simple invasion games. To play a variety of sport games linked with invasion. 	<ul style="list-style-type: none"> Builds upon Year 1 where children have learnt to throw a range of different sized objects with accuracy and run different distances and for different purposes. Prepares for Year 3 where children learn how to use running and jumping skills in combination and show a range of throwing skills accurately. <p>Fundamental Skills: Invasion Games</p> <ul style="list-style-type: none"> Builds upon Year 1 where children learn how to invade from different directions and use space effectively around them both individually and in a team. Prepares for Year 3 where children learn how to maintain possession of the ball whilst making decision and playing accurately. 	<p><i>Obstacles</i></p> <p>Agility Balance Coordination</p> <p><i>Controlling Accuracy Rebound Shooting Left and Right Switch</i></p> <p>Participate Opposition Opponent Tactic Attack Defend Combination</p>
UNCRC links	15- You have the right to meet with other children and join groups. How do you feel when you play team games with your friends?			
Year 3	<p>APPRECIATION & SIGNIFICANCE</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance <p>Developing Movements: Gymnastics</p> <ul style="list-style-type: none"> Plan, perform and repeat gymnastic sequences Begin to move with fluency and expression Change speed, direction, levels and travel with increasing confidence <p>Developing Skills: Throwing and Catching</p> <ul style="list-style-type: none"> Be able to track different sized balls Catch balls after single and multiple bounces Confidently throw accurately with one and two hands 	<p>Gymnastics</p> <ul style="list-style-type: none"> Plan a gymnastic sequence Perform a gymnastic sequence with fluency, expression and control Leap, jump and roll Use equipment with control and accuracy e.g. beanballs and balls to create a fluid sequence <p>Throwing and catching:</p> <ul style="list-style-type: none"> To demonstrate some control when using different sized balls when throwing and catching. To demonstrate some control when throwing and catching using one or two hands. To demonstrate catching with multiple bounces. To accurately throw and catch a variety of balls, most of the time, to themselves or a partner with one and two hands. <p>To use a variety of movements with a ball.</p>	<p>Developing Movements: Gymnastics</p> <ul style="list-style-type: none"> Builds upon: The children will progress from Year 2 gymnastics where they have learnt to copy and repeat basic movements with control and awareness of space. Within throwing and catching, the children will have been looking at sending balls to specific targets. Prepares for: In Year 3 the children will be expected to use prior knowledge of movements to help them create simple sequences. <p>Developing Skills: Throwing and Catching</p> <ul style="list-style-type: none"> Builds upon Y2 knowledge of learning how to send a ball towards a target Prepares for study of striking and fielding in Year 4 	<p><i>Star</i> <i>Straight</i> <i>Straddle</i> <i>Tuck</i> <i>Curl</i> <i>Stretch</i> <i>Travel</i></p> <p>Stretch Refine Evaluate Improve Technique Rotation</p> <p><i>Bounce</i> <i>Targets</i> <i>Accuracy</i></p> <p>Multiple Confidently</p>
Year 3	STRUCTURES & INFLUENCE	<p>Dance:</p> <ul style="list-style-type: none"> Copy a range of dance moves. 	Developing Movements: Dance	<p><i>Levels</i> <i>Rhythm</i></p>

	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Perform dances using a range of movement patterns <p>Developing Movements: Dance</p> <ul style="list-style-type: none"> Plan, perform and repeat dance sequences Begin to dance with fluency and expression Change speed, direction, levels and travel with increasing confidence when dancing <p>Developing Skills: Striking and Fielding</p> <ul style="list-style-type: none"> Send, receive and return a ball sent by an opponent Use all taught skills in combination Throw and hit with a range of equipment, with a degree of accuracy 	<ul style="list-style-type: none"> Remember a range of dance moves to form a short sequence. To use your body to interpret the music with fluency and expression. To control your body in time with the music changing speed and direction. To have coordination as you dance to the musical beat and repeat sequences. <p>Striking and Fielding:</p> <ul style="list-style-type: none"> To identify the target. To send, receive and return a ball sent by an opponent. To use different striking equipment to send a ball towards a target. To have coordination to successfully play fielding games. To develop a range of skills linked to movement of a ball. To throw and hit using a variety of equipment, with some degree of accuracy. To use prior knowledge of throwing and catching to support me with my fielding skills. 	<ul style="list-style-type: none"> Builds upon: The children will progress from Year 2 dance where they have learnt to copy and repeat basic dance moves and positions. Prepares for: In Year 4 children will develop how to change speed, levels and direction accurately, using the fundamental skills taught in Year 3 <p>Developing Skills: Striking and Fielding</p> <ul style="list-style-type: none"> Builds upon: Within striking and field skills the children have learnt to bat a ball and send it towards given targets as well as develop their co-ordination skills. Prepares for: Within striking and field skills the Year 4 children will use prior skills to develop tactics within teamwork, whilst playing games. 	<p><i>Pattern Mood Feeling</i></p> <p>Improvisation Repetition Adapt Rhythm Timing Control</p> <p><i>Speed Striking Fielding Target</i></p> <p>Scoring Fielding Send Receive Accuracy</p>
Year 3	<p>POWER & CAUSE AND EFFECT</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Develop flexibility, strength, technique, control and balance <p>Developing Skills: Athletics</p> <ul style="list-style-type: none"> Use running and jumping skills in combination Show a range of throwing skills during athletic games Display a variety of jumps with balance and control <p>Developing Skills: Invasion Games</p> <ul style="list-style-type: none"> Maintain possession of the ball when being invaded Compete with others and begin making team decisions when in possession of the ball Play with accuracy in games such as football and tag rugby 	<p>Athletics:</p> <ul style="list-style-type: none"> To run and jump in combination using a variety of equipment e.g ladders, hurdles. To have increased accuracy in coordination through ways of movement. To display a variety of jumps with control. To link prior knowledge of movement to agility. <p>Invasion Games:</p> <ul style="list-style-type: none"> To maintain possession with the ball when being invaded. To demonstrate team working skills. To make decisions as a team, using calling of their names and strategy. To know how to attack. To know how to defend. To combine attacking and defending in simple invasion games. 	<p>Developing Skills: Athletics</p> <ul style="list-style-type: none"> Builds upon: Within Year 2 athletics, the children will have developed a sense of balance and co-ordination to support them in a variety of activities linked to athletics. Prepares for: Within Year 4 athletics, the children will be expected to build on prior skills for increasing stamina and speed. The children will be expected to compete with each other in a variety of athletic events. <p>Developing Skills: Invasion Games</p> <ul style="list-style-type: none"> Builds upon: Within invasion games for Year 2 the children will have developed their attacking and defending skills within games. Within invasion games the children will be expected to build on their knowledge of attacking and defending to work as a team 	<p><i>Agility Balance Coordination</i></p> <p>Agility Coordination Cooperation</p> <p><i>Participate Opposition Opponent Tactic Attack Defend Combination</i></p> <p>Possession Invasion Attacking Defending</p>

			<p>effectively within a variety of games.</p> <ul style="list-style-type: none"> Prepares for: Within Year 4 invasion games, they will progress to develop tactics with teammates to cause problems for their opponents. 	Combination Try
UNCRC links	29 – You have the right to an education that helps you develop your talents, respect others, and learn new skills. What is a skill you are learning in PE that helps you work with your friends or get better at a sport?			
Year 4	<p>APPRECIATION & CAUSE AND EFFECT</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Develop flexibility, strength, technique, control and balance <p>Developing Movements: Gymnastics</p> <ul style="list-style-type: none"> Plan, perform and repeat gymnastic sequences with fluency, expression and control Travel in a variety of ways with accuracy and control Change speed, direction, levels and travel successfully, using equipment where appropriate <p>Developing Skills: Invasion Games</p> <ul style="list-style-type: none"> Develop tactics with team mates Lead others with confidence Cause problems for the opposition and use skills to maintain possession 	<p>Gymnastics</p> <ul style="list-style-type: none"> To plan a gymnastic sequence To perform a gymnastic sequence with fluency, expression and control Leap, jump and roll <p>Invasion Games</p> <ul style="list-style-type: none"> To develop tactics with team mates through a variety of games Demonstrate leadership of teams Apply taught skills, such as tackling, to cause problems for the opposition 	<p>Developing Movements: Gymnastics</p> <ul style="list-style-type: none"> Builds upon: In Year 3 the children will have been expected to use prior knowledge of movements to help them create simple sequences. Prepares for: In Year 5, within gymnastics the children will progress onto analysing and evaluating their performances with confidence. <p>Developing Skills: Invasion Games</p> <ul style="list-style-type: none"> Builds upon: Within year 3 throwing and catching, develop the skills of being able to track different sized balls whilst using the accuracy of throwing and catching. Prepares for: In Year 5 the children continue to develop their throwing and catching skills within invasion games through the use of independent work as well as working with teammates to ensure their team wins points. 	<p>Symmetrical</p> <p>Asymmetrical</p> <p>Combination</p> <p>Sequence</p> <p>Constricted</p> <p>Fluency</p> <p>Expression</p> <p>Control</p>
Year 4	<p>STRUCTURES & INFLUENCE</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Perform dances using a range of movement patterns <p>Developing Movements: Dance</p> <ul style="list-style-type: none"> Plan, perform and repeat dances with fluency, expression and control Travel in a variety of ways with accuracy and control Change speed, direction, levels and travel successfully, displaying movements that convey ideas 	<p>Dance</p> <ul style="list-style-type: none"> Copy a range of dance moves Remember a range of dance moves to form a short sequence Perform a dance routine demonstrating fluency, expression and control Skip, jump, leap, turn and kick To control your body in time with the music changing speed and direction <p>Striking and Fielding</p> <ul style="list-style-type: none"> To identify targets To use different striking equipment to send a ball towards a target To work together with teammates to gain points To identify the space around you To identify appropriate skills when striking or fielding 	<p>Developing Movements: Dance</p> <ul style="list-style-type: none"> Builds upon: In Year 3 the children will have been expected to use prior knowledge of dance movements and positions to help them create and perform simple sequences. Prepares for: Year 5, within dance the children will progress to create their own performances from scratch linking to the medium of music given. 	Innings Goal

	Developing Skills: Striking and Fielding <ul style="list-style-type: none"> Consistently aim for, and hit, targets Work as a team to gain points and develop tactics for striking and fielding Identify space in a field and choose the appropriate skill 		Developing Skills: Striking and Fielding <ul style="list-style-type: none"> Builds upon: Within striking and field skills the children will be expected to use prior knowledge to pass to opponents and combine these skills with increased accuracy. Prepares for: Within striking and fielding, Year 5 will continue developing tactic skills as well as looking at these skills within specific games. 	Backstop Net Pitch Overarm Underarm Tactics
Year 4	CAUSE AND EFFECT & POWER <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Develop flexibility, strength, technique, control and balance Developing Skills: Invasion Games <ul style="list-style-type: none"> Develop tactics with teammates and lead others to cause problems for the opposition Use a variety of taught skills to maintain possession Play with accuracy in games such as football, tag rugby and netball Developing Skills: Athletics <ul style="list-style-type: none"> Run for stamina and speed Successfully display a combination of running, jumping and throwing techniques Compete with others in athletics events 	Invasion Games <ul style="list-style-type: none"> To develop tactics with team mates through a variety of games Demonstrate leadership of teams To apply taught skills, such as tackling, to cause problems for the opposition Tag Rugby – invasion team game with tactics Football – invasion team game with tactics Athletics <ul style="list-style-type: none"> Understand the difference between stamina and speed To run and jump in combination using a variety of equipment e.g. ladders, hurdles Compete against peers in a variety of races 	Developing Skills: Invasion Games <ul style="list-style-type: none"> Builds upon: Within invasion games the children will be expected to build on their knowledge of attacking and defending to work as a team effectively within a variety of games. Prepares for: progression to develop tactics with teammates to cause problems for their opponents. Developing Skills: Athletics <ul style="list-style-type: none"> Builds upon: In Year 3 athletics, they will be expected to combine these skills within a range of games to display skills taught. Prepares for: in Year 5, in athletics the children will develop running skills for different purposes and then looking at how jumping can be applied to different athletic events. 	Bounce pass Chest pass Pass Net Court Events Sprint Long distance Stamina Speed
UNCRC links	15 – You have the right to meet with other children and join groups. How do you enjoy working with your team in PE, and what makes playing together fun?			
Year 5	APPRECIATION & CAUSE AND EFFECT <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate 	Refining Movements: Gymnastics <ul style="list-style-type: none"> Jumps – Pencil, star, tuck, pike, cat leap, stag Rolls – pencil, teddy, forward from crouch, forward from standing, backwards Balance – balancing on different points (2, 3, 1), balancing in teams 	Refining Movements: Gymnastics <ul style="list-style-type: none"> Builds upon: In Year 5, within gymnastics the children will progressed onto analysing and evaluating their performances with confidence. 	Rugby Handling Carrying Passing Tackling

	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Refining Movements: Gymnastics</p> <ul style="list-style-type: none"> Refine movements into sequences, moving in a clear and expressive manner Begin to transfer weight and power in movements, including flight Analyse performances, including self-analysis, with confidence <p>Refining Skills: Invasion Games</p> <ul style="list-style-type: none"> Work alone and in a team to win points Combine with teammates to successfully invade Gain possession individually and as a group, using planned tactics 	<ul style="list-style-type: none"> Individual sequence with 3 parts – analyse and select best part to contribute to paired sequence Paired sequence with 3 parts – focus is on the synchronisation and expression <p>Refining Skills: Invasion Games (Andy)</p>	<ul style="list-style-type: none"> Prepares for: In Year 6, children will be expected to accurately perform the full range of taught techniques within a sequence, including flight <p>Refining Skills: Invasion Games</p> <ul style="list-style-type: none"> Builds on: In Year 4, children progressed to develop tactics with teammates to cause problems for their opponents. Prepares for: In Year 6, children will be expected to play competitive games, displaying skills developed throughout school 	<p>Playing the ball in contact Opponents Try Scoring</p> <p>Netball Footwork Chest pass Bounce pass Pass Catch Shoot Marking Positions</p>
Year 5	<p>STRUCTURES & INFLUENCE</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns <p>Refining Movements: Dance</p> <ul style="list-style-type: none"> Fluently refine movements in sequences Display strength and suppleness through moves and stretching Perform their own creative ideas through the medium of dance <p>Refining Skills: Striking and Fielding</p> <ul style="list-style-type: none"> Strike a bowled or volleyed ball with increasing accuracy Choose the appropriate tactics in a game Display a range of fielding techniques with accuracy and confidence 	<p>Refining Movements: Dance</p> <ul style="list-style-type: none"> Teach steps to the Pavan traditional Tudor dance In groups, children to create own sequence to incorporate into the Pavan dance Children to then teach their own sequence to another group ensuring refined movements <p>Refining Skills: Striking and Fielding (Andy)</p>	<p>Refining Movements: Dance</p> <ul style="list-style-type: none"> Builds upon: In Year 4, children were taught to change speed, direction, levels and travel successfully, displaying movements that convey ideas Prepares for: children beginning to incorporate gymnastics movements into dance sequences <p>Refining Skills: Striking and Fielding</p> <ul style="list-style-type: none"> Builds upon: In Year 4, children developed how to consistently aim for, and hit, targets Prepares for: in Year 6, children will be expected to strike and hit a target with accuracy and consistency 	<p>Rounders Stopping Throwing Catching Forehand batting Backhand batting Bowling actions Bowling types</p>
Year 5	<p>POWER & CAUSE AND EFFECT</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Develop flexibility, strength, technique, control and balance Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Refining Skills: Invasion Games</p>	<p>Refining Skills: Invasion Games</p> <ul style="list-style-type: none"> Doctor Dodgeball – team game with tactics Tag Rugby – invasion team game with tactics Individual points to be collected during skill based activities while teaching tactics <p>Refining Skills: Athletics</p> <ul style="list-style-type: none"> Understand the difference between speed and stamina Run for speed, run for stamina Long jump, hurdle jumping, jumping to a target Sports day 	<p>Refining Skills: Invasion Games</p> <ul style="list-style-type: none"> Builds upon: In Year 4, children developed tactics within games Prepares for: in Year 6, children will be expected to implement these tactics within a range of games with accuracy and purpose <p>Refining Skills: Athletics</p>	<p>Dance Leaps Balance Turn Twist Step patterns Aesthetics Expression Balance Control</p>

	<ul style="list-style-type: none"> • Work alone and in a team to win points • Combine with teammates to successfully invade • Gain possession individually and as a group, using planned tactics Refining Skills: Athletics <ul style="list-style-type: none"> • Develop running technique for different purposes • Jump for distance, height and hurdles • Compete with others in athletics events 		<ul style="list-style-type: none"> • Builds upon: In Year 4, children were taught to Successfully display a combination of running, jumping and throwing techniques • Prepares for: In Year 6, children will use their athletics skills to begin learning the fundamentals of fitness 	
UNCRC links	29 – You have the right to an education that helps you develop your talents, respect others and learn new skills. What new skill are you working on in PE and how have you improved since last time?			
Year 6	CAUSE AND EFFECT & APPRECIATION <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate • Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Refining Movements: Gymnastics <ul style="list-style-type: none"> • Successfully travel, balance, rotate, spring and twist within a gymnastics routine • Accurately perform the full range of taught techniques within a sequence, including flight • Individually create and perform more complex gymnastic sequences Refining Skills: Invasion Games <ul style="list-style-type: none"> • Combine all taught techniques in game situations • Anticipate play and lead others within a team, throughout a range of sports and games • Successfully defend and attack throughout a range of sports and games 	Refining Movements: Gymnastics: <ul style="list-style-type: none"> - Know all of the following body shapes - arch, dish, straddle, pike, tuck – and can use their understanding of these to refine movements when given advice. - Present work with accuracy and extension, particularly of the arms and feet. Demonstrate this. - Understand the importance of the completion of movements – such as a forward roll – as a precursor to more complex movements. Feet must be parallel at the end of a forward roll and not crossed. This replicates travel through the air in more complex turning movements. - Demonstrate accurate technique in chosen movements, showing control. Refining Movements: Invasion Games: <ul style="list-style-type: none"> - Understand what tactics mean and how they connect to the concept of formation. - Show an ability to anticipate play based on chosen position on the field of play. - When observed, demonstrate both attack and defence. Discuss what is meant by marking opponents. - Apply this to Flag Football 	Refining Movements: Gymnastics <ul style="list-style-type: none"> • Builds upon: In Year 5, children were taught to analyse performances, including self-analysis, with confidence • Prepares for the KS3 objective: develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] Refining Skills: Invasion Games <ul style="list-style-type: none"> • Builds upon: In Year 5, children were taught to gain possession individually and as a group, using planned tactics • Prepares for the KS3 objective: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] 	Sequences Strength Stamina Routine Flight Rotate Spring Technique Control Flexibility Self analysis
Year 6	STRUCTURES & INFLUENCE <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate • Perform dances using a range of movement patterns 	Refining Movements: Dance: <ul style="list-style-type: none"> - Demonstrate leaps, kicks and turns, focusing on the Charleston style - Understand what constitutes a sequence and the fact that choreography has set timing - Show an observable ability to rehearse continuously, adapting based upon correction - Understand the thought behind the piece and make relevant facial expressions at appropriate times - Present work with accuracy and extension, particularly of the arms and feet. Demonstrate this. 	Refining Movements: Dance <ul style="list-style-type: none"> • Builds upon: In Year 5, children were taught to fluently refine movements and perform their own creative ideas • Prepares for the KS3 objective: perform dances using advanced dance 	

	<ul style="list-style-type: none">Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Refining Movements: Dance <ul style="list-style-type: none">Begin to incorporate gymnastics movements within dancesCreate and perform sequences individually and in a group, displaying strength and staminaConsistently perform with extension and tension whilst dancing with expression Refining Skills: Striking and Fielding <ul style="list-style-type: none">Consistently and accurately strike a ballStrike accurately into space using a variety of equipment or body partsPlan and execute tactics within a game	Refining Skills: Striking and Fielding: <ul style="list-style-type: none">Strike a ball with a variety of different batting equipment. Show at least 60% accuracy in this.Throw a ball at a target that is 2.5 meters away (roughly the distance from stump to stump on a cricket pitch). Hit the target at least 60% of the time.Understand what tactics mean and how they connect to striking and fielding.	techniques within a range of dance styles and forms Refining Skills: Striking and Fielding <ul style="list-style-type: none">Builds upon: In Year 5, children worked on the consistency and accuracy of striking or volleying a ballPrepares for KS3 objective: develop their technique and improve their performance in other competitive sports	Lifestyle Components Healthy Physical Football Passing Tackling Dribbling Playing the ball Defending Attacking Goal scoring Goal keeping
Year 6	CAUSE AND EFFECT & POWER <ul style="list-style-type: none">Use running, jumping, throwing and catching in isolation and in combinationPlay competitive games, modified where appropriatePerform dances using a range of movement patternsCompare their performances with previous ones and demonstrate improvement to achieve their personal best. Fundamentals of Fitness <ul style="list-style-type: none">Understand the components of fitness and how to improve fitnessDiscuss how fitness can affect lifestyleImprove performance over time and articulate how this has been done Refining Skills: Invasion Games <ul style="list-style-type: none">Combine all taught techniques in game situationsAnticipate play and lead others within a team, throughout a range of sports and gamesSuccessfully defend and attack throughout a range of sports and games	Refining Movements: Fundamentals of Fitness <ul style="list-style-type: none">Know that cardiovascular endurance, muscular strength and flexibility are all components of fitness.Discuss the advantages of being fit, acknowledging opportunities gained through this sort of lifestyle.Understand that fitness and mobility are not always linked, making connections to protected characteristicsIdentify elements of circuit training that they find the most challenging and what impact an improvement in this area would have on their body. Refining Movements: Invasion Games: <ul style="list-style-type: none">Understand what tactics mean and how they connect to the concept of formation.Show an ability to anticipate play based on chosen position on the field of play.When observed, demonstrate both attack and defence. Discuss what is meant by marking opponents.Apply this to football	Fundamentals of Fitness <ul style="list-style-type: none">Builds upon: knowledge of the human body developed through learning in science and DTPrepares for KS3 objective: They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Refining Skills: Invasion Games <ul style="list-style-type: none">Builds upon: combining all techniques in a game situation taught in Year 6Prepares for KS3 objective: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]	
UNCRC links	29 – You have the right to an education that helps you develop your talents, respect others, and learn new skills. How have your skills in running, jumping, throwing, or catching improved in PE and what can you do next to challenge yourself or help your team perform even better?			