

Physical Education

*“Physical fitness is not only the most important key to a healthy body,
it is the basis of a dynamic and creative intellectual mind.”*

John F. Kennedy.

PE Curriculum

Net & Wall - Net and wall games are games in which players send an object towards a court or target area that an opponent is defending. The aim of net and wall games is to cause that object to land in the target area whilst making it difficult for the opponent to return the object.

Invasion - Invasion games are team games where the purpose is to: invade the opponent's territory or zone to score goals or points; protect your own territory to prevent the opposition from scoring goals or points.

Striking & Fielding – Striking/Fielding Games are activities in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play.

Athletics - Athletics is the name given to a group of sports that includes track and field events. Track events- involve all forms of running and walking. Field events- throwing and jumping events.

OAA – Stands for Outdoor Adventurous Activities. Children are taught to take part in outdoor and adventurous activity challenges, both in a team and individually.

Gymnastics – Gymnastics is a collection of exercises that tests strength, flexibility, control, coordination, endurance and balance.

Dance – Dance is a performing art form, which consists of sequences of movement. These sequences can be pre-planned (choreographed), or improvised (made up as the dancer is dancing).

	KS1	LKS2	UKS2
Evaluating and improving performance	<ul style="list-style-type: none"> ▪ I can describe the activities and performances of others accurately and recognise what is successful. ▪ I can explain what myself and others can do to perform better. ▪ I can set targets for how to improve my performance 	<ul style="list-style-type: none"> ▪ I can evaluate the work of others using an agreed criterion. ▪ I can describe what myself and others do that is successful and suggest what needs to be improved or requires practice. ▪ I can compare my performances with previous ones and demonstrate improvement to achieve my personal best through setting challenging targets. 	<ul style="list-style-type: none"> ▪ I can observe, analyse and describe the work of others using an agreed criterion using technology. ▪ I can recognise my own and others' strengths, weaknesses and successes in activities and suggest ideas that will improve performance. ▪ I can compare my performances with previous ones and demonstrate improvement to achieve my personal best through the setting of challenging targets.
Health, fitness and well-being	<ul style="list-style-type: none"> ▪ I can recognise how my body feels when doing different types of PE activities ▪ I can be physically active for sustained periods of time. 	<ul style="list-style-type: none"> ▪ I know how to warm up and practise safely. ▪ I can give reasons why warming-up or cooling-down before an activity is important. ▪ I recognise that being involved in physical activity is good for health and well-being and link to work in science. ▪ I can be physically active for sustained periods of time. 	<ul style="list-style-type: none"> ▪ I can understand the safety principles of an activity. ▪ I know the basic principles involved in warming-up and recognise that cool-down is important. ▪ I can describe what effects exercise has on the body and link to work in science. ▪ I can be physically active for increasingly sustained periods of time.
Attitudes and values – school games values	<ul style="list-style-type: none"> • I can show passion during physical activity and games. • I can show respect for adults, peers and myself during PE. • I can work both with and against a team, showing effective teamwork. • I can show honesty and follow the rules consistently. • I am always determined to achieve my personal best. • I always believe in myself and that I can achieve my personal best. 		

YEAR 5 NET & WALL	YEAR 5 INVASION GAMES	YEAR 5 STRIKING & FIELDING	YEAR 5 ATHLETICS
<p>Previous Learning Pupils were taught to hit consistent forehand returns. Pupils were taught to move into the correct position to be able to strike a ball. Pupils were introduced to the volley shot. Pupils started to develop tactics against an opponent and followed basic rules of a net & wall match.</p>	<p>Previous Learning Pupils were taught to keep the ball under control whilst changing direction. Pupils were taught to pass, shoot and receive a ball with accuracy, control and success. Pupils were able to find and use space in game situations. Pupils started to use a range of tactics to keep possession of a ball</p>	<p>Previous Learning Pupils were taught to throw a ball from an increasing distance. Pupils were taught to catch a ball with increasing consistency. Pupils were able to explore different ways of bowling. Pupils were taught to apply simple batting techniques. Pupils started to develop tactics on how to prevent the batters from scoring.</p>	<p>Previous learning Pupils were taught to apply and develop a broad range of athletic skills in different ways. Pupils started to show control, coordination and consistency when running, throwing, and jumping. Pupils were taught to combine basic jump actions to form a jump combination, using a controlled jumping technique.</p>
<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can send and return a ball with confidence. • I can demonstrate the 'ready' position during a rally. • I can play a range of basic shots on both sides of the body. • I can use my knowledge of space when in a rally. • I can use tactics against an opponent. • I can follow the rules and begin to keep track of my own score. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can develop control and confidence whilst performing skills at speed. • I can send and receive a ball on the run and under pressure. • I can use a variety of techniques to attack. • I can use a variety of tactics to keep possession of the ball. • I can understand the positions in a team and the roles they play. • I can use and apply the basic rules of the game fairly and consistently. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can throw and catch accurately using a variety of techniques. • I can bowl using an overarm technique, beginning to vary speed. • I can hit the ball with purpose, varying speed, height and direction. • I can show tactical awareness when playing in a competitive game. • I can use and apply the basic rules of the game fairly and consistently. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can perform a variety of jumps with a run up, maintaining control. • I can throw with greater force and over longer distances. • I can throw with greater control, accuracy and efficiency. • I can transfer a relay baton efficiently as part of a team when racing competitively. • I can combine sprinting with hurdling.
<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Co-operatively • Continuously 	<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Tactics • Control • Support • Pressure 	<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Pressure • Outwit • Support 	<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Momentum • Rhythm • Power

<p>Assessment Questions</p> <p>Q. Why should you return to the middle of the court after each shot?</p> <p>Q. What tips might you give to someone striking a forehand shot?</p> <p>Q. Can you describe what you need to do with your body, when moving to a backhand position?</p> <p>Q. Why might a player use a volley shot?</p>	<p>Assessment Questions</p> <p>Q. How can the defender make it more difficult for the attacker?</p> <p>Q. Can you list 3 rules of the game?</p> <p>Q. Why and how might we consider changing formations to suit the needs of the game?</p> <p>Q. Demonstrate how you might mark a player during a competitive match?</p>	<p>Assessment Questions</p> <p>Q. Why might you change the way you are batting depending on the game situation?</p> <p>Q. What is the consequence of not throwing accurately?</p> <p>Q. What risks are there if we strike the ball in the air when the fielders are standing back?</p> <p>Q. How does the batter achieve accuracy in their striking?</p>	<p>Assessment Questions</p> <p>Q. Explain how running a bend differs from running a straight line?</p> <p>Q. How can you sustain pace when travelling longer distances?</p> <p>Q. Demonstrate the different positions of the arm in a pull throw.</p> <p>Q. Why is it important to keep looking forwards when receiving a baton?</p>
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YEAR 5 OAA	YEAR 5 DANCE	YEAR 5 GYMNASTICS	YEAR 5 SWIMMING
<p>Previous Learning Pupils were able to recognise and recall more basic ordnance survey symbols. Pupils were taught to work as part of a team to solve problems. Pupils started to develop their ability to listen to others, direct others and communicate clearly. Pupils were taught to use; a map, symbols and compass to navigate around the school grounds.</p>	<p>Previous Learning Pupils were able to transfer words and ideas into actions. Pupils were taught to creatively change static actions into travelling movements. Pupils were taught to include canon, unison, formation and repetition in group sequences. Pupils started to evaluate the work of others using technical vocabulary. Pupils began to improve their own performance based on feedback.</p>	<p>Previous Learning Pupils were taught to show changes of direction, speed and level during a performance. Pupils were taught to travel in different ways. Pupils began to develop good technique when travelling, balancing and using equipment. Pupils could perform and create simpler sequences with fluency and expression.</p>	<p>Previous learning</p>
<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can listen to everyone's ideas and suggestions. • I can use non-verbal communication to solve problems. • I can think creatively to find solutions to challenges. • I can work quickly and effectively when competing against others under pressure. • I can plan and organise a simple orienteering trail using a variety of map reading and compass skills. • I can make more complex route choices. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can explore, improvise, and combine movement ideas fluently and effectively. • I can develop a motif demonstrating agility, precision, balance and coordination. • I can perform a range of movements accurately with a sense of rhythm, clarity, and confidence. • I can communicate effectively with a partner or group. • I can perform movements to an audience with rhythm and confidence. • I can refine my own performance in response to comments from others and self-analysis. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can develop flexibility, strength, control, technique, and balance. • I can perform symmetry and asymmetry individually, in pairs and as a group. • I can make complex or extended sequences of movements. • I can contrast my partner's moves so that we work at different levels and in different pathways. • I can perform a range of movements accurately with a sense of rhythm, clarity, and confidence. • I can refine my own performance in response to comments from others and self-analysis. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can use a range of strokes effectively. • I can perform safe self-rescue in different water-based situations.
<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Collaborate • Collective • Navigation 	<p>Cross Curricular Key Vocabulary</p>	<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Symmetrical • Asymmetrical • Rotation 	<p>Cross Curricular Key Vocabulary</p>

<p>Assessment Questions</p> <p>Q. Can you describe how you successfully worked as a group?</p> <p>Q. Define the following words: -Negotiate -Communicate -Trust</p> <p>Q. List the non-verbal communication methods that were effective- why do you think this?</p> <p>Q. What difficulties did you face during this unit and how did you overcome them?</p>	<p>Assessment Questions</p> <p>Q. What top tips would you give to make 'canon' more effective?</p> <p>Q. How do facial expressions affect the narrative of the dance?</p> <p>Q. When performing a movement, it needs to be done in a count- why is this?</p> <p>Q. What non-verbal communication skills might you use to effectively work as a team?</p>	<p>Assessment Questions</p> <p>Q. What makes a good transition move?</p> <p>Q. What does an asymmetrical balance look like?</p> <p>Q. Can you demonstrate a movement in contrast to your partner's movement?</p> <p>Q. Can you demonstrate a starting position that is mirrored to your partner's starting position?</p>	<p>Assessment Questions</p> <p>Q. How can we stay safe when entering and exiting the swimming pool?</p> <p>Q. What does the word 'streamlined' mean?</p> <p>Q. Can you identify 2 swimming strokes?</p> <p>Q. Can you demonstrate how to successfully float on your back?</p>
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Year 6 – Net and Wall	Year 6 – Invasion Games	Year 6 – Striking and Fielding	Year 6 - Swimming
<p>Previous Learning Pupils were taught to be ready for a rally, use a range of shots using both sides of the body to prepare to return the ball confidently. Pupils were taught to use space and tactics during a rally, to follow the rules and to keep count of their own score.</p>	<p>Previous Learning Pupils were taught to apply basic principles to attacking and defending and use tactics in game play. Pupils were taught to compete using the correct positions in games.</p>	<p>Previous Learning Pupils were taught to throw using overarm and to throw using a variety of speed and accuracy. Pupils can use tactics and fair game play to perform a variety of skills and techniques.</p>	<p>Previous learning</p>
<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can serve the object using a variety of long and short shots. • I can change my grip on the racket to demonstrate different techniques (forehand, backhand, serve, volley). • I can master the use of space when playing on my own or part of a team. • I can challenge my opponent using tactics and deft shots to target their weaknesses. • I can keep score of my own game and umpire that of my peers. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can send and receive a ball on the run and under pressure. • I can use a variety of techniques to attack. • I can work with my team to move past a defender. • I can develop my skills in different positions of the game. • I can respect the rules of the game and the decision of my peers. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can throw and catch accurately using a variety of techniques. • I can bowl a ball with a short run up accurately. • I can support fielders in my team when playing in the outfield. • I can adapt my game play depending on the direct opponent. • I can show tactical awareness when playing a competitive game. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can use a range of strokes effectively. • I can perform safe self-rescue in different water-based situations.
<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Consecutive • Consistently 	<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Formation • Consistently • Dictate • Contest 	<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Consistently • Co-operatively 	<p>Cross Curricular Key Vocabulary</p>
<p>Assessment Questions</p>	<p>Assessment Questions</p>	<p>Assessment Questions</p>	<p>Assessment Questions</p>

<p>Q. How does your hand position change depending on the shot you are taking?</p> <p>Q. Why is using tactics a crucial part of gameplay?</p> <p>Q. Can you explain why it is important to conduct a variety of swings?</p> <p>Q. Why is it important that the space is utilised when performing different swings?</p>	<p>Q. Why is it important to watch your opponent's hips when defending?</p> <p>Q. Can you demonstrate different methods of attacking?</p> <p>Q. Once the ball has been passed, what does the player need to do?</p> <p>Q. Can you explain the importance of running when passing and receiving the ball?</p>	<p>Q. Can you demonstrate the different fielding positions and explain their importance to a team?</p> <p>Q. Why is a run up important when bowling a ball?</p> <p>Q. Can you explain why you should adapt your game play depending on your opponent?</p> <p>Q. What are three different tactics you could use and why would you use them when playing a striking and fielding game?</p>	<p>Q. How can we stay safe when entering and exiting the swimming pool?</p> <p>Q. What does the word 'streamlined' mean?</p> <p>Q. Can you identify 2 swimming strokes?</p> <p>Q. Can you demonstrate how to successfully float on your back?</p>
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Year 6 - Athletics	Year 6 - OAA	Year 6 - Gymnastics	Year 6 - Dance
<p>Previous Learning Pupils were taught to change pace and run at different tempos. Pupils were taught to throw with greater control and accuracy over longer distances. Pupils were taught a variety of jumps and to handle a baton during a relay.</p>	<p>Previous Learning Pupils were taught to use non-verbal communication to solve problems. Pupils were taught to plan and organise an orienteering-trails using maps and compasses.</p>	<p>Previous Learning Pupils were taught to make complex sequences and to contrast these to their partners moves along different pathways. Pupils were taught to develop flexibility, strength, control, technique and balance in pairs and groups using symmetrical and asymmetrical movements.</p>	<p>Previous Learning Pupils were taught to perform movements with rhythm, clarity and confidence when dancing in unison. Pupils were taught to assess their own performance to improve.</p>
<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can perform a variety of jumps with a run up, maintaining control at the different stages • I can throw with greater force and accuracy using the pull technique. • I can transfer a relay baton as part of a team when racing competitively. • I can start a relay effectively and change pace when racing in a relay. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can work effectively with a partner and a group to solve challenges • I can use critical thinking skills to form ideas and strategies to solve challenges • I can be inclusive of others and can share job roles and lead when necessary • I can pool ideas within a group, selecting and applying the best method to solve a problem • I can orientate a map efficiently to navigate around a course • I can reflect on when and how I was successful at solving challenges and alter my methods in order to improve 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can jump and balance independently, paired or as a group using my own body and my peers. • I can seamlessly perform routines and a range of skills. • I can evaluate performances using technical language (balance, unison, counter-balance and body tension) to improve my own work and that of others. • I can compete and challenge myself to improve across the fundamental areas (balancing, jumping, rolling, using apparatus). • I can confidently use equipment when choreographing sequences and routines. 	<p>Curriculum objectives derived from National Curriculum</p> <ul style="list-style-type: none"> • I can creatively change static actions into travelling movements. • I can develop a motif demonstrating agility, precision, balance and co-ordination. • I can communicate effectively with a partner and in a group. • I can use timing, execution and performance skills to assess work of my own and that of my peers. • I can use canon, formation changes, direction and level to improve my dance.
<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Generate force • Measure • Analyse • Record • Rotation • Momentum • Compete 	<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Boundaries • Location • Critical thinking • Symbol • Co-operatively 	<p>Cross Curricular Key Vocabulary</p> <ul style="list-style-type: none"> • Formation • Momentum • Fluently 	<p>Cross Curricular Key Vocabulary</p>

<p>Assessment Questions</p> <p>Q. Can you explain why working effectively as a team is important in a relay?</p> <p>Q. Can you demonstrate the different positions in a relay.</p> <p>Q. Can you demonstrate the different hand positions when throwing and say which discipline they belong too?</p> <p>Q. Why is it important that you land forwards when jumping?</p>	<p>Assessment Questions</p> <p>Q. How can you ensure your overarm bowling technique is accurate?</p> <p>Q. What did you do to score more points when batting?</p> <p>Q. What tactics did you use when playing different roles?</p> <p>Q. When should you use a two-handed pickup?</p> <p>Q. Why is it important to communicate effectively as a fielding team?</p>	<p>Assessment Questions</p> <p>Q. Can you describe how a successful partner balance works?</p> <p>Q. How does speed influence your ability to perform skills in gymnastics?</p> <p>Q. Can you explain how you improved your own and partners performance?</p> <p>Q. How does using equipment challenge you in gymnastics?</p>	<p>Assessment Questions</p> <p>Q. How could you use non-verbal communication skills to effectively work as a team?</p> <p>Q. Why do you think a variety of facial expressions and body movements are important in performance?</p> <p>Q. Can you explain the difference between a motif and choreography?</p> <p>Q. Why are balance, co-ordination, agility and performance crucial for a successful dance?</p>
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