

Curriculum Progression KS2 at Park Road Academy Primary School



<p>INTENT</p>	<ul style="list-style-type: none"> • That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum • A willingness of staff to adapt plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills • A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally • Children how to learn skills and knowledge and apply it. • Delivery through the Principles of Assessment for Learning. • Children experiences of traditional and 'new' sports. • Careful monitoring of the progress of individuals, groups, classes and year groups
<p>IMPLEMENTATION</p>	<ul style="list-style-type: none"> • A commitment that all children are active. Spare kit in each class means no children misses PE • Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP. • That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring. • A range of teaching styles and strategies to deliver the curriculum • Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours.
<p>IMPACT</p>	<ul style="list-style-type: none"> • Children's progress in different domains of learning • Parents the levels of attainment and achievement of their children verbally and/or in writing • How to improve. Specific targets to be set and measured • How to improve. Support and challenge to be provided for learners. • That all children's achievements are valued.



- The skills and knowledge taught in PE are broken down and tracked across the age range from EYFS through to UKS2.
- Where children cannot access a unit because the level of challenge is too high we may use material from previous year groups.
- Units do not have to last 6/7 weeks. You can extend units to secure deep learning or run units for shorter periods where children are already skilled in that area.
- Key questions and assessment outcomes are highlighted for each unit.

Athletics – Year 3 – Summer 1 Athletics – Year 4 – Summer 1



In this unit we learn a range of throwing, jumping and running techniques and hone technique before competing against ourselves and others

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Use the correct technique to start a sprint race.</p> <p>Develop my coordination to improve speed.</p>	<p>Hurdle efficiently and consistently</p> <p>Sprint between hurdles</p>	<p>Develop the technique and consistency of my jumps.</p> <p>Jump consistently off the same foot</p> <p>I can scissor kick</p>	<p>Throw overarm accurately.</p> <p>Throw overarm with power for distance.</p>	<p>Accurately replicate the technique for running, jumping and throwing events.</p> <p>Run a relay efficiently as part of a team.</p>	<p>Replicate the techniques for running, jumping and throwing events in competitive situations.</p> <p>Challenge myself to beat previous performances.</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>How to start a sprint race.</p> <p>The importance of keeping my first few metres low and powerful.</p>	<p>Which my take off foot is.</p> <p>The technique associated with hurdling</p>	<p>That my furthest point backwards in long jump triple jump is the point measured in competition.</p> <p>To run in an arc & to approach the bar sideways on when high jumping</p>	<p>To position my body sideways on when throwing.</p> <p>The pull technique in throwing.</p>	<p>How to receive and transfer a baton safely.</p> <p>How to remember the technique for triple jump</p>	<p>I can improve on personal bests.</p> <p>How to measure my own own performances.</p>



ASSESSMENT						
100%	Warm up prior to exercise and am able to sustain performance over periods of time.	Work well with others in a range of contexts.	Enjoy competing and challenging myself to improve.	Warm up safely prior to exercise and can sustain performance over periods of time.	Work well with others in a range of contexts.	Enjoy competing and challenging myself to improve.

Athletics - Year 5 – Summer 1 Athletics – Year 6 – Summer 1



Looking at different ways of running, jumping and throwing whilst developing **children's** technique and aware-ness of safety.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Change pace and run at different tempos.</p> <p>Sustain my pace over longer distances.</p>	<p>Throw with accuracy and power using the pull technique.</p> <p>Throw after a run up.</p>	<p>Throw with greater force and over longer distances.</p> <p>Throw with greater control, accuracy and efficiency.</p>	<p>Perform the correct techniques for triple jump, high jump and standing vertical jump.</p> <p>Measure accurately my performance at standing vertical jumping.</p>	<p>Combine sprinting with hurdling</p>	<p>Transfer a relay baton efficiently as part of a team</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>How to control my running over middle distance.</p> <p>How running a bend differs from running astraight.</p>	<p>To get sideways on when throwing.</p> <p>How to throw safely as part of a group.</p> <p>To use my non-throwing arm to help me throw.</p>	<p>How to throw a shot using 'clean, dirty neck' technique.</p> <p>How to generate power from the thighs.</p>	<p>How to approach the bar from an arced run up when high jumping.</p> <p>The technique 'same different, both' for triple jump.</p>	<p>My take off foot and lead leg.</p> <p>How to hurdle efficiently</p>	<p>How to position myself to receive a baton.</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Warm up prior to exercise and am able to sustain performance over periods of time.</p>	<p>Work well with others in a range of contexts.</p>	<p>Enjoy competing and challenging myself to improve.</p>	<p>Warm up safely prior to exercise and can sustain performance over periods of time.</p>	<p>Work well with others in a range of contexts.</p>	<p>Enjoy competing and challenging myself to improve.</p>



Basketball – Year 5 – Autumn 1
Basketball – Year 6 – Spring 1



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	I can control a basketball using both hands and protect the ball under pressure	I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass	I can use different skills such as varying speed and direction to get past defenders	I can mark a player or an area of the court to limit opportunities for the opposition	I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball	I can dribble, pass and shoot the basketball using correct technique to play in a game
<p>KNOWLEDGE</p> <p>I know...</p>	I know how to use my body to protect the ball	I know how to create space to receive a pass	I know how to defend against an attacking player	I know what the difference between man v man defence and zone defence and understand the benefits of both styles.	I know how to work as a team to create shooting opportunities	I know how to communicate with teammates and understand the principles of attacking and defending when playing a competitive game
<p>ASSESSMENT</p> <p>I can...</p>	Demonstrates agility, balance, coordination and precision	Evaluates the work of others using correct technical language	Is self-motivated and physically confident and actively engages in competitive situations	Demonstrates agility, balance, coordination and precision	Evaluates the work of others using correct technical language	Is self-motivated and physically confident and actively engages in competitive situations



Cricket – Year 3 – Summer 2

This unit develops the skills of bowling, ground fielding, catching, wicket keeping and batting and looks to link skills whilst de-veloping **children's** understanding of how the different components fit together into the game itself.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Stand sideways on with a high back lift ready to receive a ball.</p> <p>Step back and across to pull a short ball.</p>	<p>Bowl a ball overarm with a straight arm.</p> <p>Take up a wicket keeping stance and take balls bowled on both sides of the wicket</p>	<p>Throw accurately and powerfully.</p> <p>Drive a ball and then run between a set of wickets, sliding my bat when necessary.</p>	<p>Bat successfully with a partner, communicating effectively.</p> <p>Bowl with increasing accuracy.</p>	<p>Bowl with a run up</p> <p>Stop hard balls struck at me by forming a long barrier</p> <p>Communicate effectively with a partner when batting.</p>	<p>Back up my fellow fielders in the field</p> <p>Play purposefully in a competitive game, taking on multiple roles effectively</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>How to grip the bat.</p> <p>How to move back and across to play the pull shot.</p> <p>What the crease is for.</p>	<p>How to grip a ball when bowling.</p> <p>The process of bowling from the coil to release of the ball.</p> <p>How to position myself wicket keeping so no obstructions to my vision</p>	<p>When to slide my bat to make my ground when running between the wickets.</p> <p>What 'backing up' means to fielders</p>	<p>The different calls I can make as batsman.</p> <p>Which batsman/woman calls for runs and the circumstances when each should call.</p>	<p>How to form a long barrier to field a hardshot</p>	<p>When to stand still in the field and when to walk in as the bowler runs in.</p> <p>Why I need to call my name if going for a high catch.</p>



ASSESSMENT	Anticipate and show awareness of space and of others.	Reflect and am able to recognise success in self and others	Demonstrate specific tactical awareness.	Anticipate and show awareness of space and of others.	Reflect and am able to recognise success in self and others	Demonstrate specific tactical awareness.
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Dance – Dance around the World – Year 3 – Autumn 2
Dance – Greeks – Year 4 – Autumn 2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	Develop a motif demonstrating some agility, balance, co-ordination and precision	<p>Creatively change static actions into travelling movements</p> <p>Show different levels and pathways when I travel</p>	Communicate effectively with a partner	Communicate effectively within a group	Communicate effectively within a group	Evaluate the work of other's using accurate technical language
<p>KNOWLEDGE</p> <p>I know...</p>	<p>How to contribute key words to a theme related mind map</p> <p>How to translate words/ideas into actions and combine</p>	How to translate theme related actions into travelling movements	How to translate images into actions to communicate meaning	<p>How to listen to the's and shaeng own ideas.</p> <p>How to translate words from a poem into movements</p>	<p>How to use canon, formation changes, direction and level to improve our ideas</p> <p>How to listen to other people's ideas and vocalise my own thoughts</p>	How to recognise good timing, execution and performance skills
<p>ASSESSMENT</p> <p>I can...</p>	Demonstrate agility, balance, coordination and precision.	Think creatively to find solutions to challenges	Communicate effectively and listens to others	Work well with others in a range of contexts	Reflect and recognise success in self and others	Evaluate the work of other's using technical language

Dance – The Haka – Year 5 – Autumn 2
Dance – Through the ages – Year 6 – Autumn 2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	Develop a motif demonstrating some agility, balance, co-ordination and precision	<p>Creatively change static actions into travelling movements</p> <p>Show different levels and pathways when I travel</p>	Communicate effectively with a partner	Communicate effectively within a group	Communicate effectively within a group Improve our ideas	Evaluate the work of other's using accurate technical language
<p>KNOWLEDGE</p> <p>I know...</p>	<p>How to contribute key words to a theme related mind map</p> <p>How to translate words/ideas into actions and combine together</p>	How to translate theme related actions into travelling movements	How to translate images into actions to communicate meaning	How to use chance choreography to create a sequence	<p>How to use canon, formation changes, direction and level to improve our ideas</p> <p>How to listen to other people's ideas and vocalise my own thoughts</p>	How to recognise good timing, execution and performance skills
<p>ASSESSMENT</p> <p>I can...</p>	Demonstrate agility, balance, coordination and precision.	Think creatively to find solutions to challenges	Communicate effectively and listens to others	Work well with others in a range of contexts	Reflect and recognise success in self and others	Evaluate the work of other's using technical language



Dodgeball – Year 3 – Spring 1

A net wall unit, this combines skills of throwing, evading and catching whilst developing tactical awareness decision making under pressure.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Throw overarm powerfully and accurately. Keep my eye on the opposition at all times.	Keep my eye on the opposition at all times. Time when to move to the net to throw	Catch to bring teammates back into the game. Judge which balls to try and catch and which to dodge	Show good peripheral awareness. Adapt to different rules quickly.	Attack decisively Defend skilfully Work alongside others to agree tactics	Make good decisions at crucial times of games Compete with passion, self-belief, respect, honesty, determination and teamwork.
KNOWLEDGE I know...	To aim low and throw down to make it harder for the other team to catch me. When to attack and when to defend.	To keep on the move to make myself more difficult to hit.	The consequences of dropping an attempted catch.	How to evaluate and improve the performance of my team	The rules of different versions of dodgeball.	That tactics need to be decided on as a team
ASSESSMENT I can...	Work alongside and against others when attacking and defending	Work well with others in a range of contexts.	Demonstrate understanding and interpretation of the rules and accepts decisions given.	Work alongside and against others when attacking and defending	Work well with others in a range of contexts.	Demonstrate understanding and interpretation of the rules and accepts decisions given.





Football – Year 3 – Autumn 1

In this unit children learn how to manipulate a ball and send and receive it. They learn how to defend against an attacker and how to work collaboratively in attack and defence.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Trap a ball and cushion it when receiving.</p> <p>Pass the ball accurately</p>	<p>Dribble a ball using both feet and manipulate it using different parts of the foot</p> <p>Shield a ball from an opponent.</p>	<p>Turn confidently with a football.</p> <p>Play a small game and demonstrate my turns.</p>	<p>Make good decisions when in possession</p> <p>Use a numerical advantage by overloading, overlapping and underlapping</p>	<p>Defend well, watching the ball, jockeying to await the moment to pounce and being decisive.</p> <p>Focus and retain my concentration when the ball is in my the ball is in my area of the pitch</p>	<p>Show the skills and knowledge you have developed in a competitive environment.</p> <p>Get into sideways positions when receiving the ball.</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>To be on the balls of my feet when waiting to receive a pass.</p> <p>To move into space after passing.</p> <p>To use the inside of my foot to send when passing over short distances.</p>	<p>How to position my body in relation to the ball and my opponent when shielding.</p> <p>Why it's important Why it's important to take touches with different parts of the foot when dribbling.</p>	<p>To get the ball out wide and use the full width of the pitch</p> <p>Which might be the best turn to use in certain circumstances</p>	<p>How to defend against someone when in a 1v1 situation.</p> <p>When to overlap and underlap</p>	<p>That the team needs to be balanced and that means sometimes playing in a position which isn't isn't my favourite.</p> <p>To pass and move into space</p>	<p>The importance as a defender of getting into a sideways position where they can see the football and their opponent.</p> <p>To always be planning ahead when out of possession</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Link skills to perform actions and sequences of movement</p>	<p>Demonstrate leadership skills.</p>	<p>Demonstrate understanding and interpretation of rules and accept decisions given</p>	<p>Link skills to perform actions and sequences of movement</p>	<p>Demonstrate leadership skills.</p>	<p>Demonstrate understanding and interpretation of rules and accept decisions given</p>



Football – Year 6 – Summer 2

In this unit children recap some of the fundamental skills and work on their decision making and how to use attacking and defending principles in game situations.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Demonstrate skill and close control.</p> <p>Pass the ball and move into space</p>	<p>Combine skills to allow my team to retain possession.</p> <p>Dribble at different tempos</p>	<p>Identify which shooting technique to use to be successful.</p> <p>Keep the ball moving when running at an opponent</p>	<p>Communicate well with my teammates.</p> <p>I can defend thoughtfully, slowing attack-ers down and not overcommitting too soon</p>	<p>Combine skills to create a goal scoring opportunity.</p> <p>Make the most of having an extra player/s on my team</p>	<p>Cooperate, communicate and collaborate with others to achieve shared goals.</p> <p>Officiate if given the chance.</p> <p>Play competitive games and control my emotions</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>To move to space after passing.</p> <p>To anticipate that the ball might come to me at any moment</p>	<p>How to get free from a defender.</p> <p>To dribble with the ball close to me and my head up</p>	<p>To run at pace when trying to dribble past a defender.</p> <p>When defending how to make it harder for the attacker</p>	<p>The skills required to be able to defend well against an opponent</p>	<p>What an overload, overlap and underlap are.</p> <p>The importance of concentration and discipline when defending</p>	<p>The rules of the game</p> <p>To demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.</p>



ASSESSMENT	Links skills to perform actions and sequences of movement	Demonstrate leadership skills.	Demonstrate understanding and interpretation of rules and accept decisions given	Link skills to perform actions and sequences of movement	Demonstrate leadership skills.	Demonstrate understanding and interpretation of rules and accept decisions given
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Gymnastics – Linking Movements Together – Year 3 – Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Step gracefully and with control Turn through 90, 180, 270 and 360 degrees Spin on points and patches	Hold balances with good control Find ways of moving out of one balance and into another	Show different graceful ways of getting from floor to ground and vice versa Link high and low moves	Explore a variety of rolls Create a sequence of rolls and balances	Travel on patches close to the ground Perform with work at contrasting levels.	Perform a range of gymnastic movements at my own level Link movements seamlessly.
KNOWLEDGE I know...	The difference between a point and a patch To spin with control	The importance of working at different levels How to move from one shape to another smoothly	The importance of contrasts in my work How to perform symmetrically and asymmetrically.	How to use the space available to the best of my ability The importance of control in everything I do.	The importance of a good starting position and finishing position. To move with control with good quality transitions between movements.	The importance of up levelling my work and acting upon feedback My own ability and choose to perform moves which are within my limitations
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations



Gymnastics – Receiving body weight – Year 3 – Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Take weight on patches. Create asymmetrical and symmetrical shapes in balances on patches	Take body weight on my back and shoulders both in balance and in motion. Perform in front of my peers with physical confidence	Take weight on my hands as part of a sequence of moves Go into inversion	Take my weight on my back, bottom and shoulders both in balance and in motion	Perform shoulder and teddy bear rolls Take my weight on my back, bottom and shoulders both in balance and in motion	Perform with control and a range of dynamics Receive, and hold my own body weight through a variety of points and patches, both in balance and in motion
KNOWLEDGE I know...	The difference between symmetrical and asymmetrical work. The importance of clarity in my shapes	What inversion is How to feedback constructively to a partner	How to perform a cartwheel A variety of moves where I can take weight on hands.	The importance of good timing and control in my movements	The technique for rolling safely on my shoulders and in a teddy bear roll How to travel like a spider	What points and patches are Share the apparatus space with others
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations



Gymnastics – Symmetry and asymmetry – Year 3 – Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Create a sequence using different spins on patches. Perform with smooth transitions	Create a sequence of spins on points at different levels and with smooth transitions	Spin symmetrically and asymmetrically on points and patches Work at different levels	Forward roll Perform a series of symmetrical and asymmetrical rolls with a partner	Work in different formations Perform in unison with others	Create a sequence using a range of symmetrical and asymmetrical gymnastic moves Alternate between performing symmetrically and asymmetrically
KNOWLEDGE I know...	How to use feedback to improve my sequencing work	The importance of working with control and good transitions between movements.	What symmetrical and asymmetrical shapes look like. The importance of clear starting and finishing positions	How to work constructively with a partner Different ways of performing with a partner.	How to work in time with a partner	How to listen to peer assessment and use the comments to up level my work.
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations	Demonstrate agility, balance, coordination and precision.	Evaluate the work of others using correct technical language	Be self-motivated and physically confident and actively engage in competitive situations



Gymnastics – Arching and bridges – Year 4 – Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Support my body weight on my hands and feet only</p> <p>Spin from one means of support to another</p>	<p>Spin and take my weight in my hands</p> <p>Perform sequences using front and back asymmetrical supports and symmetrical spinning</p>	<p>Create sequences involving different controlled rolls and front and back supports</p>	<p>Create sequences, moving seamlessly from front and back supports to other balances</p> <p>Form different shapes with my legs whilst in shoulder balances</p>	<p>Work in different formations within a sequence</p> <p>Perform in unison to a set count</p>	<p>Work in a pair</p> <p>Create a sequence of front and back supports which involve working under and over</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>What points and patches are</p> <p>The importance of control in my movements</p>	<p>To use the floor space imaginatively as well as the apparatus</p> <p>To change direction and the level I am working at</p>	<p>To use feedback to up level my work</p>	<p>Different ways of supporting myself in shoulder balances</p>	<p>How to work in tandem with a partner in different ways</p>	<p>What the School Games Values are, and the importance of applying them.</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Performs with control and poise.</p>	<p>Evaluate the work of others using correct technical language</p>	<p>Be self-motivated and physically confident and actively engage in competitive situations</p>	<p>Performs with control and poise</p>	<p>Evaluate the work of others using correct technical language</p>	<p>Be self-motivated and physically confident and actively engage in competitive situations</p>



Gymnastics – Pushing and Pulling – Year 4 – Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Balance on different points and patches</p> <p>Match a partner's moves in synchrony</p>	<p>Compose a sequence with a partner</p> <p>Perform elements of my sequence in contrast to a partner</p>	<p>Matching partner's asymmetrical balances</p> <p>Work with contrasting dynamics to my partner</p>	<p>Work alongside a partner to produce our best work</p> <p>Create a sequence involving matching and contrasts</p>	<p>Work in a group</p> <p>Help to compose and then perform a sequence with contrasting and matching shapes and moves</p>	<p>Work at contrasting levels.</p> <p>Perform in unison and canon</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>What a point of contact is.</p>	<p>What a contrast is</p> <p>Know how to contrast in terms of working at different levels; in different directions; in different pathways and at different speeds</p>	<p>How to work with a partner and perform in unison</p> <p>How to act upon feedback from others</p>	<p>How to move from the same position to a contrasting one to my partner and then back to the same</p>	<p>How to communicate and negotiate with others when composing.</p>	<p>What the School Games Values are, and the importance of applying them.</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Performs with control and poise.</p>	<p>Evaluate the work of others using correct technical language</p>	<p>Be self-motivated and physically confident and actively engage in competitive situations</p>	<p>Performs with control and poise</p>	<p>Evaluate the work of others using correct technical language</p>	<p>Be self-motivated and physically confident and actively engage in competitive situations</p>

Gymnastics – Rolling and travelling low – Year 4 – Spring 1



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p><i>I can...</i></p>	<p>Forward roll with good technique and control</p> <p>Perform a forward roll as part of a sequence of rolls</p>	<p>Link forward rolls into a rolling sequence seamlessly</p> <p>Roll along benches, nesting tables, round tables or horses or even bars on the climbing frame</p>	<p>Roll backwards and come to standing without knees touching the mat</p> <p>Roll backwards into straddle</p>	<p>Create a sequence involving a variety of rolls</p> <p>Roll over a partner</p>	<p>Mirror a partner's rolls with good timing</p> <p>Act on feedback from others</p>	<p>Produce a sequence of rolls which show elements of unison, canon and mirroring</p>
<p>KNOWLEDGE</p> <p><i>I know...</i></p>	<p>How to perform a forward roll safely.</p>	<p>How to adjust my hands when rolling along or over apparatus</p>	<p>The correct technique for rolling backwards.</p>	<p>How to roll over a partner safely.</p>	<p>How to mirror a part-ner on the apparatus</p>	<p>How to present myself when performing for others</p>
<p>ASSESSMENT</p> <p><i>I can...</i></p>	<p>Performs with control and poise.</p>	<p>Evaluate the work of others using correct technical language</p>	<p>Be self-motivated and physically confident and actively engage in competitive situations</p>	<p>Performs with control and poise</p>	<p>Evaluate the work of others using correct technical language</p>	<p>Be self-motivated and physically confident and actively engage in competitive situations</p>



Gymnastics – Matching, mirroring and contrasting – Year 5 – Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Perform matching moves with a partner within a sequence. Hold balances on different numbers of points of contact	Control an Arabesque Contrast my partner's moves so that we work at different levels and in different pathways.	Perform a sequence mirroring a partner's symmetrical and asymmetrical shapes?	Perform a sequence with a partner which moves from matching moves to contrasting	Work as a group to demonstrate fluent routines involving mirroring and contrasts	Perform elements of unison and canon in a group routine
KNOWLEDGE I know...	Some interesting ways of transitioning from one move to another.	How to perform an Arabesque To use gymnastic terminology in my feedback	How to mirror, and in unison with my partner.	The importance of timing and how to ensure I work in synchrony with my partner.	How to communicate and negotiate to agree a sequence as a group	How to perform effectively in canon
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve



Gymnastics – Under & over – Year 5 – Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	Roll over my partner who is in a long pencilshape	<p>Form strong arches and bridges</p> <p>Create a sequence with a partner involving supporting body weight on front and back.</p>	<p>Leapfrog others safely</p> <p>Create opportunities for others to travel over and under me</p>	<p>Work with a partner to travel over and under on both floor and benches.</p> <p>Travel in lots of interesting ways over benches creating fluent and controlled sequence</p>	<p>Travel over a partner by taking weight on my hands</p> <p>Spin from a front to a back support over my partner who is in a pencil shape</p>	<p>Work over an under on the floor and apparatus</p> <p>Perform with good technique and seamless transitions</p>
<p>KNOWLEDGE</p> <p>I know...</p>	That I need to get some momentum through my forward and backward rolls to be able to get back to my feet	What an arch and bridge are	How to leapfrog safely	How to vary the speed of my movements to demonstrate contrast	How to refine sequences ensuring real quality in my work	How to perform to an audience
<p>ASSESSMENT</p> <p>I can...</p>	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve



Gymnastics – Synchronisation & canon – Year 5 – Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Slide, scramble, push and spin Work with a partner to create a sequence	Perform in canon to a consistent tempo so that my sequence flows	Create a sequence working at different levels and with different dynamics	Perform balances on patches and in unison and rolls in canon Work symmetrically and asymmetrically	Perform in a group demonstrating different dynamics- changes of level, speed and direction	Perform a routine as a group displaying canon and unison Work in different pathways with my group
KNOWLEDGE I know...	How to use feedback to up level my work.	How to coordinate my moves in time with my partner	What counter tension balances are	What unison and canon are. How to work in symmetry and asymmetrically.	How to work cooperatively and collaboratively with others.	How to perform to an audience
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve



Gymnastics – Flight – Year 6 – Autumn 1

Flight - Children learn how to jump in different ways and perform shapes in flight which are varied and aesthetically pleasing.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Take off from one foot and two feet Gain elevation from a powerful run and dynamic take off.	Take off from one foot and two. Create shapes whilst in flight.	Land with soft knees and in a strong symmetrical position. Share space and apparatus safely with others	Mount and dismount the apparatus safely in imaginative ways. Leapfrog.	Perform jumps gracefully How to cat spring A range of interesting jumps	Explore different levels in my sequences to include flight and travelling close to the ground. Work to create a sequence as a group
KNOWLEDGE I know...	How to land safely. A variety of shapes in the air.	How to use apparatus as part of my jumping. How to make my jumps aesthetically pleasing	To take off one foot and then spring from two into flight. What safe mounts and dismounts look like.	How to mount and dismount the apparatus safely. How to leapfrog safely	Different ways of linking movements and jumps. How to use different pathways within my flight sequences.	What canon and unison are. The importance of timing when performing as a group
ASSESSMENT I can...	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve	Link skills to perform actions and sequences of movement	Evaluate the work of others using correct technical language	Enjoy competing and challenging myself to improve

Gymnastics – Group sequencing – Year 6 – Autumn 2



Group sequencing. Children work using different choreographic styles to formulate work which is aesthetically pleasing

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Work in a group of 4 to create a sequence of rolls. Perform in unison. Work as part of a team to create sequence starting & finishing points are clearly defined.</p>	<p>Work in a group of 6 to create a sequence involving different formations and pathways. Work as part of a team to create a sequence involving flight.</p>	<p>Create a sequence working at different levels and with different dynamics. Spin on a variety of points and patches</p>	<p>Take weight on my hands in different ways Travel on different body parts</p>	<p>Perform a sequence as a group with changes in direction, level and speed. Create sequences with pathways that cross.</p>	<p>Mirror asymmetrical body shapes within a group. Time my moves within a group sequence</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>What unison is How to transition from one roll to another.</p>	<p>How to jump safely How to mount and dismount apparatus safely</p>	<p>What points and patches are. What mirroring, can-on and unison are.</p>	<p>How to change the dynamics within a sequence</p>	<p>How to adapt a floor sequence to make it work on the apparatus</p>	<p>How to perform in front of an audience</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Link skills to perform actions and sequences of movement</p>	<p>Evaluate the work of others using correct technical language</p>	<p>Enjoy competing and challenging myself to improve</p>	<p>Link skills to perform actions and sequences of movement</p>	<p>Evaluate the work of others using correct technical language</p>	<p>Enjoy competing and challenging myself to improve</p>





Handball – Year 6 – Spring 2

In this unit children learn to apply a wider range of skills and learn how to develop tactics in handball

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Get into a good ready position to move quickly and receive the ball.</p> <p>I can send a ball accurately</p> <p>I can dribble a ball through different pathways</p>	<p>Dribble a ball in front of me whilst travelling.</p> <p>Receive the ball sideways on</p>	<p>Dribble a ball in front of me whilst travelling.</p> <p>Receive the ball sideways on</p>	<p>Anticipate the play.</p> <p>Shoot with power and accuracy.</p> <p>Pass out of the back of my hand</p>	<p>Fake and Go</p> <p>Disguise passes and dummy pass</p>	<p>Apply a range of skills purposefully in a game.</p> <p>Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>To signal with my hand</p> <p>How to back-up other players</p> <p>To get sideways on when throwing over-arm.</p>	<p>How to shield a ball using my body.</p> <p>What the court markings symbolise in handball</p>	<p>How to shield a ball using my body.</p> <p>What the court markings symbolise in handball</p>	<p>The basic rules of handball</p>	<p>How to 'fake and go' and when to use it.</p>	<p>The rules of handball</p> <p>How to agree decisions as a group.</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Work alongside and against others when attacking and defending</p>	<p>Communicate effectively and listen to others</p>	<p>Be self-motivated and physically confident and actively engage in competitive situations.</p>	<p>Work alongside and against others when attacking and defending</p>	<p>Communicate effectively and listen to others</p>	<p>Be self-motivated and physically confident and actively engage in competitive situations.</p>





Hockey – Year 4 – Spring 2

In this unit we learn how to grip the stick, of the importance of safety and of abiding by rules. Also we learn how to pass, receive and dribble in different ways and to put skills together in small games

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Dribble a ball confidently. Stop a ball	Develop my dribbling technique Change direction easily	Pass a ball accurately. Control a ball sent to me.	Pass in a variety of ways using good technique. Receive a pass on the run.	Perform a jab tackle Play advantage appropriately	Can you compete in a hockey tournament? Work effectively as part of a team
KNOWLEDGE I know...	How to hold the stick and that everybody plays field hockey right handed.	The importance of good close control To put my body between the ball and my opponent when shielding it	The technique of push passing. Not to raise the stick above waist height	The technique for push passing. To use a short and flat backswing, with the stick parallel to the ground when hitting a slap pass.	What to do if the ball hits someone's feet. How to jab tackle	How to make a plan before each game. The school games values
ASSESSMENT I can...	Demonstrate agility, balance, coordination and precision	Evaluate the work of others, using correct technical language.	Apply skills effectively in different situations and within a range of physical activities	Demonstrate agility, balance, coordination and precision	Evaluate the work of others, using correct technical language.	Apply skills effectively in different situations and within a range of physical activities



Hockey – Year 6 – Spring 2

In this unit the children will refine different dribbling, tackling, shielding, passing and receiving techniques. They will play games including games where one team has a numerical advantage and look to deepen their understanding of the principles of attack and defence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Hold the stick correctly.</p> <p>Dribble the ball with my head up.</p>	<p>Indian dribble</p> <p>Push pass accurately.</p>	<p>Jab tackle</p> <p>Send and receive under pressure</p> <p>Pass and move</p>	<p>Work with a partner to get past a defender.</p> <p>Develop a range of attacking skills and strategies</p>	<p>Develop my skills in different positions.</p> <p>Support my teammates by communicating with them</p>	<p>Respect the rules of the game and decisions of my peers.</p> <p>Adapt tactics in a game if they are not working.</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>If using Quick Sticks that everybody plays right handed.</p> <p>I can only use the flat side of the stick.</p> <p>That I can't lift the stick higher than my waist.</p>	<p>That I need to use the flat side of the stick only</p> <p>The technique for push passing</p> <p>How to receive a ball by cushioning its impact.</p>	<p>How to carry out a jab tackle</p> <p>That I need to move to space after passing.</p>	<p>When to pass a ball and when to dribble.</p> <p>When defending, to close the space</p>	<p>To use the width of the pitch when attacking.</p> <p>How to play in a formation</p> <p>How to make the most of a numerical advantage</p>	<p>The rules of hockey and how to officiate a game.</p> <p>To demonstrate the school games' values</p>



<p>ASSESSMENT</p> <p>100..</p>	<p>Demonstrate agility, balance, coordination and precision</p>	<p>Evaluate the work of others, using correct technical language.</p>	<p>Apply skills effectively in different situations and within a range of physical activities</p>	<p>Demonstrate agility, balance, coordination and precision</p>	<p>Evaluate the work of others, using correct technical language.</p>	<p>Apply skills effectively in different situations and within a range of physical activities</p>
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Children will learn different attacking and defending skills and strategies which are transferable across different sports.





Lacrosse – Year 5 – Spring 1

In this unit children learn how to scoop the ball up, cradle it whilst they run and to throw, catch and shoot. They also learn the different grips needed to propel the ball and the rules of the game.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p><i>I can...</i></p>	<p>Hold the stick correctly</p> <p>Scoop a ball using the correct technique</p> <p>Carry a ball using cradling technique</p>	<p>Scoop the ball consistently</p> <p>Cradle the ball and evade opponents</p>	<p>Throw and catch consistently well</p> <p>Adjust my grip on the stick to throw and then catch</p>	<p>Play a game incorporating the skills of cradling, scooping, throwing, catching and shooting</p> <p>Send and receive a ball confidently</p>	<p>Shoot from left and right</p> <p>Force my opponent onto their weaker side when I am defending them</p>	<p>Demonstrate sporting values</p> <p>Make a good contribution, attacking and defending, in a game</p>
<p>KNOWLEDGE</p> <p><i>I know...</i></p>	<p>How to hold a stick to cradle and scoop.</p> <p>How to pick a ball up using my stick.</p> <p>The technique involved in cradling.</p>	<p>How to position my hands and how to cradle</p>	<p>How to position my stick to receive a pass</p> <p>That I need to cushion the ball as it hits my net</p>	<p>That I can only run for a defined length of time when in possession.</p> <p>To change my grip for throwing and catching</p>	<p>To change my grip to shoot</p> <p>When defending to try and force my opponent onto their weaker side.</p>	<p>The rules and the need to abide by them</p> <p>How to restart games</p>



ASSESSMENT	Demonstrates agility, balance, coordination and precision	Evaluate the work of others using correct technical language	Demonstrate sporting values	Demonstrates agility, balance, coordination and precision	Evaluate the work of others using correct technical language	Demonstrate sporting values
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Leadership – Year 6 – Spring 1

In this unit children learn to lead, officiate and organise in physical education activities, games and other settings

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Recognise when the teams are unfair See when children might get bored because there is a lack of challenge	Sort teams quickly and efficiently Arrange tasks for maximum involvement for everyone	Suggest ways to manage inappropriate behaviour effectively	Lead a warm up effectively	Work with others to apply a plan	Keep going when things are not necessarily going as I would want them to
KNOWLEDGE I know...	That leaders are creative and enthusiastic That we can change activities if they are not working	A variety of ways of picking teams and the pros and cons associated with each.	What inappropriate behaviour looks like and some strategies for dealing with it.	How to work independently The importance of clear instructions	That the team needs a plan before an activity begins	How to speak encouragingly to teammates



ASSESSMENT 100..	Performs with control and poise.	Demonstrates leadership skills.	Enjoys competing and challenging him/herself to improve.	Performs with control and poise.	Demonstrates leadership skills.	Enjoys competing and challenging him/herself to improve.
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Netball – Year 4 – Autumn 1

In this unit we learn the fundamental skills of passing, catching, moving into space, intercepting, tracking and shooting. We also cover the rules of High 5 and the different roles within the game.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Send a netball accurately in a variety of ways</p> <p>Pass under pressure</p>	<p>Pass netball to bypass a defender by passing quickly, or using feinting or by, 'giving the eyes'</p> <p>Defend individually and/or as part of a team</p>	<p>Attack by being fluid in my positioning, using the width and passing quickly.</p>	<p>Shoot using good technique.</p> <p>Play in a game showing a range of skills and awareness of where I can go on court</p>	<p>Play a game of High 5, abiding by the rules of the game.</p> <p>Take up multiple roles within the game.</p>	<p>Track an opponent on court.</p> <p>Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>Which type of passing technique to use depending on the distance I am sending the ball.</p> <p>To pass within 3 seconds of receiving the ball.</p>	<p>A good starting position when defending</p>	<p>That I need to pass in front of my teammates so they can run on to the ball.</p>	<p>The correct technique for shooting</p> <p>Rules which apply to attackers and defenders when shooting</p>	<p>How to officiate.</p> <p>How to be involved in the game even when not on court and take on added roles and responsibilities within the game.</p>	<p>How to officiate and take on added roles and responsibilities within the game.</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Understand how to work alongside and against others when attacking and defending</p>	<p>Reflect and am able to recognise success in self and others</p>	<p>Demonstrate understanding and interpretation of rules and accept decisions given.</p>	<p>Understand how to work alongside and against others when attacking and defending</p>	<p>Reflect and am able to recognise success in self and others</p>	<p>Demonstrate understanding and interpretation of rules and accept decisions given</p>



Outdoor Adventures and Activities – Year 3 – Spring 2 Outdoor Adventures and Activities – Year 4 – Summer 2



Children learn how to plan and communicate as part of a group before taking on physical challenges

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Work as part of a team.</p> <p>Show enthusiasm, determination and resilience</p>	<p>Work together in a small group to solve problems.</p> <p>Compete under pressure</p>	<p>Negotiate with my group</p> <p>Plan a route map.</p>	<p>Work with others to solve problems</p> <p>Follow the rules of an activity</p>	<p>Identify areas of the school grounds using a map.</p> <p>Run and think simultaneously to compete in a competition</p>	<p>Identify where a number of controls are situated around the school grounds via photographic clues.</p> <p>Take photographs of interesting places around the school site</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>How to use the process of elimination to work out symbols I don't know</p>	<p>I have to communicate well and negotiate to solve problems in a group.</p> <p>To persevere and try again when things don't go immediately to plan.</p>	<p>The compass points.</p> <p>How to navigate around an area following directions</p>	<p>The importance of listening to others and communicating well.</p>	<p>How to orientate a map and find clues.</p>	<p>How to use an iPad to take photographs</p> <p>How to take turns and use equipment safely</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Demonstrates agility, balance, coordination and precision</p>	<p>Thinks creatively to find solutions to challenges</p>	<p>Is self-motivated and physically confident and actively engages in competitive situations</p>	<p>Demonstrates agility, balance, coordination and precision</p>	<p>Thinks creatively to find solutions to challenges</p>	<p>Is self-motivated and physically confident and actively engages in competitive situations</p>

Outdoor Adventurous Activities – Year 5 – Summer 2

Outdoor Adventures and Activities – Year 6 – Summer 2



This unit involves using non- verbal and verbal communication and team work to solve a variety of team challenges

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Use non-verbal communication to solve problems.</p> <p>Work as part of a team.</p>	<p>Work with a partner to navigate successfully across and through obstacles whilst blindfolded.</p> <p>Give clear instructions</p> <p>Stay focused</p>	<p>Think creatively to find solutions to challenges.</p> <p>Work together in a small group to solve problems.</p>	<p>Navigate my way around using a map.</p> <p>Demonstrate teamwork and a good level of communication to complete a group task</p>	<p>Work quickly and effectively against the clock.</p> <p>Work with a partner/group to find a number of controls using a map.</p>	<p>Identify the location of a number of controls which relate to specific letters of the alphabet.</p> <p>Communicate positively with the other members of my team</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>The importance of having a plan before I undertake a challenge.</p>	<p>How to keep a partner safe.</p> <p>Where I need to position myself to give clear instructions and keep my partner safe</p>	<p>That I need to contribute to a plan even if it is only through good listening</p>	<p>How to use a simple map to navigate myself around.</p> <p>The importance of communication and negotiation when working as part of a team</p>	<p>What ordnance survey symbols mean</p>	<p>How to motivate other members of my team.</p> <p>How to use a map</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Demonstrates agility, balance, coordination and precision</p>	<p>Thinks creatively to find solutions to challenges</p>	<p>Is self-motivated and physically confident and actively engages in competitive situations</p>	<p>Demonstrates agility balance, coordination and precision</p>	<p>Thinks creatively to find solutions to challenges</p>	<p>Is self-motivated and physically confident and actively engages in competitive situations</p>

Rounders – Year 3 – Spring 2



A unit building on striking and fielding 2 and looking to combine and begin to secure the skills of striking, fielding and running in small game situations.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Send using good throwing technique.</p> <p>Receive using good catching a technique.</p>	<p>Develop basic bowling and batting skills</p>	<p>Develop my throwing skills.</p> <p>Communicate with other players for the good of my team.</p>	<p>Field the ball off the ground using a variety of techniques.</p>	<p>Catch high balls comfortably.</p> <p>Backpedal to catch balls over me.</p>	<p>Perform well in a range of positions in a competitive game</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>Make decisions about when to run and when not to.</p>	<p>To position myself sideways on when both striking and bowling.</p> <p>How to grip a ball so that it comes out of my fingers smoothly when bowling.</p>	<p>What a no ball is.</p> <p>Why fielders might start off a base and then move to it after a strike.</p>	<p>What ground fielding technique to use at any given time.</p> <p>What happens when I miss a rounder's ball or hit behind me</p>	<p>How to keep score.</p> <p>To call my name if going for a high catch</p> <p>To run after the ball when it goes out of play</p>	<p>How to back up other fielders</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Link skills to perform actions and sequences of movement</p>	<p>Demonstrate leadership skills.</p>	<p>Demonstrate understanding and interpretation of rules and accepts decisions given</p>	<p>Link skills to perform actions and sequences of movement</p>	<p>Demonstrate leadership skills.</p>	<p>Demonstrate understanding and interpretation of rules and accepts decisions given</p>





Tag Rugby – Year 4 – Spring 1

In this unit children learn how to carry the ball, to score a try and to tag. They learn how to pass the ball and the rules of playing Tag.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Scoop a ball up from the floor. Dodge to avoid being tagged by an opponent. Tag safely	Pocket pass with accuracy from my right and left. Make a target to receive the ball. Send and receive a ball under pressure.	Pass a rugby ball backwards accurately. Dummy a pass	Pass backwards consistently Create an overlap	Pass, missing out players in a line. Set up defensively opposite an opponent	Apply a range of skills effectively in a game of rugby. Play to the rules
KNOWLEDGE I know...	How to hold a rugby ball How to score a try	What Tagged when I grab an opponent's tags. How to restart games after a try has been scored	To run at pace and commit a defender when attacking. To close the space down quickly when defending and then brace myself to grab a tag.	To support the ball carrier by staying just behind them when in the attacking line. What a knock on and forward pass are.	To stagger the attacking line and why we do that. To defend across the width of the pitch.	The offside rule How to restart games after a try



ASSESSMENT						
1. ...	Work alongside and against others when attacking and defending	Communicate effectively and listen to others.	Apply skills effectively in different situations and within a range of physical activities	Work alongside and against others when attacking and defending	Communicate effectively and listen to others.	Apply skills effectively in different situations and within a range of physical activities.





Team Building & Problem Solving – Year 5 – Spring 1

In this unit children learn to lead, officate and organise in physical education activities, games and other settings

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Communicate verbally Use non-verbal communication effectively	Work with others effectively	Make a plan Perform calmly under pressure	Put my trust in others	Work with others to apply a plan	Keep going when things are not necessarily going as I would want them to
KNOWLEDGE I know...	To make a plan The difference between non-verbal and verbal communication	To respect the opinions of my teammates	To evaluate as a team to see if we can improve in the future.	The importance of clear instructions	That the team needs a plan before an activity begins	How to speak encouragingly to teammates
ASSESSMENT I can...	Performs with control and poise.	Communicates effectively and listens to others.	Is self-motivated and physically confident and actively engages in competitive situations.	Performs with control and poise.	Communicates effectively and listens to others.	Is self-motivated and physically confident and actively engages in competitive situations.



Tennis – Year 3 – Summer 1

In this unit children learn how to move around the court, how to control the ball and to send it across the net using a variety of ground strokes.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>SKILLS</p> <p>I can...</p>	<p>Take up a 'ready position' and move into good positions to strike a ball.</p> <p>Play a game of hand tennis trying to move my opponent around the court</p>	<p>Hit consistent fore-hand returns.</p> <p>Get into consistently good positions to hit the ball after one bounce</p>	<p>Get into good positions to play back-hand shots.</p> <p>Strike the ball on the backhand with some consistency.</p>	<p>Volley a ball on the forehand and back-hand striking the ball downwards.</p>	<p>Serve from the baseline into my opponents side of the court</p> <p>Move into the correct position to play a variety of shots.</p>	<p>Use tactics against an opponent.</p>
<p>KNOWLEDGE</p> <p>I know...</p>	<p>What the ready position is.</p> <p>To try and get into the centre of the court after playing each shot</p>	<p>To hit with a nice fullbackswing.</p> <p>To keep my head still and to try and hit with control</p>	<p>That I can play back-hand with one hand or two, whichever feels more comfortable.</p>	<p>To volley a ball by deflecting it downwards.</p>	<p>The rules of tennis</p> <p>How to score</p>	<p>My own and my opponent's strengths and weaknesses</p>
<p>ASSESSMENT</p> <p>I can...</p>	<p>Link skills to perform actions and sequences of movement</p>	<p>Reflect and recognise success in myself and others.</p>	<p>Demonstrate specific tactical awareness.</p>	<p>Link skills to perform actions and sequences of movement</p>	<p>Reflect and recognise success in myself and others.</p>	<p>Demonstrate specific tactical awareness.</p>



Tri – Golf – Year 3 – Summer 2

Children learn how to grip a club and how to address the ball. They learn when to use the different clubs and some of the etiquette when playing on a course.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Grip a golf club appropriately Adopt a stance to strike a ball Putt a ball towards a target	Putt a ball towards a target with some accuracy and a reasonable weight of shot	Strike the ball through the air with an iron Set up to play an iron shot	Chip the ball over short distances. Chip over hazards	Strike the ball with increasing accuracy Avoid hazards	Develop my technique in both iron play and putting Avoid hazards on the course
KNOWLEDGE I know...	How to keep myself and others safe To stand still and be quiet when one of my peers is taking their shot	What a back swing is	When to use an iron How to set up to play an iron shot What a tee is	That I need to get the club underneath the ball to elevate it. The importance of following through in my swing	Which club to use and when The types of hazards there are on a golf course	How to keep score Terminology associated with golf



ASSESSMENT	Demonstrates agility, balance, coordination and precision.	Evaluates the work of others using correct technical language.	Demonstrates sport-ing values.	Demonstrates agility, balance, coordination and precision.	Evaluates the work of others using correct technical language.	Demonstrates sport-ing values..
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Swimming – Year 4 & 5 – Spring 2, Summer 1 & 2

Children are taught to:

- Pace themselves in flotation and swim challenges related to speed, distance and personal survival.
- Swim unaided for a sustained period of time over a distance of at least 25 metres.
- Use recognised arm and leg actions, swimming on their front and back.
- Use a range of recognised strokes and personal survival skills eg: front crawl, back crawl, breast stroke, butterfly, skulling, flotation, surface diving, treading water etc.
- Pace themselves in floating and swimming challenges related to speed, distance and personal survival.
- Swim unaided for a sustained period of time over a distance of at least 25m.
- Use recognised arm and leg actions, lying on their front and back.
- Use a range of recognised strokes and personal survival skills (for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving).

Children will be given the opportunity to develop at their particular level, assessed and put into a group relevant to their standard. A 60 minute lesson will include:

- **A 5 minute warm up**
- **25 Minute stroke development**
- 15-minute skill development
- 15-minute Aquatic activities

Skills that may be taught depending on ability level will be:

Knowledge and understanding

- **Pool safety**
- **Emergency drill**
- **Stroke Technique**
- **Developing independence and confidence at the earliest age possible**
- **Rotational skills**
- **Flotation skills**
- **Aquatic Breathing**



Front Crawl

- Push and glide on front
- Development of good body position including streamlining
- Developing good leg kicking action
- Single Arm Pull
- Breathing with arm pulls
- Front Crawl Full stroke

Back Crawl

- Back push and glide in horizontal position
- Develop good body position
- Develop Good leg kick
- Single arm pull
- Breathing
- Back crawl full stroke

Breast Stroke

- Front push and glide
- Develop good body position
- Develop good leg kick
- Develop arm action
- Incorporate breathing with arm strokes
- Full breast stroke

Butterfly

- Develop push and glide on front
- Develop kicking action
- Use body position demonstrating a flexible body position and use of hips to incorporate good kicking action
- Legs kicking together simultaneously
- Two beat kicking action
- Use of Arms
- Full stroke

Water Safety

- Land Based Rescue



- Casualty recognition
- Reaching rescues
- Rigid aid
- Non rigid aid
- Throwing Rescues
- Floating object
- Rope
- Initiative Test

Personal Survival

- Safe entry/exit
- Straddle jump (deep water)
- Swimming with aids (Substitute for life jacket)
- Swimming without an aid
- Treading water
- Flotation
- HELP position
- Surface Dives
- Combination of skills

Stamina

- Timed distance swim, constant time try to improve distance
- Measure resting pulse after exercise
- Measure time taken for pulse to return to normal

Stroke Practice

- Aquatic breathing
- Flotation/Rotation
- Star Floats, Back Star Floats, Mushroom Floats, Tuck and rotational skills
- Combination

Gliding

- Competitive Gliding – See who can glide the furthest

Skulling

- Head First, Feet First, Tucked and a combination of skulls

Aquatic Work (underwater)

- Splash Face
- Touch Floor
- Blow Bubbles
- Sit on floor
- Pick up sinkers
- Head First surface dives
- Feet first surface dives
- Under water swim
- Swimming through hoops

Entries and Exits

- Safe entry (Swivel – always used in school lessons)
- Safe exits
- Jumping in (1.5 metres)
- Pencil Jumps
- Straddle Jumps
- Crouch Dives
- Flat Dives

Treading Water





Dodgeball – Year 6 – Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SKILLS I can...	Throw hard and low at my opponents. I can dodge to evade the ball. I can catch balls to get teammates back in the game	Dodge balls well that are thrown at me Throw with increasing power and at a low trajectory	Catching balls low down and thrown at pace at me	Use a ball to block incoming fire. Play adapted games with special rules	Play, abiding by the rules. Work as a group to come up with some tactics.	Choose the right moment to attack and defend. Compete against others effectively.
KNOWLEDGE I know...	To aim low to get an opponent out Not to turn my back on the other team.	That by moving around I make myself more difficult to hit	That if I drop an attempted catch I am out. When it is wise to attempt to catch the ball and when to dodge.	That I need to work as part of a team. What I need to do when my team is down to the last couple of players	The agreed rules of the game and can officiate if asked.	What my own strengths are and where I can improve. Who to target on the opposition and what tactics might be best deployed.



ASSESSMENT 1 on..	Understand how to work alongside and against others when attacking and defending	Work well with others in a range of contexts.	Demonstrate understanding and interpretation of the rules and accepts decisions given..	Understand how to work alongside and against others when attacking and defending	Work well with others in a range of contexts.	Demonstrate understanding and interpretation of the rules and accepts decisions given.
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