Key Stage 1 and 2 PE Curriculum Overview September 2021

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Ball Skills and invasion (Basketball)	Ball Skills and invasion (Basketball)	Basketball	Basketball	Basketball	Basketball
Autumn 2	Dance	Dance	Dance	Dance	Dance	Dance
Spring 1	Gym	Gym	Gym	Gym	Gym	Gym
Spring 2	Sending and Receiving	Sending and Receiving	Hockey	Hockey	Hockey	Hockey
Summer 1	Striking and Fielding	Striking and Fielding	Cricket and OAA	Cricket and OAA	Cricket and OAA	Cricket and OAA
	Team Building (Weeks to be shared)	Team Building (Weeks to be shared)	(Weeks to be shared)	(Weeks to be shared)	(Weeks to be shared)	(Weeks to be shared)
Summer 2	Net and Wall	Net and Wall	Tennis and Athletics Weeks to be shared			
	Athletics (Weeks to be shared)	Athletics (Weeks to be shared)				

Key Stage 1 PE Curriculum September 2021

<u>Y1</u>	<u>нт</u>	Autumn	Spring	Summer
		Ball Skills and invasion	<u>Gymnastics</u>	Striking and Fielding
		Domains of Knowledge:	Domains of Knowledge:	Team Games 1 (competitive games, attacking and defending, passing, fielding, dribbling, shooting)
		Team Games 2 (competitive games, attacking and defending, passing, fielding, dribbling, shooting)	Gymnastics (balance, shape, travelling, sequences, flexibility, strength, control)	Prior Learning To develop and refine a range of ball skills including: throwing, catching, kicking,
		Prior Learning	Prior Learning	passing, batting and aiming
		To be able to combine different movements with ease and fluency (EYFS)	To develop overall body-strength, balance, co- ordination and agility (EYFS)	End Points
		End Points	End Points	Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following:
		Following Get Set 4 PE units, children will	Following Get Set 4 PE units, children will complete a	-throw underarm and catch
		complete a range of activities which will lead	range of activities which will lead towards children	-Develop overarm throwing
		towards children achieving the following:	achieving the following:	-Strike with hand and bat
		- begin to throw a ball to hit a target.	-travel safely in space	-Retrieve a ball when fielding
		 to stop a rolling ball. develop co-ordination and technique when 	Perform gymnastic shapes	-Understand what "out" means
			Improve stability	-Use scoring for small games.
	1	throwing and catching. -develop control and co-ordination when	-perform barrel, straight and forward roll	
		dribbling a ball with your hands	Link more than one gymnastic action in a short	
		dribbillig a ball with your hards	sequence	Key Concepts
				Movement (object control)
		Key concepts	Key Concepts	Balance Coordination
		Co-ordination	Movement (Self)	
		Agility	Balance	Agility Speed
		Speed	Coordination	Spatial awareness
		Spatial awareness	Spatial awareness	Technique
		Competition	Performance	Determination
		Health and fitness	Technique Bhuriael literaeu	
		Cooperation	Physical literacy	Objectives
			Evaluation	To be able to move and stop safely
		Objectives	Objectives	To be able to throw underarm
			<u>Objectives</u>	To begin to catch more consistently
		To be able to move and stop safely	To be able to make my body curled, tense, stretched	To be able to strike with a racket or bat
		To be able to throw and kick in different ways	and relaxed	
		To be able to stop a ball	To be able to control my body when travelling and	
		'	balancing in different ways	
		1	balaneing in amerent ways	I

	Dance and movement	Sending and Receiving	Net and Wall and Athletics
		Domains of Knowledge:	
	(movement, sequences, communicating		Domains of Knowledge:
	ideas, rhythm, performance)	Team Games 2 (competitive games, attacking	Athletics – Children will also receive simple tennis sessions
		and defending, passing, fielding, dribbling,	Prior Learning
	Prior Learning	shooting)	To be able to refine the fundamental measure of alither colling and the
	To progress towards a more fluent style of	Dries Learning	To be able to refine the fundamental movement skills: rolling, crawling,
	moving, with developing control and grace	Prior Learning	walking, jumping, running, hopping, skipping, climbing (EYFS)
	(EYFS)	To be able to combine different movements	End Points
	End Points	with ease and fluency (EYFS)	Following Get Set 4 PE units, children will complete a range of activities
	Following Get Set 4 PE units, children will		which will lead towards children achieving the following:
	complete a range of activities which will	End Points	
	lead towards children achieving the	Following Get Set 4 PE units, children will	Net and Wall
	following:	complete a range of activities which will lead	- Hold a racket correctly
		towards children achieving the following:	- Hit a ball with a racket
	- travel and use counts of 8 to move in time		- Send a ball with a racket
	with the music.	- Roll and throw a ball towards a target	- Start to hit over a net
2	-remember and repeat actions	- Receive a rolling ball	
	-copy and repeat actions to a theme	 Send and receive a ball using stick and fact 	Athletics
	Use expression	feet - Throw and catch over a short distance	
	Use a pathway	 Develop over a longer distance 	- Move a different speeds
	-change level, expression and shape	 Play simple sending and receiving 	be balanced and stable
		games.	 Develop agility and co-ordination
	Key concepts		 Hop, jump and leap over a distance
	Movement (self)	Key concepts	- Throw over different distances
	Balance	Movement (object)	- Develop accuracy of throw.
	Agility	Agility	
	Coordination	Coordination	Key concepts
	Spatial awareness	Speed	Movement (self + object)
	Evaluation	Rules	Balance
		Competition	Agility
	Objectives		Rules Competition
		Objectives	Healthy
	To be able to perform dance moves	To be able to move and stop safely	Determination
	To be able to change rhythm, speed, level	To be able to stop a ball	
	and direction in my dance		

<u>Objectives</u>
To be able to move by running and jumping with control and care
To be able to explore throwing and catching using a range of techniques

<u>Y2</u>	<u>HT</u>	Autumn	Spring	Summer
		Ball Skills and invasion	Gymnastics	Striking and Fielding
		Domains of Knowledge:	Domains of Knowledge:	Domains of Knowledge: Team games 1
		 Team Games 2 (competitive games, attacking and defending, passing, fielding, dribbling, shooting) <u>Prior Learning</u> To be able to move and stop safely (Year 1) To be able to throw in different ways (Year 1) 	 Gymnastics (balance, shape, travelling, sequences, flexibility, strength, control) <u>Prior Learning</u> To be able to make my body curled, tense, stretched and relaxed (Year 1) To be able to control my body when travelling and balancing in 	Prior Learning To be able to move and stop safely (Year 1) To be able to throw underarm(Year 1) To begin to catch more consistently (Year 1) To be able to strike with a racket or bat (Year 1)
		To be able to stop a ball (Year 1)	different ways (Year 1)	End Points
	1	End Points Following Get Set 4 PE units, children will complete a range of	End Points	Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the
		activities which will lead towards children achieving the following:	Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following:	following: - Use throwing and catching in small sided games throw overarm
		 throw a ball to hit a target. to stop a rolling ball. develop co-ordination and technique when throwing and 	 -link gymnastic shapes together -create balances -travel in different ways 	 Strike with hand or bat Retrieve ball and throw when fielding Know how to get a batter out
		catching. -develop control and co-ordination when dribbling a ball with	-balance and travel on apparatus Perform different jumps	 Score games with points.
		your hands	-improve rolls from Year 1 Perform sequence on apparatus	<u>Key Concepts</u> Movement (object control)
		Key concepts		Balance
		Co-ordination	Key Concepts	Coordination

		Agility	Movement (Self)	Agility
		Speed	Balance	Speed
		Spatial awareness	Coordination	Spatial awareness
		Competition	Spatial awareness	Technique
		Health and fitness	Performance	Determination
		Cooperation	Technique	betermination
		Tactics	Physical literacy	<u>Objectives</u>
		Attacking and defending	Evaluation	
				To be able to send and receive
		<u>Objectives</u>	<u>Objectives</u>	To be able to follow rules
		To be able to send and receive	Objectives	To use hand-eye coordination to control a ball
			To be able to plan and perform a sequence of coordinated	
		To be able to decide the best space to be in during a game To be able to follow rules		To be able to catch a variety of objects
			movements including a balance	
		To use hand-eye coordination to control a ball	To be able to use balance, agility and coordination in a range of	
		To be able to catch a variety of objects	activities	
-		Dance and movement	Sending and Receiving	Net and Wall and Athletics
				Demains of Knowledge Athlatics
		(movement, sequences, communicating ideas, rhythm,	<u>Domain of knowledge</u> Team Games 2	Domains of Knowledge – Athletics
		performance)	Team Games 2	Prior Learning
		Prior Learning	Prior Learning	To be able to throw underarm (Year 1)
		To be able to perform dance moves (Year 1)	To be able to move and stop safely (Year 1)	To begin to catch more consistently (Year 1)
		To progress towards a more fluent style of moving, with	To be able to throw and kick in different ways (Year 1)	To be able to strike with a racket or bat (Year 1)
		developing control and grace (EYFS)	To be able to stop a ball (Year 1)	To be able to strike with a facket of bat (real 1)
				To be able to move by running and jumping with control
		End Points	End Points	and care (Year 1)
		Following Get Set 4 PE units, children will complete a range of	Following Get Set 4 PE units, children will complete a range of	To be able to explore throwing and catching using a range
		activities which will lead towards children achieving the	activities which will lead towards children achieving the	of techniques (Year 1)
		following:	following:	
		- linking and repeating actions	- Send and receive a ball using stick	
	2	- create and copy actions	- Throw and catch over a short distance	End Points
	5	- use facial expression	 Develop over a longer distance 	Following Get Set 4 PE units, children will complete a range
		- perform in unison with a partner	 Play simple sending and receiving games. 	of activities which will lead towards children achieving the
		- mirror a partner		following:
		- understand dynamics in dance		
		- change speed during a dance.	Key concepts	Net and wall
			Movement (object)	-hold a racket with confidence
		Key concepts	Agility	-use the ready position
		Movement (self)	Coordination	-Return a ball with hands
		Balance	Speed	-Develop returning ball with racket
		Agility	Rules	-Understand how to win a point
		Coordination	Competition	· · · · · · · · · · · ·
		Spatial awareness	Technique	Athletics
		Evaluation	· · · · · · · · · · · · · · · · · ·	- Learn to sprint
			<u>Objectives</u>	- Jump over distance
		Objectives		
			1	

	To be able to change rhythm, speed, level and direction in my dance To be able dance with some control and coordination To be able to perform dances using simple movement patterns	To be able to send and receive To be able to decide the best space to be in during a game To be able to follow rules To use hand-eye coordination to control a ball To be able to catch a variety of objects	 Jump to a height Throw over a distance Throw with accuracy Key concepts Movement (self + object) Balance Agility Rules Competition Healthy Determination Objectives To master basic throwing and catching. To master basic running and jumping
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Key Stage 2 PE Curriculum September 2021

<u>Y3</u>	H	Autumn	Spring	Summer
	<u>T</u>			
		<u>Basketball</u>	<u>Gymnastics</u>	<u>Cricket + OAA</u>
		Domains of Knowledge:	Domains of Knowledge:	Domains of Knowledge: Team games 1
		Team Games 2 (competitive games, attacking and defending,	Gymnastics (balance, shape, travelling, sequences, flexibility,	
		passing, fielding, dribbling, shooting)	strength, control)	<u>Prior Learning</u> To be able to send and receive (Year 2)
		Prior Learning	Prior Learning	To be able to follow rules (Year 2)
		To be able to throw in different ways (Year 1)	To be able to plan and perform a sequence of coordinated movements including a balance (Year 2)	To use hand-eye coordination to control a ball (Year 2) To be able to catch a variety of objects (Year 2)
	1	To be able to send and receive (Year 2) To be able to decide the best space to be in during a game (Year 2)	To be able to use balance, agility and coordination in a range of activities (Year 2) To be able to control my body when travelling and balancing in different ways (Year 1)	OAA - None <u>End Points</u>
		To be able to follow rules (Year 2) To use hand-eye coordination to control a ball (Year 2) To be able to catch a variety of objects (Year 2)	End Points	Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following:
		End Points Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following: -improve dribbling when attacking	Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following: -create interesting balances -perform controlled shape jumps -perform straight, barrel and forward roll -Move smoothly between balances	Cricket - Throw overarm and catch - Bowl underarm - Grip a bat and stance correctly - Use a short barrier and two handed pick up to field a ball - Develop overarm bowling

 begin to protect the ball when dribbling 	-Create a s simple sequence	 Play mini games of cricket
-be able to perform chest and bounce pass and know when	-Create a partner sequence on apparatus	OAA
they are best used		 Teamwork and co-operation
-to begin to track in defence	Key Concepts	- Trust
-develop the method of performing a set shot	Movement (Self)	 Improved Listening skills
-apply rules and tactics in different scenarios	Balance	 Identify objects on a map
	Coordination	 Draw a route using directions
	Spatial awareness	- Orientate a map.
Key concepts	Performance	
Movement(object + self)	Technique	
Co-ordination	Physical literacy	Key Concepts
Balance	Evaluation	Movement (object control)
Agility		Balance
Speed	Objectives	Coordination
Spatial awareness		Agility
Competition, cooperation	To be able to adapt sequences to suit different types of	Speed
Health and fitness	apparatus and criteria	Spatial awareness
Cooperation	To be able to explain how strength and suppleness affect	Technique
Tactics, Rules	performance	Determination
Attacking and defending	To be able to compare and contrast gymnastic sequences	Rules
	To be able to compare my performances with previous ones,	Competition
<u>Objectives</u>	explaining differences and effectiveness	Communication
To be aware of space and use it to support team-mates and		Cooperation
to cause problems for the opposition		
To know and use rules fairly		<u>Objectives</u>
		To be able to throw and catch with control
		To know and use rules fairly
		To be able to follow a map in a familiar context
		To be able to use clues to follow a route safely

	Dance and movement	Hockey	Tennis and Athletics
	(movement, sequences, communicating ideas, rhythm,	Domain of knowledge	Domains of Knowledge – Team Games 3, Athletics
	performance)	Team Games 2	Prior Learning
	Prior Learning To be able to change rhythm, speed, level and direction in my dance (Year 2) To be able dance with some control and coordination (Year 2) To be able to perform dances using simple movement patterns (Year 2) End Points Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following: - create actions and move in unison with a partner - move in contact with partner	Prior Learning To be able to decide the best space to be in during a game (Year 2) To be able to use tactics in a game when attacking and defending (Year 2) To be able to follow rules (Year 2) To be able to follow rules (Year 2) Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following: sending a push pass receiving the ball begin dribbling with reverse stick move into space after passing tackle with open stick 	To be able to throw underarm (Year ½) To begin to catch more consistently (Year ½) To be able to strike with a racket or bat (Year ½) To master basic throwing and catching. (Year 2) To master basic running and jumping (Year 2) End Points Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following: Tennis - control a ball with a racket - use a forehand shot - hold a short rally using a forehand
2	 understand the effect of dynamics relate an idea through dance perform a dance with different phrases perform formations move in and out of shapes 	 begin to apply simple tactics in attack and defence <u>Key concepts</u> Movement (object) Agility 	 hold a short rally using a forehand develop a 2 handed backhand know how to score in a simple game. Athletics improve sprinting technique develop relay baton change
	Movement (self)	Coordination	- jump from a range of take off positions
	Balance Agility Coordination	Speed Attacking and defending Rules	 begin throwing for distance and accuracy
	Spatial awareness Evaluation Cooperation Communication	Competition Technique <u>Objectives</u>	<u>Key concepts</u> Movement (self + object) Balance Agility
	<u>Objectives</u>	To be aware of space and use it to support team-mates and to cause problems for the opposition	Rules Tactics
	To be able to improvise freely and translate ideas from a stimulus into movement To be able to share and create phrases with a partner and small group	To know and use rules fairly	Cooperation Competition Healthy Determination
	To be able to repeat, remember and perform phrases To be able to compare my performances with previous ones, explaining differences and effectiveness		<u>Objectives</u> To be able to throw and catch with control To be able to serve underarm

	To be able to build up a rally
	To show control, accuracy and coordination within running and jumping movements at different speeds To be able to take part in a relay, remembering when to run and how to work within a team

<u>Year 4 - Swimming -</u>

To be able to use a range of strokes effectively

To perform safe self-rescue in different water based situations

To swim competently, confidently and proficiently over a distance of at least 25m

<u>Y</u>	Н	Autumn	Spring	Summer
4	T			
		Basketball	Gymnastics	Cricket + OAA
		Prior LearningTo be able to send and receive (Year 2)To be able to decide the best space to be induring a game (Year 2)To be able to follow rules (Year 2)To use hand-eye coordination to control a ball(Year 2)To be able to catch a variety of objects (Year 2)To be aware of space and use it to support teammates and to cause problems for the opposition(Year 3)	Domains of Knowledge: Gymnastics (balance, shape, travelling, sequences, flexibility, strength, control) Prior Learning To be able to adapt sequences to suit different types of apparatus and criteria (Year 3) To be able to explain how strength and suppleness affect performance(Year 3) To be able to compare and contrast gymnastic sequences (Year 3) To be able to compare my performances with previous ones, explaining	Domains of Knowledge: Team games 1, OAA Prior Learning To be able to throw and catch with control (Year 3) To know and use rules fairly (Year 3) To be able to follow a map in a familiar context (Year 3) To be able to use clues to follow a route safely (Year 3) End Points Following Get Set 4 PE units, children will complete a range of
	1	To know and use rules fairly (Year 3) <u>Domains of Knowledge:</u>	differences and effectiveness (Year 3) To be able to plan and perform a sequence of coordinated movements including a balance (Year 2)	activities which will lead towards children achieving the following: Cricket - Throw overarm and catch - Bowl underarm
		Team Games 2 (competitive games, attacking and defending, passing, fielding, dribbling, shooting)	End Points	 Grip a bat and stance correctly Use a short barrier and two handed pick up to field a ball
		End Points Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following:	 Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following: perform individual and partner balances perform rotating jumps 	 Develop overarm bowling Play mini games of cricket OAA Teamwork and co-operation Trust Improved Listening skills
		 -improve dribbling when attacking - begin to protect the ball when dribbling -confidently perform chest and bounce pass and know when they are best used -to track in defence 	 perform straight, barrel, forward and straddle roll perform inverted movements create a sequence with a partner on apparatus Key Concepts	 Identify objects on a map Draw a route using directions Orientate a map.
		-perform a set shot	Movement (Self)	

-apply rules and tactics in small games scenarios Balance Movement (object control)	
Coordination Balance	
Key concepts Spatial awareness Coordination	
Movement(object + self) Performance Agility	
Co-ordination Technique Speed	
Balance Physical literacy Spatial awareness	
Agility Evaluation Technique	
Speed Health and fitness Determination	
Spatial awareness Determination Rules	
Competition, cooperation Competition	
Health and fitness Objectives Health and fitness	
Communication Communication	
Tactics, Rules To be able to confidently evaluate my own performance and discuss	
Attacking and defending improvements <u>Objectives</u>	
To be able to include change of speed and direction with control	
Objectives To be able to include a range of shapes in a sequence To be able to catch with one ha	nd
	nd catch with increasing accuracy
To be able to pass, throw and catch accurately with at least three phases To be able to vary my tactics an	
with control what is happening in a game	
To be able to keep possession of the ball	
To be able to vary my tactics and adapt my skills	d individually to use a man and
depending on what is happening in a game solve problems with greater cor	
whilst advising others	indence and can identify risks
To be able to follow a route wit	hin a time limit
Dance and movement Hockey Tennis a	nd Athletics
Demains of Knowledge - Team	Comer 2. Athletics
(movement, sequences, communicating ideas, Domain of knowledge Domains of Knowledge – Team	Games 3, Athletics
rhythm, performance) Team Games 2 Prior Learning	
Prior Learning To be able to throw and catch w	/ith control (Year 3)
To be able to improvise freely and translate ideas To be aware of space and use it to support team-mates and to cause To be able to serve underarm (N	'ear 3)
from a stimulus into movement (Year 3) problems for the opposition (Year 3) To be able to build up a rally (Ye	ar 3)
To be able to share and create phrases with a To know and use rules fairly (Year 3)	
partner and small group (Year 3) To show control, accuracy and c	oordination within running and
2 To be able to repeat, remember and perform phrases (Vear 3) Eollowing Get Set 4 PE units, children will complete a range of activities.	t speeds (Year 3)
prinases (rear s) I to be able to take part in a relation will complete a range of activities I to be able to take part in a relation	y, remembering when to run and
To be able to compare my performances with which will lead towards children achieving the following: how to work within a team (Yea	ar 3)
previous ones, explaining differences and - sending a push pass	,
effectiveness (Year 3) - receiving the ball <u>End Points</u>	
- dribbling with reverse stick Following Get Set 4 PE units, ch	ildren will complete a range of
 move into space after passing activities which will lead toward 	
	is children achieving the following:
End Points - tackle with open stick	is children achieving the following:
End Points - tackle with open stick Following Get Set 4 PE units, children will - apply simple tactics in attack and defence Tennis	is children achieving the following:
Following Get Set 4 PE units, children will - apply simple tactics in attack and defence Tennis	
Following Get Set 4 PE units, children will - apply simple tactics in attack and defence Tennis	forehand

-choose appropriate actions to a theme	Movement (object)	- hold a ally
-use actions, dynamics, spacing and timing	Agility	- use simple tactics in short games
-remember and repeat actions	Coordination	- be honest and fair.
-choreograph simple ideas	Speed	
	Attacking and defending	Athletics
Key concepts	Rules	
Movement (self)	Competition	 develop stamina to run further
Balance	Communication	 develop sprinting technique
Agility	Cooperation	- jump over a distance
Coordination	Technique	- throw over distance
Spatial awareness	Health and fitness	
Evaluation		
Cooperation		Key concepts
Communication	Objectives	Movement (self + object)
Health and fitness		Balance
	To be able to pass, throw and catch accurately with control	Agility
	To be able to keep possession of the ball	Rules
<u>Objectives</u>	To be able to vary my tactics and adapt my skills depending on what is	Tactics
To be able to confidently evaluate my own	happening in a game	Cooperation
performance and discuss improvements		Competition
To be able to use dance to communicate an idea		Healthy
through a range of movements and patterns		Determination
		Health and fitness
		<u>Objectives</u>
		To be able to play a variety of shots
		To demonstrate and use the correct grip on a racket
		To develop greater accuracy of strokes
		To be able to run over a long distance and sprint a short distance
		To be able to throw in different ways and hit a target
		To be able to jump in different ways

<u>Year 5</u>	Autumn	Spring	Summer
	Basketball Domains of Knowledge:	<u>Gymnastics</u>	Cricket + OAA
	Team Games 2 (competitive games, attacking and defending,	Domains of Knowledge:	Domains of Knowledge: Team games 1, OAA
	passing, fielding, dribbling, shooting)	Gymnastics (balance, shape, travelling, sequences, flexibility, strength, control)	Prior Learning
	<u>Prior Learning</u> To be able to pass, throw and catch accurately with control	Prior Learning	To be able to catch with one hand (Year 4) To be able to hit, bowl, throw and catch with increasing
	(Year 4) To be able to keep possession of the ball (Year 4)	To be able to confidently evaluate my own performance and discuss improvements (Year 4)	accuracy (Year 4) To be able to vary my tactics and adapt my skills depending on what is happening in a game (Year 4)
	To be able to vary my tactics and adapt my skills depending on what is happening in a game (Year 4)	To be able to include change of speed and direction with control (Year 4)	To be able to work in a team and individually to use a map
	End Points	To be able to include a range of shapes in a sequence (Year 4) To be able to work with a partner to create, repeat and improve	and solve problems with greater confidence and can identify risks whilst advising others (Year 4)
	Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the	a sequence with at least three phases (Year 4)	To be able to follow a route within a time limit (Year 4)
	following: - Protective dribbling - Using space to support teammate	End Points	End Points
	 Choose when to pass and dribble Track opponents in defense 	Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the	Following Get Set 4 PE units, children will complete a range
	 Perform a jump shot and set shot Apply rules and tactics in games 	following:	of activities which will lead towards children achieving the following:
		 Perform symmetrical and asymmetrical balances Perform straight, forward and straddle roll and develop 	Cricket -throw accurately and catch
	<u>Key concepts</u> Movement(object + self)	backward roll - Use different form of travelling Defense and the second	-Strike a ball in a given direction -catch in different ways (close, deep)
	Co-ordination Balance	 Perform progressions of inverted movements Match and mirror on floor and apparatus Create a partner sequence 	 Improve overarm bowling Use a variety of fielding techniques
	Agility Speed Spatial awareness	Key Concepts	-Develop long and short barriers when fielding
	Competition, cooperation Health and fitness	Movement (Self) Balance	OAA -build communication and trust
	Communication Tactics, Rules	Coordination Spatial awareness	Solve problems in groups Use tactics to solve problems Share ideas as a team
	Attacking and defending	Performance Technique	Read maps and navigate Use a key to identify objects and locations
	<u>Objectives</u> To be able to gain possession by working as part of a team	Physical literacy Evaluation	Key Concepts
	To be able to pass in different ways To be able to choose a tactic for defending and attacking	Health and fitness Determination	Movement (object control) Balance
	To be able to use a number of techniques to pass, dribble and shoot	<u>Objectives</u>	Coordination Agility
	To be able to confidently referee a game applying my knowledge of the rules effectively	To be able to confidently evaluate my own and other's performances, discussing improvements (verbally and written)	Speed Spatial awareness Tachaigua
	0	· · · · · · · · · · · ·	Technique

To be able to give tactical instructions to affect a game situation To be able to lead an effective warm up for a group	To be able to make complex extended sequences To combine action, balance and shape To perform consistently to different audiences	Determination Rules Competition Health and fitness Communication
		Objectives
		To be able to confidently referee a game applying my knowledge of the rules effectively To be able to give tactical instructions to affect a game situation To be able to lead an effective warm up for a group
		To be able to use a range of techniques when fielding To be able to hit, throw, bowl and catch accurately and with control
		To confidently orientate myself and others to solve problems in unfamiliar environments To be able to follow a map into an unknown location To be able to use clues and a compass to navigate a route
Dance and movement	Hockey	Tennis and Athletics
(movement, sequences, communicating ideas, rhythm, performance)	<u>Domain of knowledge</u> Team Games 2	Domains of Knowledge – Team Games 3, Athletics Prior Learning
 Prior Learning To be able to confidently evaluate my own performance and discuss improvements (Year 4) To be able to use dance to communicate an idea through a range of movements and patterns (Year 4) 	Prior Learning To be able to pass, throw and catch accurately with control (Year 4) To be able to keep possession of the ball (Year 4) To be able to vary my tactics and adapt my skills depending on what is happening in a game (Year 4)	To be able to play a variety of shots (Year 4) To demonstrate and use the correct grip on a racket (Year 4) To develop greater accuracy of strokes (Year 4) To be able to run over a long distance and sprint a short
End Points Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following:	End Points Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the	distance (Year 4) To be able to throw in different ways and hit a target (Year 4) To be able to jump in different ways (Year 4)
-create a dance with random structure -understand how to change dynamics -change performance through use of space -work with a group -choreograph as a group	 following: Begin to dribble to beat a defender Send a ball with a push pass Receive a ball under control Move into space to support teammates 	End Points Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following:
Copy and repeat movements Keep in time to music Work collaboratively	 Develop a block and jab tackle Begin to apply skills to small games 	Tennis - Return using a forehand and backhand
	Key concepts	- Work with a partner to hold a continuous rally

Movement (self) Agil	ility	- Serve underarm
Balance Coc	pordination	- Begin to volley
Agility Spe	eed	C ,
Coordination Atta	tacking and defending	Athletics
Spatial awareness Rule	ıles	
Evaluation Con	ompetition	Vary speed of running to distance
Cooperation Con	ommunication	-perform a relay baton change
Communication Coc	operation	perform a relay baton enange
Health and fitness Tec	chnique	-develop a triple jump technique
Hea	ealth and fitness	
		Throw over longer distances with correct technique
<u>Objectives</u>		Key concepts
<u>Obj</u>	<u>bjectives</u>	Movement (self + object)
To be able to confidently evaluate my own and other's		Balance
	be able to confidently referee a game applying my	
	owledge of the rules effectively	Agility Rules
	be able to give tactical instructions to affect a game	Tactics
	uation	Cooperation
	be able to lead an effective warm up for a group	Competition
accuracy and consistency		Healthy
		Determination
	be able to gain possession by working as part of a team	Health and fitness
	be able to pass in different ways	
	be able to choose a tactic for defending and attacking	
	be able to use a number of techniques to pass, dribble and	Objectives
sho	oot	<u>objectives</u>
		To be able to confidently referee a game applying my
		knowledge of the rules effectively
		To be able to give tactical instructions to affect a game
		situation
		To be able to lead an effective warm up for a group
		To develop techniques for ground strokes and volleys
		To develop a backhand technique and use it in a game
		To be able to serve overarm
		To be able to control my body when taking off and landing
		To be able to throw with accuracy

<u>Year 6</u>	Autumn	Spring	Summer
	Basketball	<u>Gymnastics</u>	Cricket + OAA
	Domains of Knowledge:	Domains of Knowledge:	Domains of Knowledge: Team games 1, OAA
	Team Games 2 (competitive games, attacking and defending, passing, fielding, dribbling, shooting)	Gymnastics (balance, shape, travelling, sequences, flexibility, strength, control)	Prior Learning
	Prior Learning	Prior Learning	To be able to confidently referee a game applying my knowledge of the rules effectively (Year 5) To be able to give tactical instructions to affect a game situation (Year
	<u>To be able to gain possession by working as part of a team</u> (Year 5) To be able to pass in different ways (Year 5)	To be able to confidently evaluate my own and other's performances, discussing improvements (verbally and written) (Year 5)	5) To be able to lead an effective warm up for a group (Year 5)
	To be able to choose a tactic for defending and attacking (Year 5) To be able to use a number of techniques to pass, dribble and shoot (Year 5)	To be able to make complex extended sequences (Year 5) To combine action, balance and shape (Year 5)	To be able to use a range of techniques when fielding (Year 5) To be able to hit, throw, bowl and catch accurately and with control (Year 5)
	To be able to confidently referee a game applying my knowledge of the rules effectively (Year 5)	To perform consistently to different audiences (Year 5)	To confidently orientate myself and others to solve problems in unfamiliar environments (Year 5) To be able to follow a map into an unknown location (Year 5)

To be able to give tactical instructions to affect a game	End Points	To be able to use clues and a compass to navigate a route (Year 5)
situation (Year 5)	Following Cot Cot 4 DE units shildren will consult to a	End Points
To be able to lead an effective warm up for a group (Year 5)	Following Get Set 4 PE units, children will complete a	Following Oct Cot 4 DE write abildeen will see alste see as a f
	range of activities which will lead towards children	Following Get Set 4 PE units, children will complete a range of
End Points	achieving the following:	activities which will lead towards children achieving the following:
Following Get Set 4 PE units, children will complete a range of	 Perform forward, backward, straddle rolls 	Cricket
activities which will lead towards children achieving the	 Perform counter balances and counter tension 	-throw accurately and catch
following:	 Perform inverted movements 	-Strike a ball in a given direction
	 Perform the progressions of a cartwheel and 	-catch in different ways (close, deep)
- Protective dribbling	headstand	-Bowl overarm
 Using space to support teammate 	 Travel over apparatus from hands 	-Use a variety of fielding techniques
 Choose when to pass and dribble under greater control 	 Create a group sequences 	-Develop long and short barriers when fielding
 Track opponents in defence 		
 Perform a jump shot and set shot 	Key Concepts	OAA
 Apply rules and tactics in games collaboratively 	Movement (Self)	-build communication and trust
	Balance	Solve problems in groups
	Coordination	Use tactics to solve problems
Key concepts	Spatial awareness	Share ideas as a team
Movement(object + self)	Performance	Read maps and navigate
Co-ordination	Technique	Use a key to identify objects and locations
Balance	Physical literacy	ose a key to raentify objects and rocations
Agility	Evaluation	
Speed	Health and fitness	Key Concepts
Spatial awareness		
Competition, cooperation	Determination	Movement (object control) Balance
Health and fitness	Objectives	Coordination
Communication	<u>Objectives</u>	
Tactics, Rules		Agility
	I confidently evaluate my own and other's	Speed
Attacking and defending	performances discussing improvements to deliver a	Spatial awareness
Obtestive	better performance (personal best)	Technique
Objectives		Determination
To be able to play competitive games to agreed rules	To develop technical sequences in a specific style	Rules
To be able to explain rules to others	To be able to demonstrate flexibility, strength,	Competition
To be able to communicate a plan to my team	control and balance in a sequence of movements	Health and fitness
To be able to use a number of techniques to pass, dribble and		Communication
shoot with control and accuracy		
To be able to apply basic principles suitable for attacking and		<u>Objectives</u>
defending		
		To be able to play competitive games to agreed rules
To be able to confidently referee a game applying their		To be able to explain rules to others
knowledge of the rules effectively		To be able to communicate a plan to my team
To be able to give tactical instructions to affect a game		To be able to use a range of techniques with confidence and skill in a
situation		game situation
To be able to lead an effective warm up for a group		Build Structori
		To be able to plan route and a series of clues for someone else
		To be able to take part in outdoor and adventurous activity challenges
		To be able to take part in outdoor and adventurous activity challenges

			both individually and in a team
D	Dance and movement	Hockey	Tennis and Athletics
			Domains of Knowledge Team Cames 2 Athletics
	movement, sequences, communicating ideas, rhythm,	Domain of knowledge	Domains of Knowledge – Team Games 3, Athletics
р	performance)	Team Games 2	Prior Learning
		Detector	
	Prior Learning	Prior Learning	To be able to confidently referee a game applying my knowledge of
	To be able to confidently evaluate my own and other's	To be able to confidently referee a game applying my	the rules effectively (Year 5)
	performances, discussing improvements (verbally and written)	knowledge of the rules effectively (Year 5)	To be able to give tactical instructions to affect a game situation
()	(Year 5)	To be able to give tactical instructions to affect a game	(Year 5)
-	To be able to compose my own dances in a creative ways (Year	situation (Year 5) To be able to lead an effective warm up for a group	To be able to lead an effective warm up for a group (Year 5)
	5)	(Year 5)	To develop to the feature for any other in the line in the line of the second states in the line of the line of the second states in the line of the line of the second states in the seco
	7) To be able to perform to an accompaniment (Year 5)		To develop techniques for ground strokes and volleys (Year 5)
	To be able to perform a dance which shows clarity, fluency,		To develop a backhand technique and use it in a game (Year 5)
	accuracy and consistency (Year 5)	To be able to gain possession by working as part of a	To be able to serve overarm (Year 5)
a		team (Year 5)	To be able to control my body when taking off and landing (Vary 5)
F	End Points	To be able to pass in different ways (Year 5)	To be able to control my body when taking off and landing (Year 5)
	Following Get Set 4 PE units, children will complete a range of	To be able to choose a tactic for defending and	To be able to throw with accuracy (Year 5)
	activities which will lead towards children achieving the	-	End Points
1	activities which will lead towards children achieving the following:	attacking (Year 5)	End Points Following Get Set 4 PE units, children will complete a range of
	activities which will lead towards children achieving the following:	attacking (Year 5) To be able to use a number of techniques to pass,	Following Get Set 4 PE units, children will complete a range of
-(following:	attacking (Year 5)	
	following: -copy and repeat set phrases	attacking (Year 5) To be able to use a number of techniques to pass, dribble and shoot (Year 5)	Following Get Set 4 PE units, children will complete a range of
- (following: copy and repeat set phrases -use changes of level and speed	attacking (Year 5) To be able to use a number of techniques to pass, dribble and shoot (Year 5) <u>End Points</u>	Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following:
-1 U	following: copy and repeat set phrases use changes of level and speed Use a prop in a dance	attacking (Year 5) To be able to use a number of techniques to pass, dribble and shoot (Year 5) <u>End Points</u> Following Get Set 4 PE units, children will complete a	Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following: Tennis - Use backhand, forehand and volley at appropriate times with
- (U U	following: copy and repeat set phrases -use changes of level and speed	attacking (Year 5) To be able to use a number of techniques to pass, dribble and shoot (Year 5) <u>End Points</u> Following Get Set 4 PE units, children will complete a range of activities which will lead towards children	 Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following: Tennis Use backhand, forehand and volley at appropriate times with accuracy
	following: copy and repeat set phrases cuse changes of level and speed Use a prop in a dance Use choreography skills to improve a dance	attacking (Year 5) To be able to use a number of techniques to pass, dribble and shoot (Year 5) <u>End Points</u> Following Get Set 4 PE units, children will complete a	Following Get Set 4 PE units, children will complete a range of activities which will lead towards children achieving the following: Tennis - Use backhand, forehand and volley at appropriate times with

Key concepts Movement (self) Balance Agility Coordination Spatial awareness Evaluation Cooperation Communication Health and fitness Objectives I confidently evaluate my own and other's performances discussing improvements to deliver a better performance (personal best) To be able to develop sequences in a specific style To be able to choose my own music and style	 Send a ball accurately with a push pass Receive a ball under control Move into space to support teammates Develop a block and jab tackle Apply skills to small games Key concepts Movement (object) Agility Coordination Speed Attacking and defending Rules Competition Cooperation Technique Health and fitness	Athletics -measure, time and record -run at a steady pace over a longer distance Use good sprinting technique Correctly perform the stages of triple jump Throw over a long distance Key concepts Movement (self + object) Balance Agility Rules Tactics Cooperation Competition Healthy
To be able to choose my own music and style To be able to perform dances using simple movement patterns	ObjectivesTo be able to play competitive games to agreed rules To be able to explain rules to others To be able to communicate a plan to my team To be able to use a number of techniques to pass, 	Determination Health and fitness Objectives To know where a shot should be aimed and show increasing accuracy To use good hand/eye co-ordination when playing and serving To use different shots in a game situation to outwit an opponent To be able to combine a range of running, jumping, throwing and catching techniques with control.