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| **Subject Leader Planning Grid**  **Subject: PE Subject leader: Liam Morrissey** |
| **Curriculum drivers**  To ensure the complete coverage of skills within Physical Education, there is 3 main areas of focus we want to drive our curriculum in 2022/23 based on what we have seen during 2021/22. These will be shared with the children. The images will be used to show the children which area they will be focussing on during that lesson, this may be more than one. The 3 focus areas and their symbols are below:   |  |  |  | | --- | --- | --- | | Teamwork Clip Art - Team Clip Art, HD Png Download - kindpng**Teamwork** | Transparent Fitness Clipart - Dumbbell Png, Png Download - kindpng**Fitness** | Safety clip art funny free clipart images 3 - Cliparting.com**Health and Safety** |   Within our Physical Education (PE) and Physical Activity (PA) at Moorhill, there are 7 main areas that will underpin the way our curriculum is delivered to the children and the colour will correspond to the colour seen below in the curriculum map. Not all of these skills will be covered for every lesson but the aim is to ensure that these will be covered across the school every half term at least.  .   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Teamwork Clip Art - Team Clip Art, HD Png Download - kindpng**Teamwork** | Transparent Fitness Clipart - Dumbbell Png, Png Download - kindpng**Fitness** | Safety clip art funny free clipart images 3 - Cliparting.com**Health and Safety** | **Competition**  Simple Trophy clipart transparent - Clipart World | **Leadership**  school-leadership-clipart-1 – J. Addison School | Healthy lifestyle concept with food and sport icons Clipart Image**Healthy Lifestyle** | **Evaluating**  Final Evaluation Clipart , Png Download - Circle, Transparent Png ,  Transparent Png Image - PNGitem |   **Sports personalities**  To raise the sports capital, when learning a new sport, discussions will be held with the children highlighting key sports people and the variety of roles within the sport. This could be the players or the team that support them behind the scenes. The premise behind this is to show the children all the possibilities in sports and how they link to future careers.  **Learning**  Children at Moorhill will have 2 lessons of PE a week, one being an outdoor lesson and the other being an indoor lesson or swimming. There is the expectation that break and lunchtimes are used to work on the skills that the children have been doing within lessons to offer further practise time and to meet the government criteria of 60 minutes of physical activity every day. Moorhill will take part in various school sports activities throughout the year, competing and working alongside other primary schools in the area utilising the School Games Organiser from Staffordshire University Academy.  Every year, there will be a sports day taking place in the mornings for children to have the opportunity to apply their learning to a competition-based activity.  **Assessment**  The National Curriculum guidance for Physical Education is detailed below:  **Early Years**  Pupils should be taught to:   * 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. * Explain the reasons for rules, know right from wrong and try to behave accordingly. * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices   **KS1**  Pupils should be taught to:   * 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 * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns   **KS2**  Pupils should be taught to:   * 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 * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best.   **Swimming and water safety**  In particular, pupils should 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] * perform safe self-rescue in different water-based situations.  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | | [Year R](#_YEAR_R) | PE Routines/ Teamwork | Sending and Receiving | Running and Jumping | Throwing and Catching | Gymnastics | Athletics | | [Year 1](#_YEAR_1) | Teamwork OAA | OAA  Forest School | Sending and Receiving | Defending | Running and Jumping | Throwing and Catching | | Dance  (Expressive) | Fitness | Gymnastics  (Floor Skills) | Gymnastics  (Equipment) | Fitness | Fitness | | [Year 2](#_YEAR_2) | Teamwork  OAA | OAA  Forest School | Sending and Receiving | Defending | Running and Jumping | Throwing and Catching | | Gymnastics  (Floor skills) | Gymnastics  (Equipment) | Dance  (Expressive) | Fitness | Fitness | Fitness | | [Year 3](#_YEAR_3) | Teamwork OAA | Hockey | Tennis | Tag Rugby | Athletics | Athletics | | Gymnastics | Dance  (Routine) | Dance  (Expressive) | Fitness | Swimming | Swimming | | [Year 4](#_YEAR_4) | Teamwork  OAA | Football | Tri - Golf | Basketball | Athletics | Rounders | | Gymnastics  (Floor skills) | Gymnastics  (Equipment) | Swimming | Swimming | Dance  (Routine) | Fitness | | [Year 5](#_YEAR_5) | Teamwork OAA | Hockey | Tennis | Tag Rugby | Netball | Athletics | | Swimming | Swimming | Dance  (Routine) | Fitness | Gymnastics  (Parkour) | Gymnastics  (Parkour) | | [Year 6](#_YEAR_6) | Teamwork OAA | Football | Cricket | Netball | Rounders | Athletics | | Swimming | Swimming | Dance  (Routine) | Fitness | Gymnastics  (Performing) | Badminton |   Green – Outdoor PE  Orange – Indoor PE  Blue - Swimming  \*OAA = Outdoor Adventurous Education |

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| YEAR R | | | | |
| **Term** | **Curriculum Area** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| **Autumn 1** | PE Routines/ Teamwork |  | See [Teamwork Activity Document](Teamwork%20Activities.pdf).  Staff to decide appropriate activity to suit their children when they are ready. | * Teamwork * Space * Rules * PE |
| **Autumn 2** | Sending and Receiving | **L1** (Rolling with hands)   * I can roll a ball using my hands. * I can begin to roll to a partner accurately.   **L2** (Rolling with feet)   * I can develop using my hands to roll accurately. * I can use my feet to roll a ball.   **L3** (Rolling with feet)   * I can use my feet to roll a ball. * I can continue to develop my accuracy.   **L4** (Rolling with equipment)   * I can use equipment to make a ball travel (roll) * I can use a racket, stick or bat to do this. * I know how to hold and use the equipment.   **L5**  (Rolling with equipment)   * I can roll a ball over a distance * I can use the correct amount of force to do this. * I know how to hold and use the equipment.   **L6** (Consolidation)   * I can work on an area that I have found challenging. * I know how to hold and use the equipment. | * Roll * Travel * Kick * Push * Control |
| **Spring 1** | Running and Jumping | **L1**   * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can perform a jump forward. * I can perform a jump side wards. * I can introduce speed to my jumps whilst remaining consistent. * I can work to beat my score each time.   *Speed bounce*  **L2**   * I can show a bust of speed from a standing start. * I can push off from a start position. * I can run at my top speed. * I can show a good technique when running.   *Sprint Race*  **L3**   * I can show a bust of speed from a standing start. * I can push off from a start position. * I can run at my top speed. * I can make an exchange of a baton in an effective way. * I can show ‘ready’ with an open hand and a start position. * I can show a good technique when running.   *Relay Race*  **L4**   * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can perform a jump forward. * I can introduce distance to my jumps. * I can work to beat my score each time.   *Long jump (standing)*  **L5**   * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can perform a jump forwards whilst walking, then jogging and then running. * I can keep my technique consistent. * I can land safely with bended knees. * I can work to beat my score each time.   *Long jump (running)*  **L6** (Consolidation)   * I can work on an area that I have found challenging.   I know how to run and jump correctly. | * Move * Control * Purpose * Changing * Hopping * Walking * Jogging * Running * Personal best * Jump * Land * Bended knees |
| **Spring 2** | Throwing and Catching | **L1**   * I can roll a ball with control using both hands. * I can scoop the ball from the floor. * I can use the correct amount of force when rolling.   *Dodgeball or football to be used.*  **L2**   * I can throw a ball with both hands. * I can begin throw a ball with control using both hands. * I can begin scoop catch the ball from the air. * I can begin use the correct amount of force when throwing.   *Dodgeball or football to be used.*  **L3**   * I can throw a ball with both hands. * I can throw a ball with increasing control using both hands. * I can scoop catch the ball from the air using both hands. * I can use the correct amount of force when throwing with increasing consistency.   *Dodgeball or football to be used.*  **L4**   * I can begin throw a small ball with both hands. * I can begin to throw a small ball with some control using both hands. * I can begin to scoop catch the ball from the air using both hands. * I can begin use the correct amount of force when throwing a small ball.   *Tennis ball to be used.*  **L5**   * I can throw a small ball with both hands. * I can begin to throw a small ball with increasing control using both hands. * I can scoop catch the ball from the air using both hands with increasing consistency. * I can use the correct amount of force when throwing a small ball with increasing consistency.   *Tennis ball to be used.*  **L6 (Consolidation)**   * I can work on an area that I have found challenging.   I can use the correct technique to throw and catch a ball. | * Chest push * Underarm * Scoop catch * Control * Consistency * Accuracy |
| **Summer 1** | Gymnastics | **L1**   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can begin to hold the shape for 3 seconds. * I can begin to change the level of the shape (standing, sitting, lying)   **L2**   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can begin to hold the shape for 3 seconds. * I can begin to change the level of the shape (standing, sitting, lying) * I can begin to use different parts of my body to balance upon. * I can begin to work on my travel. * I can walk using pointed toes and fingers.   **L3**   * I can begin to perfect my movements. * I know how to perform each movement to the best of my ability. * I can walk using pointed toes and fingers. * I can travel safely and with some finesse.   **L4**   * I can begin to put my movements in a sequence. * I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse). * I know how to keep myself and others safe when travelling.   **L5** (Performance)   * I can rehearse and perform my sequence to a partner. * I can give feedback to my partner. * I can work on my sequence based on my partners feedback.   **L6** (Performance)   * I can rehearse and perform my sequence to a partner with the improvements they suggested. . * I can perform and have my performance recorded.   I can watch my performance back and self-assess. | * Travel (tiptoe, step, jump, hop, hopscotch, skipping, galloping, bunny hop) * Shape * Jumps (straight, tuck, jumping jack, half turn, cat spring) * Balance (standing balances, kneeling balances,) * Body parts * Sequence * Roll (log roll, curled side roll, teddy roll) |
| **Summer 2** | Athletics | Children to be consolidating learning from “Running and Jumping” and “Throwing and Catching” units.  Teachers to use judgement on where the need is with their children. | * Chest push * Underarm * Scoop catch * Control * Consistency * Accuracy * Move * Control * Purpose * Changing * Hopping * Walking * Jogging * Running * Personal best * Jump * Land * Bended knees |

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| YEAR 1 | | | | |
| **Term** | **Curriculum Area** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| **Autumn 1** | Teamwork  (Outdoor Adventurous Activities) | Teamwork  - I can take turns.  - I can listen when someone else if giving their idea.  - I can follow instructions based on a job role.  Fitness  -I can do 60 minutes of active exercise in a day.  Health and Safety  - I can say what safe means to me.  -I can begin to identify actions/areas that may be unsafe.  - I can begin to set up equipment and apparatus safely.  Competition  - I can compete against my peers.  - I can win and lose without becoming upset.  - I can be pleased for the winner.  Leadership  - I can lead a partner.  Healthy Lifestyle  - I can identify the changes I can feel when I exercise (heart rate, breathing, sweating)  - I can begin to understand why I need to exercise.  - I can take part in a warm-up and cool down.  Evaluation  - I can make a positive comment on another’s performance.  - I can explain how I did something. | **L1**  Showtime ([Activity 3](Teamwork%20Activities.pdf))  **L2**  Alien Invasion ([Activity 5](Teamwork%20Activities.pdf))  **L3**  Cross the river ([Activity 9](Teamwork%20Activities.pdf))  **L4**  Blindfold orienteering   * I can give clear instructions to a partner. * I can guide my partner around obstacles using my voice. * I know how to listen to a partner to avoid obstacles.   **L5**  Floor is lava polar bear dash ([Activity 12](Teamwork%20Activities.pdf))  **L6 & 7**   * I can make up my own team game with a group. * I can set out the equipment. * I can demonstrate how to do it. * I can explain the rules. | * Rules * Sportmanship * Teamwork |
| Dance  (Expressive) | Stimulus – Pierre Boulez - [Feu d'artifice, Op. 4](https://www.youtube.com/watch?v=Kf4Uk4C_ylI): [**https://www.youtube.com/watch?v=T7OPUirCSOM**](https://www.youtube.com/watch?v=T7OPUirCSOM)  **L1**   * I can use various jumps: pencil jump, half star. * I know how to land and take off safely using bended knees.   **L2**   * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_. * I can follow shapes and patterns shown to me. * I can use various jumps: pencil jump, half star.   **L3**   * I can follow the leader’s movements   e.g. walking, skipping, jumping.   * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_.   **L4**   * I can do swirling, spinning, turns, sinking movements. * I can change direction safely. * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_.   **L5 & 6**   * I know how to effectively join movements together to create a short, simple sequence. * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_. * Link to evaluation. | * Shape * Pattern * Sequence * Movements * Walking/skipping/jumping * Spinning/swirling/turning * Direction |
| **Autumn 2** | Outdoor Adventurous Activities  (Forest School) | Children will engage in Forest School activities during this half term.  They will:   * Develop skills in creativity and teamwork. * Work outdoors and gain an understanding of plants and animals. * Understand the value of nature. * Contribute to the design of a forest school area.   \*Specicfic activities TBC\* | * Teamwork * Nature * Together * Sticky elbows * Creative * Explore |
| Fitness | A number of stations should be set up in the hall for the children to use. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness.   * I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) * I can select & use a wide range of compositional skills to demonstrate ideas. * I can participate for at least 90% of the lesson with full enthusiasm. * I can stretch my muscles, using my knowledge of which muscles will be used. * I am able to touch my toes both standing and sitting and can guide others to follow suit. * I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. * I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements. * I know that a warm up and cool down is essential to prevent injury. | * Warm up * Cool down * Muscle groups * Arms: forearms, triceps, biceps, shoulders * Legs: quads, hamstrings, calves, glutes * Core: abdominal, chest, back |
| **Spring 1** | Sending and Receiving | **L1** (Rolling with hands)   * I can roll a ball using my hands. * I can begin to roll to a partner accurately.   **L2** (Rolling with feet)   * I can develop using my hands to roll accurately. * I can use my feet to roll a ball.   **L3** (Rolling with feet)   * I can use my feet to roll a ball. * I can continue to develop my accuracy.   **L4** (Rolling with equipment)   * I can use equipment to make a ball travel (roll) * I can use a racket, stick or bat to do this. * I know how to hold and use the equipment.   **L5**  (Rolling with equipment)   * I can roll a ball over a distance * I can use the correct amount of force to do this. * I know how to hold and use the equipment.   **L6** (Consolidation)   * I can work on an area that I have found challenging. * I know how to hold and use the equipment. | * Roll * Travel * Kick * Push * Control |
| Gymnastics  (Floor skills) | **L1**   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can begin to hold the shape for 3 seconds. * I can begin to change the level of the shape (standing, sitting, lying)   **L2**   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can begin to hold the shape for 3 seconds. * I can begin to change the level of the shape (standing, sitting, lying) * I can begin to use different parts of my body to balance upon. * I can begin to work on my travel. * I can walk using pointed toes and fingers.   **L3**   * I can begin to perfect my movements. * I know how to perform each movement to the best of my ability. * I can walk using pointed toes and fingers. * I can travel safely and with some finesse.   **L4**   * I can begin to put my movements in a sequence. * I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse). * I know how to keep myself and others safe when travelling.   **L5** (Performance)   * I can rehearse and perform my sequence to a partner. * I can give feedback to my partner. * I can work on my sequence based on my partners feedback.   **L6** (Performance)   * I can rehearse and perform my sequence to a partner with the improvements they suggested. . * I can perform and have my [performance recorded. * I can watch my performance back and self-assess. | * Travel (tiptoe, step, jump, hop, hopscotch, skipping, galloping, bunny hop) * Shape * Jumps (straight, tuck, jumping jack, half turn, cat spring) * Balance (standing balances, kneeling balances,) * Body parts * Sequence * Roll (log roll, curled side roll, teddy roll) |
| **Spring 2** | Defending | **L1**   * I can develop using my hands to roll accurately. * I can use my feet to roll a ball.   **L2**   * I can use my feet to roll the ball. * I can use my feet to roll the ball to a partner (pass). * I can intercept a pass made to a partner.   **L3**   * I can use my feet to roll the ball. * I can use my feet to roll the ball to a partner (pass). * I can intercept a pass made to a partner. * I can begin to apply my defending skills in a game like situation.   *Football*  **L4**   * I can use my hands to intercept a ball. * I know how to step/stand/use my hands to intercept a ball.   *Piggy in the middle*  **L5**   * I can put my skills into a game situation. * I can intercept using my hands.   *Bench ball*  **L6** (Consolidation)   * I can work on an area that I have found challenging. * I know how to use my hands and feet to stop a ball. | * Intercept * Path * Defend * Pass * Control |
| Gymnastics  (Equipment) | **L1**   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can travel safely and with some finesse. * I can walk using pointed toes and fingers.   **L2**   * I know the types of gymnastic apparatus (climbing frame, table, linking piece, mat) * I know how to carry the apparatus (2/3 per piece) * I can begin to understand how the apparatus fits together. * I can travel safely around the space. * I can travel on the apparatus safely and begin to use pointed toes and fingers.   **L3**   * I can jump from stationary. * I know how to land safely. * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can begin to introduce a table to my jump.   **L4**   * I can begin to put my movements in a sequence. * I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse). * I can perform a balance and a jump during my sequence. * I can begin to hold the shape for 3 seconds. * I can begin to change the level of the shape (standing, sitting, lying)   **L5**   * I can travel safely using finesse. * I can perform a jump during my travel sequence. * I can perform a balance during my travel sequence. * I can set up a small apparatus set in a group. * I can link 1 table and 2 linking pieces. * I can give feedback to my partner. * I can work on my sequence based on my partners feedback.   **L6**   * I can travel safely using finesse. * I can perform a jump during my travel sequence. * I can perform a balance during my travel sequence. * I can set up a small apparatus set in a group. * I can link 1 table and 2 linking pieces. | * Jumps (straight, tuck, jumping jack, half turn, cat spring) * Balance (standing balances, kneeling balances,) * Travel (tiptoe, step, jump, hop, hopscotch, skipping, galloping, bunny hop) |
| **Summer 1** | Running and Jumping | **L1**   * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can perform a jump forward. * I can perform a jump side wards. * I can introduce speed to my jumps whilst remaining consistent. * I can work to beat my score each time.   *Speed bounce*  **L2**   * I can show a bust of speed from a standing start. * I can push off from a start position. * I can run at my top speed. * I can show a good technique when running.   *Sprint Race*  **L3**   * I can show a bust of speed from a standing start. * I can push off from a start position. * I can run at my top speed. * I can make an exchange of a baton in an effective way. * I can show ‘ready’ with an open hand and a start position. * I can show a good technique when running.   *Relay Race*  **L4**   * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can perform a jump forward. * I can introduce distance to my jumps. * I can work to beat my score each time.   *Long jump (standing)*  **L5**   * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can perform a jump forwards whilst walking, then jogging and then running. * I can keep my technique consistent. * I can land safely with bended knees. * I can work to beat my score each time.   *Long jump (running)*  **L6** (Consolidation)   * I can work on an area that I have found challenging. * I know how to run and jump correctly. | * Move * Control * Purpose * Changing * Hopping * Walking * Jogging * Running * Personal best * Jump * Land * Bended knees |
| Fitness | A number of stations should be set up in the hall for the children to use. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness.   * I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) * I can select & use a wide range of compositional skills to demonstrate ideas. * I can participate for at least 90% of the lesson with full enthusiasm. * I can stretch my muscles, using my knowledge of which muscles will be used. * I am able to touch my toes both standing and sitting and can guide others to follow suit. * I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. * I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements. * I know that a warm up and cool down is essential to prevent injury. | * Warm up * Cool down * Muscle groups * Arms: forearms, triceps, biceps, shoulders * Legs: quads, hamstrings, calves, glutes * Core: abdominal, chest, back |
| **Summer 2** | Throwing and Catching | **L1**   * I can roll a ball with control using both hands. * I can scoop the ball from the floor. * I can use the correct amount of force when rolling.   *Dodgeball or football to be used.*  **L2**   * I can throw a ball with both hands. * I can begin throw a ball with control using both hands. * I can begin scoop catch the ball from the air. * I can begin use the correct amount of force when throwing.   *Dodgeball or football to be used.*  **L3**   * I can throw a ball with both hands. * I can throw a ball with increasing control using both hands. * I can scoop catch the ball from the air using both hands. * I can use the correct amount of force when throwing with increasing consistency.   *Dodgeball or football to be used.*  **L4**   * I can begin throw a small ball with both hands. * I can begin to throw a small ball with some control using both hands. * I can begin to scoop catch the ball from the air using both hands. * I can begin use the correct amount of force when throwing a small ball.   *Tennis ball to be used.*  **L5**   * I can throw a small ball with both hands. * I can begin to throw a small ball with increasing control using both hands. * I can scoop catch the ball from the air using both hands with increasing consistency. * I can use the correct amount of force when throwing a small ball with increasing consistency.   *Tennis ball to be used.*  **L6 (Consolidation)**   * I can work on an area that I have found challenging. * I can use the correct technique to throw and catch a ball. | * Chest push * Underarm * Scoop catch * Control * Consistency * Accuracy |
| Fitness | A number of stations should be set up in the hall for the children to use. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness.   * I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) * I can select & use a wide range of compositional skills to demonstrate ideas. * I can participate for at least 90% of the lesson with full enthusiasm. * I can stretch my muscles, using my knowledge of which muscles will be used. * I am able to touch my toes both standing and sitting and can guide others to follow suit. * I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. * I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements. * I know that a warm up and cool down is essential to prevent injury. | * Warm up * Cool down * Muscle groups * Arms: forearms, triceps, biceps, shoulders * Legs: quads, hamstrings, calves, glutes * Core: abdominal, chest, back |

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| YEAR 2 | | | | |
| **Term** | **Curriculum Area** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| **Autumn 1** | Teamwork  (Outdoor Adventurous Activities) | Teamwork  - I can take turns.  - I can listen when someone else if giving their idea.  - I can follow instructions based on a job role.  Fitness  -I can do 60 minutes of active exercise in a day.  Health and Safety  - I can say what safe means to me.  -I can begin to identify actions/areas that may be unsafe.  - I can begin to set up equipment and apparatus safely.  Competition  - I can compete against my peers.  - I can win and lose without becoming upset.  - I can be pleased for the winner.  - I can work to achieve a personal best.  Leadership  - I can lead a partner.  Healthy Lifestyle  - I can identify the changes I can feel when I exercise (heart rate, breathing, sweating)  - I can begin to understand why I need to exercise.  - I can take part in a warm-up and cool down.  Evaluation  - I can make a positive comment on another’s performance.  - I can explain how I did something. | **L1**  Timebomb ([Activity 2](Teamwork%20Activities.pdf))  **L2**  Star gates ([Activity 4](Teamwork%20Activities.pdf))  **L3**  Curling ([Activity 6](Teamwork%20Activities.pdf))  **L4**  Parachute – 3 types of game  **L5**   * I can give clear instructions to a partner. * I can guide my partner around obstacles using my voice. * I know how to listen to a partner to avoid obstacles. * I can guide my partner to an object.   *Blindfold hunt*  **L6**  Escape the castle ([Activity 11](Teamwork%20Activities.pdf))  **L7**   * I can make up my own team game with a group. * I can set out the equipment. * I can demonstrate how to do it. * I can explain the rules. | * Rules * Teamwork * Sportsmanship |
| Gymnastics  (Floor skills) | **L1**   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can begin to hold the shape for 3 seconds. * I can begin to change the level of the shape (standing, sitting, lying)   **L2**   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can begin to hold the shape for 3 seconds. * I can change the level of the shape (standing, sitting, lying) * I can use different parts of my body to balance upon. * I can work on different ways to travel. * I can walk using pointed toes and fingers.   **L3**   * I can begin to perfect my movements. * I know how to perform each movement to the best of my ability. * I can walk using pointed toes and fingers. * I can travel safely and with some finesse.   **L4**   * I can put my movements in a sequence. * I can make sure my sequence is fluid. * I know what fluid means * I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse). * I know how to keep myself and others safe when travelling.   **L5** (Performance)   * I can rehearse and perform my sequence to a partner. * I can give feedback to my partner. * I can work on my sequence based on my partners feedback. * I know what fluid means and I can act upon that.   **L6** (Performance)   * I can rehearse and perform my sequence to a partner with the improvements they suggested. * I can perform and have my performance recorded. * I can watch my performance back and self-assess. | * Mirror * Teddy roll * Gambowl/gambole * Balance * Counter balance * Core muscles * Fluid/refined * Sequence/routine |
| **Autumn 2** | Outdoor Adventurous Activities  (Forest School) | Children will engage in Forest School activities during this half term.  They will:   * Develop skills in creativity and teamwork. * Work outdoors and gain an understanding of plants and animals. * Understand the value of nature. * Contribute to the design of a forest school area.   \*Specific activities TBC\* | * Teamwork * Nature * Together * Sticky elbows * Creative * Explore |
| Gymnastics (Equipment) | **L1** (Shapes and balances)   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can travel safely and with some finesse. * I can tense my core to perform balances effectively. * I can walk using pointed toes and fingers. * I can perform shared, mirror and partner balances.   **L2** (Travel on apparatus)   * I know the types of gymnastic apparatus (climbing frame, table, linking piece, mat) * I know how to carry the apparatus (2/3 per piece) * I can use my prior knowledge to fit the apparatus together. * I can travel safely around the space. * I can travel on the apparatus safely and begin to use pointed toes and fingers.   **L3** (Jumping from apparatus)   * I can jump from stationary. * I know how to land safely. * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can introduce a table to my jump. * I know how to position mats by the tables (length ways)   **L4** (Sequence building)   * I can put my movements in a sequence. * I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse). * I can perform a balance and a jump during my sequence. * I can hold the shape for 3 seconds. * I can change the level of the shape (standing, sitting, lying)   **L5** (Performance)   * I can travel safely using finesse. * I can perform a jump during my travel sequence. * I can perform a balance during my travel sequence. * I can set up a small apparatus set in a group. * I can link 1 table and 2 linking pieces. * I can give feedback to my partner. * I can work on my sequence based on my partners feedback.   **L6** (Performance)   * I can travel safely using finesse. * I can perform a jump during my travel sequence. * I can perform a balance during my travel sequence. * I can set up a small apparatus set in a group. * I can link 1 table and 2 linking pieces. * I can perform a mirror sequence with a partner. | * Mirror * Balance * Counter balance * Core muscles * Fluid/refined * Sequence/routine * Bended knees * Leap * Travel |
| **Spring 1** | Sending and Receiving | **L1**   * I can roll a ball over a distance * I can use the correct amount of force to do this. * I can use a racket, stick or bat to do this. * I know how to hold and use the equipment.   **L2**   * I can roll a ball using my feet. * I can pass a ball to a partner accurately. * I can control the ball from my partner. * I can send a ball to a goal.   *Football*  **L3**   * I can send a ball to a target, hoop, net, person or spot with increasing accuracy. * I understand the link between body position and aim with throwing. * I know the if I’m facing one direction then the object with probably go in that direction. * I know that my force behind and object doesn’t just come from my hand. My wrist, forearm, upper arm, shoulder, back, legs all come into it depending on the throw.   *Throwing with dodgeballs/tennis balls*  **L4**   * I can send a ball to a target, hoop, net, person or spot with increasing accuracy. * I understand the link between body position and aim. * I know that my force behind and object doesn’t just come from my hand. My wrist, forearm, upper arm, shoulder, back, legs all come into it during tennis. * I can balance a ball on a racket without it falling off using wrist strength.   *Tennis*  **L5**   * I can begin to send a ball over a net using a tennis racket. * I understand the link between body position and aim. * I know that my force behind and object doesn’t just come from my hand. My wrist, forearm, upper arm, shoulder, back, legs all come into it during tennis.   *Tennis*  **L6** (Consolidation)   * I can work on an area that I have found challenging. * I know how to hold and use the equipment. * I know what a target or net is and how best to aim for them. | * Side of the foot * Target * Body position * Aim * Direction * Balance * Wrist strength |
| Dance  (Expressive) | Stimuli: Staff to select a visual and/or audio stimuli based around the topic that is being taught.  **L1** (Freedom with stimuli)   * I can use various jumps: pencil jump, half star. * I know how to land and take off safely using bended knees. * I can start to think of transitions between my movements. * I can twist my body in a quarter 90o, half 180o, full 360o jump.   **L2** (Freedom with stimuli)   * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_. * I can follow shapes and patterns shown to me. * I can use various jumps: pencil jump, half star. * I can twist my body in a quarter 90o, half 180o, full 360o jump.   **L3** (Practising movements)   * I can follow at partners movements and create some of my own. e.g. walking, skipping, jumping. * I can change direction safely. * I can transition in my movements well and using fluidity. * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_.   **L4** (Practising movements)   * I can do swirling, spinning, turns, sinking movements. * I can change direction safely. * I can transition in my movements well and using fluidity. * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_.   **L5 & L6** (Performance)   * I know how to effectively join movements together to create a short, simple sequence that is refined. * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_.   Link to evaluation. | * Travel (tiptoe, step, jump, hop, hopscotch, skipping, galloping, straight jump half tern, bunny hop, * Rolls (log roll, curled side roll, teddy roll, rocking forward roll) * Jumps (Straight jump, tuck, jumping jack, half turn jump, cat spring, scissor kick, cat spring to straddle) * Balance (standing, kneeling, large body part balances, balances on apparatus, balances with partners) * Emotion * Fluid * Sequence * Refined * Position |
| **Spring 2** | Defending | **L1** (Throwing and rolling)   * I can use my hands to roll accurately. * I can use my feet to roll a ball accurately. * I can throw balls of different sizes accurately to a partner.   **L3** (Intercepting with feet)   * I can use my feet to roll the ball. * I can use my feet to roll the ball to a partner (pass). * I can intercept a pass made by someone. * I can apply my defending skills in a game like situation.   *Football*  **L3** (Intercepting with feet/body)   * I can use my feet to roll the ball. * I can use my feet to roll the ball to a goal/target. * I can intercept a shot made by someone. * I can apply my goalkeeping skills to a game situation.   *Football*  **L4** (Intercepting with hands)   * I can use my hands to intercept a ball. * I can throw a ball at height. * I know how to step/stand/use my hands to intercept a ball.   *Piggy in the middle*  **L5** (Game situation)   * I can put my skills into a game situation. * I can intercept using my hands, feet or body during a game.   *Bench ball*  **L6** (Consolidation)   * I can work on an area that I have found challenging. * I know how to use my hands, body and feet to stop a ball. | * Intercept * Path * Defend * Pass * Control |
| Fitness | A number of stations should be set up in the hall for the children to use. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness. Towards the end of the unit, encourage children to start setting up their own stations.   * I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) * I can select & use a wide range of compositional skills to demonstrate ideas. * I can participate for at least 90% of the lesson with full enthusiasm. * I can stretch my muscles, using my knowledge of which muscles will be used. * I am able to touch my toes both standing and sitting and can guide others to follow suit. * I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. * I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements. * I know that a warm up and cool down is essential to prevent injury. | * Warm up * Cool down * Muscle groups * Arms: forearms, triceps, biceps, shoulders * Legs: quads, hamstrings, calves, glutes * Core: abdominal, chest, back |
| **Summer 1** | Running and Jumping | **L1** (Jumping basics)   * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can perform a jump forward. * I can perform a jump side wards. * I can introduce speed to my jumps whilst remaining consistent. * I can work to beat my score each time.   *Speed bounce*  **L2** (Sprinting)   * I can show a bust of speed from a standing start. * I can push off from a start position. * I can run at my top speed. * I can show a good technique when running.   *Sprint Race*  **L3** (Sprinting)   * I can show a bust of speed from a standing start. * I can push off from a start position. * I can run at my top speed. * I can make an exchange of a baton in an effective way. * I can show ‘ready’ with an open hand and a start position. * I can show a good technique when running.   *Relay Race*  **L4** (Jumping)   * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can perform a jump forward. * I can introduce distance to my jumps. * I can work to beat my score each time.   *Long jump (standing)*  **L5** (Jumping)   * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can perform a jump forwards whilst walking, then jogging and then running. * I can keep my technique consistent. * I can land safely with bended knees. * I can work to beat my score each time.   *Long jump (running)*  **L6** (Consolidation)   * I can work on an area that I have found challenging. * I know how to run and jump correctly. | * Control * Purpose * Side steps * Propel * Strive |
| Fitness | A number of stations should be set up in the hall for the children to use. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness. Towards the end of the unit, encourage children to start setting up their own stations.   * I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) * I can select & use a wide range of compositional skills to demonstrate ideas. * I can participate for at least 90% of the lesson with full enthusiasm. * I can stretch my muscles, using my knowledge of which muscles will be used. * I am able to touch my toes both standing and sitting and can guide others to follow suit. * I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. * I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements.   I know that a warm up and cool down is essential to prevent injury. | * Warm up * Cool down * Muscle groups * Arms: forearms, triceps, biceps, shoulders * Legs: quads, hamstrings, calves, glutes * Core: abdominal, chest, back |
| **Summer 2** | Throwing and Catching | **L1** (Catching independently)   * I can bounce a ball with control using both hands. * I can throw a ball in the air and catch it consistently with two hands. * I can use the correct amount of force when bouncing and throwing in the air to myself.   *Dodgeball or football to be used.*  *GD: Tennis balls*  **L2** (Partner work)   * I can confidently and consistently throw a large ball with both hands to a partner. * I have the correct stance to receive a ball. * I can begin throw a ball with control using one hand. * I can begin use the correct amount of force when throwing to a partner.   *Dodgeball or football to be used.*  *GD: Tennis balls*  **L3** (One handed throwing)   * I can throw a ball with one hand. * I can throw a ball with increasing control using one hand. * I can use the correct amount of force when throwing with increasing consistency. * I can place my hands correctly when catching the ball in a scoop.   *Tennis balls to be used.*  **L4** (One handed throwing)   * I can throw a small ball with one hand. * I can throw a small ball with some control using one hand. * I can catch the ball consistently using both hands. * I can use the correct amount of force when throwing a small ball dependent on the distance I need to throw.   *Tennis balls to be used.*  **L5** (Throwing and moving)   * I can throw a small ball with one hand. * I can throw a small ball with some control using one hand. * I can catch the ball consistently using both hands. * I can use the correct amount of force when throwing a small ball dependent on the distance I need to throw. * I can throw whilst moving. * I can avoid someone trying to intercept.   Star gates (Activity 4)  **L6 (Consolidation)**   * I can work on an area that I have found challenging. * I can use the correct technique to throw and catch a ball with one hand. | * Dominant hand * Direction * Over arm * Under arm * Bounce * Top of the bounce |
| Fitness | A number of stations should be set up in the hall for the children to use. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness.   * I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) * I can select & use a wide range of compositional skills to demonstrate ideas. * I can participate for at least 90% of the lesson with full enthusiasm. * I can stretch my muscles, using my knowledge of which muscles will be used. * I am able to touch my toes both standing and sitting and can guide others to follow suit. * I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. * I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements. * I know that a warm up and cool down is essential to prevent injury |  |

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| YEAR 3 | | | | |
| **Term** | **Curriculum Area** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| **Autumn 1** | Teamwork  (Outdoor Adventurous Activities) | Teamwork  - I can take turns.  - I can listen when someone else if giving their idea and contribute my ideas.  - I can stay motivated for my team and work hard for them.  - I can follow instructions given by my peers based on a job role or position.  Fitness  - I can do 60 minutes of active exercise in a day.  - I can begin to understand my body and how muscles grow.  - I can begin to understand the difference between feeling tired and lacking stamina or resilience.  Health and Safety  - I can explain what being safe means in school and during PE.  -I can identify actions/areas that may be unsafe and explain why.  - I can set up equipment and apparatus safely.  Competition  - I know what it is to win and lose.  - I can win and lose with dignity.  - I can congratulate the winner.  - I can follow the rules of a game.  - I can work to beat my own personal best.  Leadership  - I can direct a partner or small group.  - I can listen to others and take on board ideas.  Healthy Lifestyle  - I can identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups)  - I can understand why I need to exercise and why it is important.  - I can take part in a warm-up and cool down and begin to explain why this is needed.  - I can begin to find links between diet and exercise.  Evaluation  - I can make a positive comment on another’s performance.  - I can explain how I did something and self-evaluate.  - I can say what went well and give an even better if.  - I can explain how I did something to help someone else. | **L1**  Star gates ([Activity 4](Teamwork%20Activities.pdf))  **L2**  Cat and Mouse ([Activity 28](Teamwork%20Activities.pdf))  **L3**  Don’t hit the coconut ([Activity 15](Teamwork%20Activities.pdf))  **L4**  Cookie monster ([Activity 18](Teamwork%20Activities.pdf))  **L5, L6 & L7**  Named Block map   * I can identify where I am * I can find a given point * I can orientate the map where needed. |  |
| Gymnastics  (Floor skills) | **L1** (Basic shapes)   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can hold the shape for 3 seconds. * I can change the level of the shape (standing, sitting, lying) * I am starting to use my core muscles to balance on one foot, transferring my weight when moving. * I know how to control my body and make sure that I am coordinated. E.g. each part of my body work with each other   **L2** (Practising movements)   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can hold the shape for 3 seconds. * I can change the level of the shape (standing, sitting, lying) * I can use different parts of my body to balance upon. * I can work on different ways to travel. * I can copy, remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination * I know how to keep myself safe when beginning to perform a forwards roll. E.g. head is securely tucked under, the arms are there to protect and provide balance.   **L3** (Practising movements)   * I can perfect my movements. * I know how to perform each movement to the best of my ability. * I can walk using pointed toes and fingers. * I can travel safely and with some finesse.   **L4** (Creating a sequence)   * I can apply compositional ideas to sequences alone & with others * I can make sure my sequence is fluid. * I know what fluid means * I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse). * I know how to keep myself and others safe when travelling.   **L5** (Performance)   * I can rehearse and perform my sequence to a partner. * I can give feedback to my partner. * I can work on my sequence based on my partners feedback. * I know what fluid means and I can act upon that. * I can describe my own and others work noting similarities & differences and make suggest improvements   **L6** (Performance)   * I can rehearse and perform my sequence to a partner with the improvements they suggested. * I can perform and have my performance recorded. * I can watch my performance back and self-assess. | * jump, hop, chassis step, straight half turn, cat leap) * Balance (large and small body part, on apparatus matching and contrasting partner balances) * Rolls (crouched forwards roll, tucked backwards roll) * Jumps (straight, tuck, star, jumping jack, straddle, pike, straight half turn, cat leap) – jumps can start to be off apparatus. * Control * Coordination * Composition * Peer assess * Core muscles * Forwards roll |
| **Autumn 2** | Hockey | **L1** (Stick work)   * I can show safety skills while holding the hockey stick correctly. * I know that when holding a hockey stick my dominant hand is further down the hockey stick than my other hand. * I know that I ‘push’ the puck, not just ‘hit it’. I know that to do this my stick starts touching the puck/ball and I do not use a swing technique like golf. * I can move around holding the hockey stick correctly.   **L2** (Passing)   * I can push the puck/ball towards a desired location varying the distance due to pressure. * I can receive the puck/ball when it comes close to me, starting to match its speed and decelerate it.   **L3** (Dribbling)   * I can use my body position and my wrist action to change the puck/balls direction   **L4** (Shooting)   * I can push the ball in various directions due to my stick direction and my body direction confidently. * I can change the amount of power I use by changing my technique. * I can change the distance and angle I can shoot from. * I can aim at a goal/target and try and score.   **L5 & L6** (Game situations)   * I know that each game starts with a centre pass and I can score effectively for my team. * I can be part of a team and lead it with great sportsmanship, diplomacy and democracy. | * Hockey stick * Puck * Push the puck * Pressure/force * Wrist action |
| Dance  (Routine) | Stimuli: Staff to select a visual and/or audio stimuli based around the topic that is being taught.  **L1 - L4** (Learn and Rehearse)   * I can demonstrate precision, control & fluency in response to stimuli * I can vary dynamics & develop actions with a partner or as part of a group * I continually demonstrate rhythm & spatial awareness * I can modify my performance & that of others as a result of observation & basic understanding of the structure of the body * I know how to be precise in my movements and control each part of my body. * I know how to vary the dynamics (speed, height, movements) for a desired effect. * I know for a successful dance I need to follow the routine carefully and stay within the rhythm of the music   **L5 & L6** (Performance)   * I can perform a final piece. * I can take on constructive feedback and act on where needed. * I can use an Ipad to watch my performance and self-assess it. | * Improvise * Height * Travel (tiptoe, step, jump, hop, hopscotch, skipping, galloping, straight jump half tern, bunny hop, * Rolls (log roll, curled side roll, teddy roll, rocking forward roll) * Jumps (Straight jump, tuck, jumping jack, half turn jump, cat spring, scissor kick, cat spring to straddle) * Balance (standing, kneeling, large body part balances, balances on apparatus, balances with partners) * Emotion * Fluid * Sequence * Refined * Position |
| **Spring 1** | Tennis | **L1** (Familiarising with the equipment)   * I know what a tennis racket is and can identify differences to other rackets I know. * I know what a tennis ball is. * I can hold the racket correctly. * I can balance the tennis ball on my racket. * I can hit the tennis ball in the air to myself and catch it. * I can throw the shuttlecock to a partner, they hit it back and I catch it.   **L2** (Hitting the ball)   * I can hit the tennis ball using a forehand shot. * I can hit the tennis ball to a target area or partner. * I can begin to vary the distance needed by varying the pressure/force behind the racket. * I can hold the racket correctly throughout.   **L3** (Forehand and Backhand)   * I can hit the tennis ball using a forehand and backhand shot. * I can hit the tennis ball to a target area or partner. * I can begin to vary the distance needed by varying the pressure/force behind the racket. * I can hold the racket correctly throughout.   **L4** (Overhead shot)   * I can hit the tennis ball using an overhead shot. * I can hit the tennis ball to a target area or partner. * I can begin to vary the distance needed by varying the pressure/force behind the racket. * I can hold the racket correctly throughout. * I know that the overhead hit is used to start a game and to propel the tennis ball further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the tennis ball.   **L5 & L6** (Non-competitive rallies)   * I can use my body position and wrist movement to change the direction of the tennis ball tactically. * I can move to the desired location when a tennis ball is coming towards me quickly and efficiently. Once returned, I remain alert and ready to receive again. * I know that the overhead hit is used to start a game and to propel the tennis ball further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the tennis ball. * During any activity, I can to vary the distance needed by varying the pressure/force behind the racket. * I can hold the racket correctly, maintain a rally and able to direct the tennis ball to a desired location (my partner or an open space during a game). * I know that the overhead hit is used to start a game and to propel the tennis ball further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the tennis ball. | * Forehand * Backhand * Rally * Court * Net * Light feet |
| Dance  (Expressive) | Stimuli: Staff to select a visual and/or audio stimuli based around the topic that is being taught.  **L1** (Freedom with stimuli)   * I can use various jumps: pencil jump, half star. * I know how to land and take off safely using bended knees. * I can think of transitions between my movements. * I can twist my body in a quarter 90o, half 180o, full 360o jump. * I can translate ideas from a variety of stimuli into movement.   **L2** (Freedom with stimuli)   * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_. * I can improvise a routine and movements to the stimuli. * I can use various jumps: pencil jump, half star. * I can twist my body in a quarter 90o, half 180o, full 360o jump. * I can compare, develop & adapt movement & motifs to create longer dances.   **L3** (Practising movements)   * I can improvise independently or with a partner. * I can change direction safely. * I can transition in my movements well and using fluidity. * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_.   **L4** (Practising movements)   * I can do swirling, spinning, turns, sinking movements. * I can change direction safely. * I can transition in my movements well and using fluidity. * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_.   **L5 & 6** (Performance)   * I know how to effectively join movements together to create a sequence that is refined and fluid. * I can move to stimuli with different actions. I can justify my choices. e.g I want to \_\_\_\_\_\_ because \_\_\_\_\_. * I know how to adapt sequences I’ve made for better effect, either with ideas given from feedback or independently.   Link to evaluation. |  |
| **Spring 2** | Tag Rugby | **L1** (Throwing and catching)   * I can form the ‘w’ position to catch the ball effectively while stationary. * I can hold the ball correctly and I will use my body to twist and throw backwards. * I can increase my consistency as the lesson progresses.   **L2** (Intercepting)   * I can form the ‘w’ position to catch the ball effectively while stationary. * I can hold the ball correctly and I will use my body to twist and throw backwards. * I can use my hands to intercept a ball. * I know how to step/stand/use my hands to intercept a ball.   **L3** (Throwing and catching whilst moving)   * I can form the ‘w’ position to catch the ball effectively while moving (walking to start progressing to running). * I can hold the ball correctly and I will use my body to twist and throw backwards while moving (walking to start progressing to running). * I can increase my consistency as the lesson progresses.   **L4** (The rules of the game)   * I know that I need to pass the ball ‘behind’ me opposite direction of my goal line. * I know that it is non-contact and that I need to grab the tags. * I know that the score the ball must be placed on the floor, not thrown. * I can pass backwards and score by placing the ball on the floor behind my try line. I understand that fouls may take place and I accept the decisions. * I can safely tag another player during a game and I am beginning to understand how to correctly and politely return a tag.   **L5 & L6** (Game situations)   * I can use ‘quick feet’ during a game situation to avoid being ‘tagged’. * I am starting to understand how to twirl away from the opposition. * I can abide by the rules I know. | * Ball * Tags * Starting line * Try line * W catch |
| Fitness | A number of stations should be set up in the hall for the children to use. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness as well as developing the understanding of the body and the impact of exercise.   * I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) * I can select & use a wide range of compositional skills to demonstrate ideas. * I can participate for at least 90% of the lesson with full enthusiasm. * I can stretch my muscles, using my knowledge of which muscles will be used. * I am able to touch my toes both standing and sitting and can guide others to follow suit. * I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. * I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements. * I know that a warm up and cool down is essential to prevent injury. * I can set up my own stations. * I can begin to explain what muscle groups my station will work on. |  |
| **Summer 1** | Athletics | **L1** (Sprint Race)   * I can use explosive power to start the race quickly. * I can keep sprinting passed the finish line. * I can work on my starting technique. * I can practise starting the race like an athlete.   **L2** (Relay Race)   * I can change speed & direction whilst running. * I can hand over the baton efficiently. * I can concentrate on my team to ensure I am ready for each leg of the relay.   **L3** (Cross country)   * I can change speed & direction whilst running. * I can think tactically about when I should jog and when I should sprint. * I can conserve my energy and maintain a constant speed.   **L4** (Javelin/Shotput)   * I can throw a variety of objects with one hand using the correct stance to ensure the correct direction of throw. * I know that when throwing my feet need to be shoulder width apart and knees slightly bent. * I know that my stance changes when doing javelin to shot put.   **L5** (Long Jump/Speed bounce)   * I can jump accurately from a standing position using my arms as propulsion. * I know how to use my arms to help propel me when jumping.   **L6** (Consolidation)   * I can work on an area that I have found challenging. * I can use the correct technique for the sport I am competing in. |  |
| Swimming | *Swimming lessons are to take place at Cannock Leisure Centre Instructors at the Leisure Centre will lead sessions and staff will support where needed. The aim of the sessions are below.*   * 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] * perform safe self-rescue in different water-based situations. | * Float * Front crawl * Backstroke * Breast stroke * Water safety * Stroke * Rescue |
| **Summer 2** | Athletics | **L1** (Sprint Race)   * I can use explosive power to start the race quickly. * I can keep sprinting passed the finish line. * I can work on my starting technique. * I can practise starting the race like an athlete.   **L2** (Relay Race)   * I can change speed & direction whilst running. * I can hand over the baton efficiently. * I can concentrate on my team to ensure I am ready for each leg of the relay.   **L3** (Cross country)   * I can change speed & direction whilst running. * I can think tactically about when I should jog and when I should sprint. * I can conserve my energy and maintain a constant speed.   **L4** (Javelin/Shot put)   * I can throw a variety of objects with one hand using the correct stance to ensure the correct direction of throw. * I know that when throwing my feet need to be shoulder width apart and knees slightly bent. * I know that my stance changes when doing javelin to shot put.   **L5** (Long Jump/Speed bounce)   * I can jump accurately from a standing position using my arms as propulsion. * I know how to use my arms to help propel me when jumping.   **L6** (Consolidation)   * I can work on an area that I have found challenging. * I can use the correct technique for the sport I am competing in. | * Propel * Standing long jump * Javelin * Shot put * Stance * Sprint * Cross Country * Temperature * Heart rate |
| Swimming | *Swimming lessons are to take place at Cannock Leisure Centre Instructors at the Leisure Centre will lead sessions and staff will support where needed. The aim of the sessions are below.*   * 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] * perform safe self-rescue in different water-based situations. | * Float * Front crawl * Backstroke * Breast stroke * Water safety * Stroke * Rescue |

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| YEAR 4 | | | | |
| **Term** | **Curriculum Area** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| **Autumn 1** | Teamwork  (Outdoor Adventurous Activities) | Teamwork  - I can take turns.  - I can listen when someone else if giving their idea and contribute my ideas.  - I can stay motivated for my team and work hard for them.  - I can follow instructions given by my peers based on a job role or position.  Fitness  - I can do 60 minutes of active exercise in a day.  - I can begin to understand my body and how muscles grow.  - I can begin to understand the difference between feeling tired and lacking stamina or resilience.  Health and Safety  - I can explain what being safe means in school and during PE.  -I can identify actions/areas that may be unsafe and explain why.  - I can set up equipment and apparatus safely.  Competition  - I know what it is to win and lose.  - I can win and lose with dignity.  - I can congratulate the winner.  - I can follow the rules of a game.  - I can work to beat my own personal best.  Leadership  - I can direct a partner or small group.  - I can listen to others and take on board ideas.  Healthy Lifestyle  - I can identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups)  - I can understand why I need to exercise and why it is important.  - I can take part in a warm up and cool down and begin to explain why this is needed.  - I can begin to find links between diet and exercise.  Evaluation  - I can make a positive comment on another’s performance.  - I can explain how I did something and self-evaluate.  - I can say what went well and give an even better if.  - I can explain how I did something to help someone else. | **L1**  Target relay ([Activity 10](Teamwork%20Activities.pdf))  **L2**  Dungeon ball ([Activity 20](Teamwork%20Activities.pdf))  **L3**  Robins Nest ([Activity 34](Teamwork%20Activities.pdf))  **L4**  Cookie monster ([Activity 18](Teamwork%20Activities.pdf))  **L5**  Named Block map (Y3 recap)   * I can identify where I am * I can find a given point * I can orientate the map where needed.   **L6 & L7** (finding Points)   * I can find multiple places using given map * I can find the best route to take to the points given. |  |
| Gymnastics  (Floor Skills) | **L1** (Basic shapes)   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can hold the shape for 3 seconds. * I can change the level of the shape (standing, sitting, lying) * I am starting to use my core muscles to balance on one foot, transferring my weight when moving. * I know how to control my body and make sure that I am coordinated. E.g. each part of my body work with each other   **L2** (Shapes and Rolls)   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I can perform the 5 basic shapes when requested. * I can hold the shape for 3 seconds. * I can change the level of the shape (standing, sitting, lying) * I can use different parts of my body to balance upon. * I can work on different ways to travel. * I can copy, remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination * I know how to keep myself safe when beginning to perform a forwards roll. E.g. head is securely tucked under, the arms are there to protect and provide balance.   **L3** (Perfecting Movements)   * I can perfect my movements. * I know how to perform each movement to the best of my ability. * I can walk using pointed toes and fingers. * I can travel safely and with some finesse.   **L4** (Creating a sequence)   * I can apply compositional ideas to sequences alone & with others * I can make sure my sequence is fluid. * I know what fluid means * I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse). * I know how to keep myself and others safe when travelling. * In 2s create and perform a sequence to include up to 6 actions. * Sequences must show a change of: level, direction, speed and some choreographic devices – unison, canon, opposition.   **L5** (Performance)   * I can rehearse and perform my sequence to a partner. * I can give feedback to my partner. * I can work on my sequence based on my partners feedback. * I know what fluid means and I can act upon that. * I can describe my own and others work noting similarities and differences and make suggest improvements   **L6** (Performance)   * I can rehearse and perform my sequence to a partner with the improvements they suggested. * I can perform and have my performance recorded. * I can watch my performance back and self-assess. |  |
| **Autumn 2** | Football | **L1** (Passing)   * I can use different parts of my foot to pass the direct with aim. (include sole.) * I can identify the parts of my foot, sole, instep, laces, outside. * I can use the select a part of my foot to pass accurately at different angles. . * I kick the ball in various directions due to my foot direction and my body direction confidently. * I know that for a weighted pass, I need to be able to ‘push’ the ball rather than just kicking it.   **L2** (Defending)   * I know how to intercept a ball (using prior knowledge) and do it without contact. * I know that jockeying is where I stand opposite my opponent and move backwards maintaining my line with my opponent’s ball. * I know that when I tackle I must be safe in my movements and avoid control with my opponent’s foot. * I can show good awareness when marking an opposing attacker.   **L3** (Shooting)   * I can kick the ball in various directions due to my foot direction and my body direction confidently. * I can change the amount of power I use by changing my technique. * I can aim at a goal or target.   **L4** (Dribbling)   * I can use my body to change direction quickly. * I can use both feet to keep the ball under control whilst moving. * I can change the parts of the foot I am using. * I can combine dribbling with passing and shooting.   **L5 & 6** (Game situations)   * I understand how to create a 3v3/4v4 including defenders, midfielders and attackers. * I can be part of a team and lead it with great sportsmanship, diplomacy and democracy. * I know where my position is on the pitch. * I can begin to play a position in a team. | * Toe, side, laces * Direction * Weighted pass * Step-kick * Position * Attackers |
| Gymnastics  (Equipment) | **L1** (Shapes and balances)   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I know for an arabesque that my back needs to be straight and my supporting leg is straight. My arms are used for balance and I can apply my counter balance knowledge. * I can perform the 5 basic shapes when requested. * I can travel safely and with some finesse and fluidity. * I can tense my core to perform balances effectively. * I can walk using pointed toes and fingers. * I can perform shared, mirror and partner balances. * I can use my core to maintain a balance and poise during a sequence. My arms are used for balance as well as for finesse.   **L2** (Travel on apparatus)   * I know the types of gymnastic apparatus (climbing frame, table, linking piece, mat) * I know how to carry the apparatus (2/3 per piece) * I can use my prior knowledge to fit the apparatus together. * I can travel safely around the space. * I can travel on the apparatus safely and use pointed toes and fingers. * I can travel between the floor and the apparatus with fluidity.   **L3** (Jumping from apparatus)   * I can jump from stationary. * I know how to land safely. * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can introduce a table to my jump. * I know how to position mats by the tables (length ways)   **L4** (Sequence building)   * I can put my movements in a sequence. * I can travel safely e.g. on feet, all fours, slide, roll (pencil, log without finesse). * I can perform a balance and a jump during my sequence. * I can change the level of the shape (standing, sitting, lying) * I can link ideas, skills & techniques with control when performing basic skills   **L5** (Performance)   * I can travel safely using finesse. * I know how to compose a routine with a variety of movements * I can perform a balance during my travel sequence. * I can set up a small apparatus set in a group. * I can link 1 table and 2 linking pieces. * I can give feedback to my partner. * I can work on my sequence based on my partners feedback.   **L6** (Performance)   * I can travel safely using finesse. * I can perform a jump during my travel sequence. * I can perform a balance during my travel sequence. * I can set up a small apparatus set in a group. * I can link 1 table and 2 linking pieces. * I can perform a mirror sequence with a partner. |  |
| **Spring 1** | Tri-Golf | **L1 & L2** (Putter)   * I can hold the putter correctly and use the correct ‘tick tock’ motion for the ball to travel a short distance. * I know that my putter using the ‘tick tock’ motion (like the pendulum on a grandfather clock) and doesn’t get raise above ankle height. * I know that when holding either the putter, I hold it in the same way as a hockey stick. The dominant hand is further down the club. I may interlock my little finger on the dominant hand and the first finger on the other hand. * I can hold the club correctly when it is use and when I am standing still. * I know how to increase/decrease the distance the ball travels by adjusting the power I use.   **L3 & L4** (Chipper)   * I can hold the chipper correctly and use the correct ‘tick tock’ motion in order for the ball to travel. * I know that the chipper doesn’t get raised above hip height. * I know that when holding either the chipper, I hold it in the same way as a hockey stick. The dominant hand is further down the club. I may interlock my little finger on the dominant hand and the first finger on the other hand. * I can hold the club correctly when it is use and when I am standing still. * I know how to increase/decrease the distance the ball travels by adjusting the power I use.   **L5 & L6** (Range of distances)   * I know that the more pressure, quicker and higher the club is raised the further the ball will go. * I can change my body direction and concentration in order to aim for a target. I understand my club also controls the direction. * I can start to vary the pressure behind the ball in order for it to travel the desired distance. * I know when to use both clubs and I can apply the knowledge of distance independently. |  |
| Swimming | *Swimming lessons are to take place at Cannock Leisure Centre Instructors at the Leisure Centre will lead sessions and staff will support where needed. The aim of the sessions are below.*   * 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] * perform safe self-rescue in different water-based situations. | * Float * Front crawl * Backstroke * Breast stroke * Water safety * Stroke * Rescue |
| **Spring 2** | Basketball | **L1** (Footwork)   * I can develop my quick footwork. * I can move quickly and change direction. * I can move forwards, backwards and side wards on my toes.   *Ladders or skipping.*  **L2** (Passing)   * I can pass the basketball using a bounce pass, overhead pass and chest pass. * I can pass accurately to a partner whilst stationary.   *Piggy in the middle inspired games.*  **L3** (Dribbling)   * I know how to dribble a basketball. * I can move with the basketball under control. * I can use my footwork skills to change direction.   *King of the ring.*  **L4** (Shooting)   * I can use my arm as a guide to shoot. * I can begin to shoot with some accuracy. * I can begin to create build up play (Pass – pass – pass – shoot) with teammates.   *Star gates*  **L5** (Defending)   * I can understand the role of a defender. * I can intercept a pass effectively. * I can use my footwork skills to help me defend. * I can put my defending skills into a game with movement.   *Star gates with balls*  **L6** (Game situations)   * I can name positions on a basketball team. * I can position myself correctly on a basketball court. * I can begin to take a role as part of a team during a game like situation. |  |
| Swimming | *Swimming lessons are to take place at Cannock Leisure Centre Instructors at the Leisure Centre will lead sessions and staff will support where needed. The aim of the sessions are below.*   * 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] * perform safe self-rescue in different water-based situations. | * Float * Front crawl * Backstroke * Breast stroke * Water safety * Stroke * Rescue |
| **Summer 1** | Athletics | **L1** (Sprint Race)   * I can use explosive power to start the race quickly. * I can keep sprinting passed the finish line. * I can work on my starting technique. * I can practise starting the race like an athlete.   **L2** (Relay Race)   * I can change speed & direction whilst running. * I can hand over the baton efficiently. * I can concentrate on my team to ensure I am ready for each leg of the relay.   **L3** (Cross country)   * I can change speed & direction whilst running. * I can think tactically about when I should jog and when I should sprint. * I can conserve my energy and maintain a constant speed.   **L4** (Javelin/Shotput)   * I can throw a variety of objects with one hand using the correct stance to ensure the correct direction of throw. * I know that when throwing my feet need to be shoulder width apart and knees slightly bent. * I know that my stance changes when doing javelin to shot put.   **L5** (Long Jump/Speed bounce)   * I can jump accurately from a standing position using my arms as propulsion. * I know how to use my arms to help propel me when jumping.   **L6** (Consolidation)   * I can work on an area that I have found challenging. * I can use the correct technique for the sport I am competing in. |  |
| Dance  (Routine: Gumbot) | Stimuli: Staff to select a visual and/or audio stimuli based around the topic that is being taught.  **L1 - L4** (Learn and Rehearse)   * I can demonstrate precision, control & fluency in response to stimuli * I can vary dynamics & develop actions with a partner or as part of a group * I continually demonstrate rhythm & spatial awareness * I can modify my performance & that of others as a result of observation & basic understanding of the structure of the body * I know how to be precise in my movements and control each part of my body. * I know how to vary the dynamics (speed, height, movements) for a desired effect. * I know for a successful dance I need to follow the routine carefully and stay within the rhythm of the music   **L5 & L6** (Performance)   * I can perform a final piece. * I can take on constructive feedback and act on where needed. * I can use an Ipad to watch my performance and self-assess it. | * Precision * Control * Fluency * Dynamics * Spatial awareness * rhythm |
| **Summer 2** | Rounders | **L1** (Running)   * I can do short sprints. * I can develop my explosive power when beginning running. * I can use deep, consistent breathing to recover and be ready to sprint again. * I can run for a distance (cross country) to maintain stamina.   **L2** (Bowling)   * I know that I need to aim towards the batter bat and aim between their shoulder and knee. * I know the ball cannot be aimed at the batter body. * I know I must use underarm throws and not allow the ball to bounce.   **L3** (Batting)   * I can consistently use the correct stance, holding the bat in one hand. * When I strike the ball, I can hit it with force and starting to hit with direction. * I can spot spaces to aim towards when batting.   **L4** (Fielding)   * I know where my team must be spaced out to minimise the other team’s rounders. * I can apply my skills of catching to any activity, moving my body to the location of the ball when being thrown across to me. * I can choose the most efficient way to throw the ball and which post to aim for in order to stop a rounder.   **L5 & L6** (Game situations)   * I know how to use tactics – hit the ball in the direction of space and field in the spaces. * I understand the role of each player during a game and can take part. * I can take charge of being the bowler during a game, using the correct under arm technique, the correct stance and force behind the ball. | * Batter * Bowler * Fielding * Bases * stump * Backstop * Underarm * Scoop catch * Tactics |
| Fitness | A number of stations should be set up in the hall for the children to use. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness as well as developing the understanding of the body and the impact of exercise.   * I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) * I can select & use a wide range of compositional skills to demonstrate ideas. * I can participate for at least 90% of the lesson with full enthusiasm. * I can stretch my muscles, using my knowledge of which muscles will be used. * I am able to touch my toes both standing and sitting and can guide others to follow suit. * I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. * I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements. * I know that a warm up and cool down is essential to prevent injury. * I can set up my own stations. * I can begin to explain what muscle groups my station will work on. |  |

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| YEAR 5 | | | | |
| **Term** | **Curriculum Area** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| **Autumn 1** | Teamwork  (Outdoor Adventurous Activities) | Teamwork  - I can take turns.  - I can listen when someone else if giving their idea and contribute my ideas.  - I can stay motivated for my team and work hard for them.  - I can follow instructions given by my peers based on a job role or position.  - I can look to help and support my team mates especially those who may not be as strong at the sport.  Fitness  - I can do 60 minutes of active exercise in a day.  - I can understand my body and how muscles grow.  - I can understand the difference between feeling tired and lacking stamina or resilience.  - I know how to improve on my stamina.  Health and Safety  - I can explain what being safe means in school and during PE.  -I can identify actions/areas that may be unsafe and explain why.  - I can set up equipment and apparatus safely.  - I know what a risk assessment is.  - I can risk assess aspects of PE lessons.  Competition  - I know what it is to win and lose.  - I can win and lose with dignity.  - I can congratulate the winner.  - I can follow the rules of a game.  - I can work to beat my own personal best.  - I know that/where improvement is needed to better my own scores.  - I can use communication and collaboration to learn from others to improve myself.  Leadership  - I can direct a partner or small group.  - I can listen to others and take on board ideas.  - I can adapt to the skills and needs of a group.  - I can make decisions to benefit my team (positioning, roles)  Healthy Lifestyle  - I can identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups)  - I can understand why I need to exercise and why it is important.  - I can take part and lead a warm-up and cool down and explain why this is needed.  - I can find and explain links between diet and exercise.  Evaluation  - I can make a positive comment on another’s performance.  - I can be self-reflective and enhance my own performance through this.  - I can offer constructive areas for development.  - I can refine my own performance after receiving feedback.  - I can explain how I did something to coach someone else. | **L1**  O’s and X’s ([Activity 35](Teamwork%20Activities.pdf))  **L2**  Jailbreak ([Activity 26](Teamwork%20Activities.pdf))  **L3**  Dungeon ball ([Activity 20](Teamwork%20Activities.pdf))  **L4 (Reading Maps)**   * I can read ordinance survey maps * I can identify where I am. * I can find a given point. * I can orientate the map where needed.   **L5 & L6 (Planning a route)**   * I can read ordinance survey maps * I can identify where I am. * I can find a given point. * I can orientate the map where needed. * I can plan a and follow a route with my team.   **L7 (Race to find points)**   * I can find multiple places using an ordinance survey map. * I can work with a team to complete the route quickly and efficiently as part of a competition. | * Map * Location * Coordinates * Compass * Degrees * North, north-east, east, south east, south, south west, west, north west, |
| Swimming | *Swimming lessons are to take place at Cannock Leisure Centre Instructors at the Leisure Centre will lead sessions and staff will support where needed. The aim of the sessions are below.*   * 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] * perform safe self-rescue in different water-based situations. | * Float * Front crawl * Backstroke * Breast stroke * Water safety * Stroke * Rescue |
| **Autumn 2** | Hockey | **L1** (Stick work)   * I can show safety skills while holding the hockey stick correctly. * I know that when holding a hockey stick my dominant hand is further down the hockey stick than my other hand. * I know that I ‘push’ the puck, not just ‘hit it’. I know that to do this my stick starts touching the puck/ball and I do not use a swing technique like golf. * I can move around holding the hockey stick correctly.   **L2** (Passing)   * I can push the puck/ball towards a desired location varying the distance due to pressure. * I can receive the puck/ball when it comes close to me, starting to match its speed and decelerate it.   **L3** (Dribbling)   * I can use my body position and my wrist action to change the puck/balls direction   **L4** (Shooting)   * I can push the ball in various directions due to my stick direction and my body direction confidently. * I can change the amount of power I use by changing my technique. * I can change the distance and angle I can shoot from. * I can aim at a goal/target and try and score.   **L5 & L6** (Game situations)   * I know that each game starts with a centre pass and I can score effectively for my team. * I can be part of a team and lead it with great sportsmanship, diplomacy and democracy. * I know that being a referee is a position of authority, but I must be clear in my instructions, advice and support. | * Hockey stick * Puck * Push the puck * Pressure/force * Wrist action |
| Swimming | *Swimming lessons are to take place at Cannock Leisure Centre Instructors at the Leisure Centre will lead sessions and staff will support where needed. The aim of the sessions are below.*   * 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] * perform safe self-rescue in different water-based situations. | * Float * Front crawl * Backstroke * Breast stroke * Water safety * Stroke   - Rescue |
| **Spring 1** | Tennis | **L1** (Forehand and Backhand)   * I can hit the tennis ball using a forehand and backhand shot. * I can hit the tennis ball to a target area or partner. * I can begin to vary the distance needed by varying the pressure/force behind the racket. * I can hold the racket correctly throughout.   **L2** (Overhead shot)   * I can hit the tennis ball using an overhead shot. * I can hit the tennis ball to a target area or partner. * I can begin to vary the distance needed by varying the pressure/force behind the racket. * I can hold the racket correctly throughout. * I know that the overhead hit is used to start a game and to propel the tennis ball further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the tennis ball.   **L3 & L4** (Non-competitive rallies)   * I can use my body position and wrist movement to change the direction of the tennis ball tactically. * I can move to the desired location when a tennis ball is coming towards me quickly and efficiently. Once returned, I remain alert and ready to receive again. * I know that the overhead hit is used to start a game and to propel the tennis ball further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the tennis ball. * During any activity, I can to vary the distance needed by varying the pressure/force behind the racket. * I can hold the racket correctly, maintain a rally and able to direct the tennis ball to a desired location (my partner or an open space during a game). * I know that the overhead hit is used to start a game and to propel the tennis ball further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the tennis ball.   **L5 & L6** (Competitive games)   * I can apply my knowledge in a competitive game situation. * I can officiate a game, keeping the correct score and calling in/out. * Using the backhand/forehand position, I can extend my arm during a game to hit the tennis ball to a desired location. * I can use my body position and wrist movement to change the direction of the tennis ball tactically. | * Forehand * Backhand * Rally * Court * Net * Light feet * Overhead |
| Dance  (Routine: Hakka) | Stimuli: Staff to select a visual and/or audio stimuli based around the topic that is being taught.  **L1 - L4** (Learn and Rehearse)   * I can demonstrate precision, control & fluency in response to stimuli * I can vary dynamics & develop actions with a partner or as part of a group * I continually demonstrate rhythm & spatial awareness * I can modify my performance & that of others as a result of observation & basic understanding of the structure of the body. * I know how to be precise in my movements and control each part of my body. * I know how to vary the dynamics (speed, height, movements) for a desired effect. * I know for a successful dance I need to follow the rhythm of the music and my movements need to be in time. * I know how to work alongside others without causing harm and creating an effect (mirror, cannon)   **L5 & L6** (Performance)   * I can perform a final piece. * I can take on constructive feedback and act on where needed. * I can use an Ipad to watch my performance and self-assess it. | * Precision * Control * Fluency * Dynamics * Spatial awareness * Rhythm * Mirror * Cannon |
| **Spring 2** | Tag Rugby | **L1** (Throwing and catching whilst moving)   * I can form the ‘w’ position to catch the ball effectively while moving (walking to start progressing to running). * I can hold the ball correctly and I will use my body to twist and throw backwards while moving (walking to start progressing to running). * I can increase my consistency as the lesson progresses.   **L2** (Intercepting)   * I can form the ‘w’ position to catch the ball effectively while stationary. * I can hold the ball correctly and I will use my body to twist and throw backwards. * I can use my hands to intercept a ball. * I know how to step/stand/use my hands to intercept a ball.   *Star Gates (Activity 4)*  **L3** (The rules of the game)   * I know that I need to pass the ball ‘behind’ me opposite direction of my goal line. * I know that it is non-contact and that I need to grab the tags. * I know that the score the ball must be placed on the floor, not thrown. * I can pass backwards and score by placing the ball on the floor behind my try line. I understand that fouls may take place and I accept the decisions. * I can safely tag another player during a game and I am beginning to understand how to correctly and politely return a tag.   **L4 & L5** (Game situations)   * I can use ‘quick feet’ during a game situation to avoid being ‘tagged’. * I am starting to understand how to twirl away from the opposition. * I can abide by the rules I know. * I can begin to officiate games.   **L6** (Child officiated game situations)   * I can use ‘quick feet’ during a game situation to avoid being ‘tagged’. * I am starting to understand how to twirl away from the opposition. * I can abide by the rules I know. * I can officiate a game showing a good understanding of the rules. * I can provide consistent and clear advice and instructions as a referee. | * Ball * Tags * Starting line * Try line * W catch |
| Fitness | A number of stations should be set up in the hall by the children. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness as well as developing the understanding of the body and the impact of exercise.   * I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) * I can select & use a wide range of compositional skills to demonstrate ideas. * I can participate for at least 90% of the lesson with full enthusiasm. * I can stretch my muscles, using my knowledge of which muscles will be used. * I am able to touch my toes both standing and sitting and can guide others to follow suit. * I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. * I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements. * I know that a warm up and cool down is essential to prevent injury. * I can set up my own stations. * I can explain what muscle groups my station will work on. * I can set up a station based on a specific requirement of fitness. |  |
| **Summer 1** | Netball | **L1** (Passing)   * I can move quickly and then stop quickly too. . * I can hold the netball correctly and able to use my body and hands to throw the ball with aim. * My chest pass is starting to vary in distance due to the force behind the ball. * I can catch the ball accurately while standing and I am beginning to move my body around the court to catch the ball. * I know that I can keep possession of the ball for three seconds before I need to pass it. * I know that whichever foot I land on first, is the foot that remains in contact with the floor and I can pivot round it using the other foot   **L2** (Defending)   * I can block/mark my opposition correctly. * I am able to change directions quickly in order to doge and weave whoever is marking me. * I can understand the role of a defender. * I can intercept a pass effectively. * I can use my footwork skills to help me defend. * I know that when I’m marking, it is a non-contact sport and I must not touch my opponents. * I know that I need to maintain a metre distance between myself and the person I am marking when they have the ball.   **L3** (Shooting)   * I know I can use two hands to shoot, or I can use one arm as a guide while I shoot using the other hand. * I can begin to shoot with some accuracy. * I can begin to create build up play (Pass – pass – pass – shoot) with teammates. * I know that in netball the net doesn’t have a back board – basketball does.   **L4** (Rules/Positioning)   * I can name positions on a netball team. * I can position myself correctly on a netball court. * I know that I can keep possession of the ball for three seconds before I need to pass it. * I know that whichever foot I land on first, is the foot that remains in contact with the floor and I can pivot round it using the other foot * I know that in netball the net doesn’t have a back board – basketball does. * I know that when I’m marking, it is a non-contact sport and I must not touch my opponents. * I know that I need to maintain a metre distance between myself and the person I am marking when they have the ball.   **L5 & L6** (Game situations)   * I understand all positions of the team and whom they should be marking. * I can move around the court, stopping at appropriate lines and helping my team to score. * I am able to find space for my team to pass and I can identify the most appropriate person to pass towards. | * Positions – centre, goal attack, goal shooter, goal defence, goal keeper, wind attack, wind defence. * Mark * Pivot * Shoot * Aim |
| Gymnastics  (Parkour) | **L1** (Setting up the equipment)   * I can safely set up equipment in a small group. * I can create a variety of stations using different heights and equipment types. * I know the types of gymnastic apparatus (climbing frame, table, linking piece, mat) * I know how to carry the apparatus (2/3 per piece)   **L2** (Balances and rolls)   * I know the 5 basic shapes of gymnastics (Straddle, straight, tuck, pike, star) * I know for an arabesque that my back needs to be straight and my supporting leg is straight. My arms are used for balance and I can apply my counter balance knowledge. * I can perform the 5 basic shapes when requested. * I can tense my core to perform balances effectively * I can use my core to maintain a balance and poise during a sequence. My arms are used for balance as well as for finesse. * I can do a forward’s roll, beginning to use my legs to push into the movement. * I know how to keep my head and my spine safe when performing a forward’s roll (head tucked under, roll down each vertebrate and stand steady at the end).   **L3** (Jumping)   * I can jump from stationary. * I know how to land safely. * I can verbally explain the fundamentals of jumping (knees bent, swinging arms, feet together, eyes forward) * I can jump from height safely using a mat to support my jump.   **L4** (Travel)   * I can safely travel in a variety of unique and interesting ways. * I can mirror a partner and how thy are traveling. * I can adapt my method of travel to suit the equipment I am using.   **L5 & L6** (Experimenting with movement)   * I can look for effective ways to travel that I think will suit my sequence. * I can perform a range of jumps and balances and begin to decide on what I will include in my sequence. * I can think about transitions, fluidity and variety when deciding on my movements. | * Jumps (straight, tuck, star, straddle, split leap) – focus on jumping off apparatus safely. * Rolls (parkour roll, backwards roll in sequence) * Routine * Rhythm * Poise |
| **Summer 2** | Athletics | **L1** (Sprint Race)   * I can use explosive power to start the race quickly. * I show good control and speed during the event. * I can keep sprinting passed the finish line. * I can perfect on my starting technique. * I can start the race like an athlete. * I can give and receive feedback on technique and implement it. * I can lead/partake in a warmup and cool down.   **L2** (Relay Race)   * I can change speed & direction whilst running. * I can hand over the baton efficiently. * I can concentrate on my team to ensure I am ready for each leg of the relay. * I can give and receive feedback on technique and implement it. * I can lead/partake in a warmup and cool down.   **L3** (Cross country)   * I can change speed & direction whilst running. * I can think tactically about when I should jog and when I should sprint. * I can conserve my energy and maintain a constant speed. * I can give and receive feedback on technique and implement it. * I can lead/partake in a warmup and cool down.   **L4** (Javelin/Shotput)   * I can throw a variety of objects with one hand using the correct stance to ensure the correct direction of throw. * I know that when throwing my feet need to be shoulder width apart and knees slightly bent. * I know that my stance changes when doing javelin to shot put. * I know that my stance and the force in my legs help an object propel through the air. * I know that my arms and wrists are just as important when throwing an object in order to propel it further. * I can demonstrate successful throwing skills and will complete activity with flare and fluid motions.   **L5** (Long Jump/Speed bounce)   * I can jump accurately from a standing position using my arms as propulsion. * I know how to use my arms to help propel me when jumping.   **L6** (Consolidation)   * I can work on an area that I have found challenging. * I can use the correct technique for the sport I am competing in. | * Sprint, jog * Distance (marathon cross country) * Javelin * Shot putt * Long Jump * Speed bounce * Force * Propulsion |
| Gymnastics  (Parkour) | **L1 & L2** (Compiling a sequence)   * I can use a variety of equipment and travelling methods and ensure my routine maintains its fluidity. * I can identify good transitions between movements. * I can identify equipment, movements, travel and jumps I would like to include in my routine. * I can work on being consistent with my routine.   **L3 & L4** (Performance and feedback)   * I can work solo, duo or with a small group to put a gymnastic parkour routine together. * I can show finesse, technique and fluidity in my routine. * I can work within my gymnastic capability but still challenge myself. * I may want to select music to accompany my routine. * I can give and receive constructive feedback to develop my routine.   **L5 & L6** (Final Performances)   * I can perform a final piece. * I can use an Ipad to watch my performance and self-assess it. * Refer to Evaluation. | * Jumps (straight, tuck, star, straddle, split leap) – focus on jumping off apparatus safely. * Rolls (parkour roll, backwards roll in sequence) * Routine * Rhythm * Poise |

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| YEAR 6 | | | | |
| **Term** | **Curriculum Area** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| **Autumn 1** | Teamwork  (Outdoor Adventurous Activities) | Teamwork  - I can take turns.  - I can listen when someone else if giving their idea and contribute my ideas.  - I can stay motivated for my team and work hard for them.  - I can follow instructions given by my peers based on a job role or position.  - I can look to help and support my team mates especially those who may not be as strong at the sport.  Fitness  - I can do 60 minutes of active exercise in a day.  - I can understand my body and how muscles grow.  - I can understand the difference between feeling tired and lacking stamina or resilience.  - I know how to improve on my stamina.  Health and Safety  - I can explain what being safe means in school and during PE.  -I can identify actions/areas that may be unsafe and explain why.  - I can set up equipment and apparatus safely.  - I know what a risk assessment is.  - I can risk assess aspects of PE lessons.  Competition  - I know what it is to win and lose.  - I can win and lose with dignity.  - I can congratulate the winner.  - I can follow the rules of a game.  - I can work to beat my own personal best.  - I know that/where improvement is needed to better my own scores.  - I can use communication and collaboration to learn from others to improve myself.  Leadership  - I can direct a partner or small group.  - I can listen to others and take on board ideas.  - I can adapt to the skills and needs of a group.  - I can make decisions to benefit my team (positioning, roles)  Healthy Lifestyle  - I can identify and explain the changes I can feel when I exercise (heart rate, breathing, sweating, muscle groups)  - I can understand why I need to exercise and why it is important.  - I can take part and lead a warm-up and cool down and explain why this is needed.  - I can find and explain links between diet and exercise.  Evaluation  - I can make a positive comment on another’s performance.  - I can be self-reflective and enhance my own performance through this.  - I can offer constructive areas for development.  - I can refine my own performance after receiving feedback.  - I can explain how I did something to coach someone else. | **L1**  Time Bomb ([Activity 2](Teamwork%20Activities.pdf))  **L2 & 3 (**Child led games)   * I can make up my own team game with a group. * I can set out the equipment. * I can demonstrate how to do it. * I can explain the rules.   L4 (Map reading)   * I can read ordinance survey maps * I can identify where I am. * I can find a given point. * I can orientate the map where needed.   **L5 & L6** (Finding points, planning routes)   * I can read ordinance survey maps * I can identify where I am. * I can find a given point. * I can orientate the map where needed. * I can plan a and follow a route with my team.   **L7** (Race to find points)   * I can find multiple places using an ordinance survey map. * I can work with a team to complete the route quickly and efficiently to collect flags that have been put out as part of a competition. | * Map * Location * Coordinates * Compass * Degrees * North, north-east, east, south east, south, south west, west, north west, |
| Swimming | *Swimming lessons are to take place at Cannock Leisure Centre Instructors at the Leisure Centre will lead sessions and staff will support where needed. The aim of the sessions are below.*   * 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] * perform safe self-rescue in different water-based situations. | * Float * Front crawl * Backstroke * Breast stroke * Water safety * Stroke * Rescue |
| **Autumn 2** | Football | L1 (Passing)   * I can use different parts of my foot to pass the direct with aim. (include sole.) These skills are used confidently within a game. * I kick the ball in various directions due to my foot direction and my body direction confidently. * I know that for a weighted pass, I need to be able to ‘push’ the ball rather than just kicking it.   L2 (Defending)   * I know how to intercept a ball (using prior knowledge) and do it without contact. * I know that jockeying is where I stand opposite my opponent and move backwards maintaining my line with my opponent’s ball. * I know that when I tackle I must be safe in my movements and avoid control with my opponent’s foot. * I can show good awareness when marking an opposing attacker.   L3 (Shooting)   * I can kick the ball in various directions due to my foot direction and my body direction confidently. * I can change the amount of power I use by changing my technique. * I can change the height I kick the ball by leaning back (height) or putting my body over the ball (low) * I can aim at a goal and try and score.   **L4** (Goalkeeping)   * I can use my body to stop the ball. * I can show bravery to stop the ball. * I can change direction quickly to move around the goal line. * I can catch the ball where possible using prior knowledge of catching. * I know that a goalkeeper can use their hands in a specific area (18-yard box)   **L5 & 6** (Game situations including officiating)   * I understand how to create a 5v5/7v7 including goalkeepers, defenders, midfielders and attackers. * I can be part of a team and lead it with great sportsmanship, diplomacy and democracy. * I know that being a referee is a position of authority, but I must be clear in my instructions, advice and support. | * Toe, side, laces * Direction * Weighted pass * Step-kick * Position * Attackers * Goalkeeper * Jockeying * Block tackle * Standing tackle * Non-contact * Referee |
| Swimming | *Swimming lessons are to take place at Cannock Leisure Centre Instructors at the Leisure Centre will lead sessions and staff will support where needed. The aim of the sessions are below.*   * 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] * perform safe self-rescue in different water-based situations. | * Float * Front crawl * Backstroke * Breast stroke * Water safety * Stroke * Rescue |
| **Spring 1** | Cricket | **L1** (Bowling)   * I know that by twisting the hand and wrist slightly, that the ball will spin as it travels – increasing speed) * I know when to release the ball during a cricket throw, so that the ball travels towards the batter (just before the down stroke). * I can hold the ball correctly and take a run up and overhead bowl. It is with aim, direction and begins to include a spin upon the ball.   **L2** (Batting)   * I know that the cricket bat always remains pointing towards the ground and my arms are kept straight. * I step into the hit to generate power. * I can step forwards and hit the ball with the correct technique, using my wrist and body position to change the direction and distance of my shot.   **L3** (Feilding)   * I know that to catch when fielding is similar to that in rounders, a scoop/cup motion to catch from a height and position myself under the ball. * I can correctly catch the ball during game play and can reach out to the side with one hand and catch accurately.   **L4 & L5** (Game situations)   * I can follow the rules of the game. * I can show competitive aspects to my personality.   **L6** (Child officiated game)   * I can undertake the role of umpire with knowledge and understanding and I can fully emerge myself within any position of the game. | * Bowler * Batter * Runs * Fielding * Spin * Wicket * Stump * Boundary * Bails * Umpire |
| Dance  (Routine: Rock and Roll, Charleston and Lindy hop) | Stimuli: Staff to select a visual and/or audio stimuli based around the topic that is being taught.  **L1 - L4** (Learn and Rehearse)   * I can perform and create motifs in a variety of dance styles with accuracy and consistency * I can select and use a wide range of compositional skills to demonstrate ideas * I can suggest ways to improve quality of performance showing sound knowledge and understanding and correct vocabulary. * I can lead my own warm up & demonstrates all round safe practice. * My performance will have style and I am able to offer constructive self and peer evaluation. * I know how to be precise in my movements * I know how to create motifs/routines that complement each other. * I know for a successful dance I need to follow the rhythm of the music and my movements need to be in time. * I know how to work alongside others without causing harm and creating an effect (mirror, cannon)   **L5 & L6** (Performance)   * I can perform a final piece. * I can take on constructive feedback and act on where needed. * I can use an Ipad to watch my performance and self-assess it. | * Precision * Control * Fluency * Dynamics * Spatial awareness * Rhythm * Mirror * Cannon |
| **Spring 2** | Netball | **L1** (Passing)   * I can move quickly and then stop quickly too. * I can hold the netball correctly and able to use my body and hands to throw the ball with aim. * My chest pass is starting to vary in distance due to the force behind the ball. * I can catch the ball accurately while standing and I am beginning to move my body around the court to catch the ball. * I know that I can keep possession of the ball for three seconds before I need to pass it. * I know that whichever foot I land on first, is the foot that remains in contact with the floor and I can pivot round it using the other foot   **L2** (Defending)   * I can block/mark my opposition correctly. * I am able to change directions quickly in order to doge and weave whoever is marking me. * I can understand the role of a defender. * I can intercept a pass effectively. * I can use my footwork skills to help me defend. * I know that when I’m marking, it is a non-contact sport and I must not touch my opponents. * I know that I need to maintain a metre distance between myself and the person I am marking when they have the ball.   **L3** (Shooting)   * I know I can use two hands to shoot, or I can use one arm as a guide while I shoot using the other hand. * I can begin to shoot with some accuracy. * I can begin to create build up play (Pass – pass – pass – shoot) with teammates. * I know that in netball the net doesn’t have a back board – basketball does.   **L4 & L5** (Game situations)   * I understand all positions of the team and whom they should be marking. * I can move around the court, stopping at appropriate lines and helping my team to score. * I am able to find space for my team to pass and I can identify the most appropriate person to pass towards.   **L6** (Child officiated game situations)   * I can name positions on a netball team. * I can position myself correctly on a netball court. * I know that I can keep possession of the ball for three seconds before I need to pass it. * I know that whichever foot I land on first, is the foot that remains in contact with the floor and I can pivot round it using the other foot * I know that in netball the net doesn’t have a back board – basketball does. * I know that when I’m marking, it is a non-contact sport and I must not touch my opponents. * I know that I need to maintain a metre distance between myself and the person I am marking when they have the ball. * I can officiate a game and keep score. | * Positions – centre, goal attack, goal shooter, goal defence, goal keeper, wind attack, wind defence. * Mark * Pivot * Shoot * Aim |
| Fitness | A number of stations should be set up in the hall by the children. These should work various muscle groups and last for around 60 seconds before rotating activity. The aim of this unit is to develop stamina and fitness as well as developing the understanding of the body and the impact of exercise.   * I can perform & create motifs in a variety of aerobic/fitness/circuit moves with accuracy and consistency (star jumps, press-ups, triceps dips, plank, running, ski jumps, shuttle runs, etc.) * I can select & use a wide range of compositional skills to demonstrate ideas. * I can participate for at least 90% of the lesson with full enthusiasm. * I can stretch my muscles, using my knowledge of which muscles will be used. * I am able to touch my toes both standing and sitting and can guide others to follow suit. * I can lead my own warm up & demonstrates all round safe practice. My performance will have style and I am able to offer constructive self and peer evaluation. * I know that aerobics is designed to get the heart rate elevated and to work all muscles in the body through different movements. * I know that a warm up and cool down is essential to prevent injury. * I can set up my own stations. * I can explain what muscle groups my station will work on. * I can set up a station based on a specific requirement of fitness. |  |
| **Summer 1** | Rounders | **L1** (Bowling)   * I know that I need to aim towards the batter bat and aim between their shoulder and knee. * I know the ball cannot be aimed at the batter body. * I know I must use underarm throws and not allow the ball to bounce.   **L2** (Batting)   * I can consistently use the correct stance, holding the bat in one hand. * When I strike the ball, I can hit it with force and starting to hit with direction. * I can spot spaces to aim towards when batting.   **L3** (Fielding)   * I know where my team must be spaced out to minimise the other team’s rounders. * I can apply my skills of catching to any activity, moving my body to the location of the ball when being thrown across to me. * I can choose the most efficient way to throw the ball and which post to aim for in order to stop a rounder.   **L4 & L5** (Game situations)   * I know how to use tactics – hit the ball in the direction of space and field in the spaces. * I understand the role of each player during a game and can take part. * I can take charge of being the bowler during a game, using the correct under arm technique, the correct stance and force behind the ball.   **L6** (Child officiated game situations)   * I can show a good understanding of the rules of the sport. * I can keep the score of the game. | * Batter * Bowler * Fielding * Bases * Stump * Backstop * Underarm * Scoop catch * Tactics |
| Gymnastics  (Performing) | **L1 & L2** (Experimenting)   * I can use a variety of equipment and travelling methods and find what works for me. * I can identify areas of gymnastics I am strong in and areas I need to develop. * I can identify equipment, movements, travel and jumps I would like to include in my routine.   **L3 & L4** (Rehearsing)   * I can work solo, duo or with a small group to put a gymnastic routine together. * I can show finesse, technique and fluidity in my routine. * I can work within my gymnastic capability but still challenge myself. * I may want to select music to accompany my routine. * I can give and receive constructive feedback to develop my routine.   **L5 & L6** (Performances)   * I can perform to my peers. * I can respond and act on constructive feedback. * Refer to evaluation. | * Travel (cartwheel, round off, year 4’s) * Balances ( 1,2,3,4 point, part weight partner balances, groups formations) * Rolls (forwards roll from straddle, dive forwards roll, backwards roll to straddle) * Jumps (straight, tuck, star, pike straddle, stag jump/leap, split leap) * Routine * Rhythm * Arabesque * Poise * Finesse * Forwards roll * Backwards roll |
| **Summer 2** | Athletics | **L1** (Sprint Race)   * I can use explosive power to start the race quickly. * I show good control and speed during the event. * I can keep sprinting passed the finish line. * I can perfect on my starting technique. * I can start the race like an athlete. * I can give and receive feedback on technique and implement it. * I can lead/partake in a warmup and cool down.   **L2** (Relay Race)   * I can change speed & direction whilst running. * I can hand over the baton efficiently. * I can concentrate on my team to ensure I am ready for each leg of the relay. * I can give and receive feedback on technique and implement it. * I can lead/partake in a warmup and cool down.   **L3** (Cross country)   * I can change speed & direction whilst running. * I can think tactically about when I should jog and when I should sprint. * I can conserve my energy and maintain a constant speed. * I can give and receive feedback on technique and implement it. * I can lead/partake in a warmup and cool down.   **L4** (Javelin/Shotput)   * I can throw a variety of objects with one hand using the correct stance to ensure the correct direction of throw. * I know that when throwing my feet need to be shoulder width apart and knees slightly bent. * I know that my stance changes when doing javelin to shot put. * I know that my stance and the force in my legs help an object propel through the air. * I know that my arms and wrists are just as important when throwing an object in order to propel it further. * I can demonstrate successful throwing skills and will complete activity with flare and fluid motions.   **L5** (Long Jump/Speed bounce)   * I can jump accurately from a standing position using my arms as propulsion. * I know how to use my arms to help propel me when jumping.   **L6** (Consolidation)   * I can work on an area that I have found challenging. * I can use the correct technique for the sport I am competing in. | * Sprint, jog * Distance (marathon cross country) * Javelin * Shot putt * Force * Propulsion |
| Badminton | **L1** (Familiarising with the equipment)   * I know what a badminton racket is and can identify differences to other rackets I know. * I know what a shuttlecock is. * I can hold the racket correctly. * I can hit the shuttlecock in the air to myself and catch it. * I can throw the shuttlecock to a partner, they hit it back and I catch it.   **L2** (Shot types)   * I can hit the shuttlecock using a forehand, backhand and overhead shot. * I can hit the shuttlecock to a target area or partner. * During any activity, I can to vary the distance needed by varying the pressure/force behind the racket. * I can hold the racket correctly, maintain a rally and able to direct the shuttlecock to a desired location (my partner or an open space during a game).   **L3 & L4** (Non-competitive rallies)   * I can use my body position and wrist movement to change the direction of the shuttlecock tactically. * I can move to the desired location when a shuttlecock is coming towards me quickly and efficiently. Once returned, I remain alert and ready to receive again. * I know that the overhead hit is used to start a game and to propel the shuttlecock further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the shuttlecock. * During any activity, I can to vary the distance needed by varying the pressure/force behind the racket. * I can hold the racket correctly, maintain a rally and able to direct the shuttlecock to a desired location (my partner or an open space during a game). * I know that the overhead hit is used to start a game and to propel the shuttlecock further into the other side of the court and I vary the speed and distance through force behind the racket when it contacts the shuttlecock.   **L5 & L6** (Competitive games)   * I can apply my knowledge in a competitive game situation. * I can officiate a game, keeping the correct score and calling in/out. * Using the backhand position, I can extend my arm during a game to hit the shuttlecock to a desired location. * I can use my body position and wrist movement to change the direction of the shuttlecock tactically. | * Forehand * Backhand * Rally * Court * Net * Light feet * Overhead * Shuttlecock * Racket |