

**THE BLESSED SACRAMENT CATHOLIC PRIMARY SCHOOL**  
**PHYSICAL EDUCATION STRAND / UNIT OVERVIEW**



**PURPOSE OF STUDY**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>ATHLETICS</b>	<ul style="list-style-type: none"> <li>Perform fundamental movement skills at a developing level.</li> <li>Think about how to achieve the greatest possible speed, height, distance or accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Perform fundamental movement skills at a developing level, start to master some basic movements.</li> <li>Think about how to achieve the greatest possible speed, height, distance or accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Develop good basic running, jumping and throwing techniques.</li> <li>Develop technical understanding across all areas of athletics.</li> <li>Take more responsibility for designing, organising and judging athletic events.</li> <li>Master fundamental movement skills and start to develop athletic specific skills, perform with consistency and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Develop technical understanding of athletic activity.</li> <li>Set targets and improve performance in a range of running, jumping and throwing activities.</li> <li>Continue to develop athletic specific skills, perform with consistency, accuracy, confidence, control and speed.</li> </ul>		
<b>Skill Focus (Athletics)</b>	running, hopping, rolling a ball, underhand throw and jumping.	running, underarm throw, overarm throw, a push throw and jumping for distance.	throwing (push, pull and sling), hop, step and jump, combination of jumping actions		throwing (push, pull, sling and heave), jumping and landing in different ways, running (short and long distances), passing a baton in a relay.	
<b>GAMES – STRIKING AND FIELDING</b>			<ul style="list-style-type: none"> <li>Hit or strike ball into spaces to score runs.</li> <li>Fielding – learn how to work together to keep batters' scores down.</li> <li>Learn to strike a ball to avoid fielders.</li> <li>Fielding, try to prevent runs or points being scored.</li> <li>Develop skills and perform with consistency and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Develop range and quality of skills / understanding</li> <li>Learn roles of bowler, backstop, fielder, batter.</li> <li>Develop technique, use wider range of shots, and work in larger teams.</li> <li>Develop bowling technique and use of tactics as a fielding team.</li> <li>Develop sports specific skills; perform with consistency, accuracy, confidence, control and speed.</li> </ul>		
<b>Skill Focus (Striking / Fielding)</b>			bowl underarm, strike a ball off a tee, catch a ball, field a ball and return it quickly, perform a straight drive.		bowl over/underarm, strike ball off tee, strike bowled ball, field a ball and throw back overarm.	

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<b>GAMES – NET AND WALL</b>			<ul style="list-style-type: none"> <li>• Develop skills to make the game difficult for an opponent.</li> <li>• Learn to direct the ball towards target area and away from opponent.</li> <li>• Develop sports specific skills and perform them with consistency and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and range and quality of skills using rackets.</li> <li>• Develop effective serving techniques and tactics.</li> <li>• Learn specific tactics and skills for net/wall games.</li> <li>• Develop sports specific skills and perform them with consistency, accuracy, confidence, control and speed.</li> </ul>		
<b>Skill Focus (Net / Wall)</b>			ready position, under/overarm throw, hold a racket, strike a ball with racket.	throwing a ball, hold a racket, fore/backhand, volley and underhand serve		
<b>GYMNASTICS</b>	Learn how to create a sequence on floor, mats and apparatus. Link two gymnastic shapes through rolling, travelling or jumping.	Learn how to create a sequence on floor, mats and apparatus. Link four gymnastic actions – a roll, a balance (large body parts), a jump and a travel.	Learn how to create a sequence on floor, mats and apparatus with six actions. Focus on small body balances linked through travelling, rolling and jumping – must show different levels and change in direction.	Learn how to create a sequence on floor, mats and apparatus with a partner. Sequence of six skills - must include, one roll, one jump and one balance.	Learn how to create a sequence on floor, mats and apparatus with a partner which includes three basic acrobatic balances and up to six other actions.	Learn how to create a sequence on floor, mats and apparatus in a group of four to six children. Sequence demonstrates knowledge of gymnastic actions and compositional principles. Develop sequence on floor and mats before adapting to incorporate apparatus.
<b>DANCE</b>	Make their own simple dance phrases with beginning, middle and end. Choose and link actions that express a mood, idea or feeling.	Make their own simple dance phrases with beginning, middle and end. Choose and link actions that express a mood, idea or feeling. Remember and repeat movements showing greater control, coordination and spatial awareness.	Perform freely, translate ideas from a stimulus into movement – use dynamic, rhythmic and expressive qualities clearly and with control.	Perform dances clearly and fluently – show sensitivity to the dance idea and the accompaniment.	Perform different styles of dance clearly and fluently – adapt and refine use of weight, space and rhythm to express themselves.	Perform dances fluently and with control. Perform to an accompaniment expressively and sensitively.

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<b>SWIMMING – BEGINNERS</b>			<ul style="list-style-type: none"> <li>• Become more water confident, learn how to keep afloat, move in water, breathe when swimming. Use swimming aids and supports, moving away from these.</li> <li>• Learn how to swim between 10 – 20 metres unaided. Use one basic method to swim. Move in and under water.</li> </ul>			
<b>SWIMMING – DEVELOPING/COMPETENT</b>			<ul style="list-style-type: none"> <li>• Swim fluently. Improve swimming strokes. Learn personal survival techniques.</li> <li>• Swim between 50 – 100 metres, swim for 45 – 90 seconds, use 3 different strokes including front and back, and swim confidently and fluently on the surface and underwater.</li> <li>• Know the dangers of water locally and nationally.</li> <li>• Learn appropriate survival and self-rescue skills.</li> </ul>			
<b>OUTDOOR &amp; ADVENTUROUS ACTIVITIES</b>			<ul style="list-style-type: none"> <li>• Take part in simple trust and orientation activities using maps and diagrams.</li> <li>• Work on own and in small groups.</li> <li>• Learn to use simple maps and follow simple trails.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in physical challenges and solve problems.</li> <li>• Develop problem solving skills requiring communication.</li> <li>• Tackle teamwork tasks with clearly defined roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop orienteering and problem solving skills.</li> <li>• Emphasis on building trust and working as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in more complex orienteering events.</li> <li>• Read maps more accurately, adapt skills to meet challenges.</li> <li>• Develop skills/understanding to become self-reliant.</li> <li>• Take on more demanding leadership roles and learn to take the initiative more often.</li> </ul>
<b>Skill Focus (O&amp;A)</b>			orientate a map, use a control card, and navigate a course safely	travel and balance safely, teamwork skills (planning, doing and reviewing).	“set” or “orientate” a map, know 8 points of a compass, record information accurately at the control marker, and navigate to a control marker.	set a map using a compass, practice and refine thumbing the set map, set direction of travel from the map using a compass, and follow instructions to complete orienteering course.