



Ambition - Community - Equality

Curriculum Overview

Subject: Physical Education

	Autumn	Autumn	Spring	Spring	Summer	Summer
Nursery	Can you sing your favourite nursery rhyme?	What makes a good friend?	What colours can I see around me?	Which pet will I choose?	What is your favourite food?	Can you tell me a story?
EYFS Outcomes	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can stand momentarily on one foot when shown • Can catch a large ball 					
Unit Title	Fundamental Skills (over two half terms)	Gymnastics	Dance	Fundamental Skills (over two half terms)	Athletics (over two half terms)	Athletics (over two half terms)
Skill progression	<p>I can begin to run and move without bumping into anyone or anything</p> <p>I can begin to change how fast I go and which way I go</p> <p>I can go faster or slower when someone tells me</p> <p>I can hold things with two hands and move at the same time</p>	<p>I can use benches/ boxes to pull myself up</p> <p>I can begin to know how to play games</p> <p>I can begin to stand on one foot when shown</p>	<p>I can move when I hear music</p> <p>I can listen to music and move to it when told</p> <p>I can copy what someone says (stop, dance)</p>	<p>I can begin to run without bumping into anyone or anything</p> <p>I can begin to change how fast I go and which way I go</p> <p>I can go faster or slower when someone tells me</p> <p>I can hold things with two hands and move at the same time</p>	<p>I can go faster and slower</p> <p>I can walk or run towards a place or a thing that someone says</p> <p>I can try to throw different things that can be big or small</p>	<p>I can go faster and slower</p> <p>I can walk or run towards a place or a thing that someone says</p> <p>I can try to throw different things that can be big or small</p>

	<p>I can explore moving in lots of ways (crawling, running, jumping, walking)</p>			<p>I can explore moving in lots of ways (crawling, running, jumping, walking)</p>	<p>I can begin to jump and land on my feet</p> <p>I can begin to jump on to a line</p> <p>I can begin to push/pull/ throw things</p>	<p>I can begin to jump and land on my feet</p> <p>I can begin to jump on to a line</p> <p>I can begin to push/pull/ throw things</p>
<p>Health & Safety</p>	<p>Know to avoid others when running</p> <p>Know to adjust how fast I'm going and what way I'm going to not bump into anything</p> <p>Know to stop when the teacher gives the stop signal</p> <p>Know to not climb on equipment without an adult there</p>					



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	Autumn	Autumn	Spring	Spring	Summer	Summer
Reception	What makes me great?	When do we celebrate?	Where do I live?	What job do I want to have?	How do things grow?	How do we get there?
EYFS Outcomes	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Work and play cooperatively and take turns with others Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 					
Unit Title	Gymnastics (Co-ordination & Balance)	Dance (Co-ordination & Balance)	Fundamental Skills (two half terms)	Fundamental Skills (two half terms)	Athletics (Agility & Co-ordination) (two half terms)	Athletics (Agility & Co-ordination) (two half terms)
Skill progression	<p>Yoga Bugs – Building core strength and balance (runs through year)</p> <p>I can jump and land on feet without falling/ stumbling</p>	<p>I can enjoy dancing and ring games</p> <p>I can begin to move rhythmically</p> <p>I can imitate simple actions in response to music</p> <p>I can copy people's faces and feelings</p>	<p>I can move around without bumping into anyone when playing racing and chasing games with other children</p> <p>I can change how fast I go and my direction to not bump into anyone or anything</p> <p>I can try to move in different ways more confidently</p> <p>I can copy simple ways of travelling (walking, running, hopping)</p>		<p>I can show co-ordination when walking and running so I balance and don't fall over</p> <p>I can move around things when walking and running, i.e. lines, cones, hoops by going</p>	<p>I can show co-ordination when walking and running so I balance and don't fall over</p> <p>I can move around things when walking and running, i.e. lines, cones, hoops by going</p>

	<p>I can jump from low levels and land on my feet</p> <p>I can travel with confidence on/over/through some things in P.E.</p> <p>I can confidently travel in different ways: sliding, crawling, walking, jumping</p> <p>I can explore moving on different body parts (feet, hands and feet, backs, tummy, bottom, side)</p> <p>I can start to balance on 1 foot</p>	<p>when dancing (sad/happy/angry)</p> <p>I can move my body to words/ pictures or songs</p> <p>I can move quickly for fast music and slowly for slow music (tempo)</p> <p>I can copy things likes side step, tip toe and heel toe walking</p> <p>I can show stillness when instructed</p>	<p>I can show increasing control over large and small objects with hands and feet (patting, pushing and kicking)</p> <p>I can move equipment on my own and with another person</p> <p>I can move equipment whilst moving myself</p> <p>I can catch a bean bag /large ball with more control when thrown accurately</p> <p>I can throw beanbags /large ball in a given direction</p> <p>I can hold equipment with one hand appropriately (hoops, quoits, bats, rackets, beanbags, balls)</p>	<p>in different ways and faster/ slower</p> <p>I can not bump into things even when I am moving more quickly</p> <p>I can jump high and land on feet with some control</p> <p>I can explore how to jump far and land on feet</p> <p>I can jump on/off lines and in/out of hoops with some control</p> <p>I can push and throw equipment (bean bags, large balls, quoits) with either 1 or 2 hands</p> <p>I can throw and aim at something, getting closer to hitting it using bean bags/ large balls when close</p>	<p>in different ways and faster/ slower</p> <p>I can not bump into things even when I am moving more quickly</p> <p>I can jump high and land on feet with some control</p> <p>I can explore how to jump far and land on feet</p> <p>I can jump on/off lines and in/out of hoops with some control</p> <p>I can push and throw equipment (bean bags, large balls, quoits) with either 1 or 2 hands</p> <p>I can throw and aim at something, getting closer to hitting it using bean bags/ large balls when close</p>
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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y1	What is in the world around me?	Am I making history?	How do we know Birmingham and London are cities?		Do all superheroes wear capes?	
N/C objectives	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 					
Unit Title	Fundamental Skills (Agility, Balance and co-ordination)	Gymnastics (Co-Ordination & Balance)	Dance (Co-Ordination & Balance)	Invasion Games (Co-ordination, Sending & receiving)	Athletics (Agility & Co-ordination)	Striking & Fielding
Concrete Knowledge	Know there are different ways to throw a ball	Know when my body is tense, relaxed and stretched	Know when my body is tense, relaxed and stretched Know how dance is linked to feelings (happy/sad)	Know what rules are and how to follow simple ones Know how to achieve/ win a game Know how to score a point in invasion games	Know how the body feels before, during and after exercise	Know how to score a point in strike and field with instruction Know some simple rules (carrying the bat, not over taking someone)

<p>Skill Progression</p>	<p>I can develop balance and movement with control</p> <p>I can explore how the body moves differently at speeds</p> <p>I can change direction and dodge</p> <p>I can catch and bounce a ball</p> <p>I can travel with a ball in different ways (dribble, bounce, hold)</p> <p>I can develop throwing underarm and pass to a partner in different ways (ball, beanbag etc.)</p> <p>I can begin to throw using over arm technique to reach a target</p> <p>I can apply learned skills to team-based activities (races, games)</p>	<p>I can recognise and copy contrasting actions (small/tall, narrow/wide)</p> <p>I can travel in different ways, including along a bench</p> <p>I can roll in stretched/curled positions e.g. 'log' and 'egg rolls'</p> <p>I can perform different jumps (straight, bunny hop)</p> <p>I can begin to complete 5 patch balances (back, front, shoulder, side, bottom), holding at least one</p> <p>I can copy a sequence/ movements</p> <p>I can link two actions to make a sequence with a partner</p>	<p>I can copy dance moves without support (small/tall, narrow/wide)</p> <p>I can copy a simple dance sequence</p> <p>I can add one movement of my own to a copied dance sequence</p> <p>I can use different levels</p> <p>I can change direction in movement</p> <p>I can use my body to replicate different animal movements</p> <p>I can travel in different ways</p> <p>I can perform simple movements to the beat</p> <p>I can copy and begin to innovate a dance sequence based on a class story</p>	<p>I can throw underarm, bounce & catch ball by myself & with a friend/ partner</p> <p>I can kick/stop a ball using my confident foot while standing still</p> <p>I can run straight and on a curve and sidestep how the teacher has shown me</p>	<p>I can use varying speeds when running</p> <p>I can explore footwork patterns my teacher shows me</p> <p>I can explore how my arm moves differently (arm mobility)</p> <p>I can explore different methods of throwing</p> <p>I can practise short distance running</p>	<p>I can show some different ways of hitting, throwing and striking a ball</p> <p>I can hit a larger ball or bean bag and move quickly to score a range of points (further distance scores more points)</p> <p>I can hit a stationary ball</p> <p>I can begin to make an underarm throw towards someone</p> <p>I can play as a fielder and get the ball back to a STOP ZONE</p>
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Health and safety	<p>Know how to be stable and how to land safely Know how to safely get on/off equipment Know how to carry and place equipment safely</p>					
Vocabulary	<p>Balance, dodge, speed, fast, slow, aim, target, move, pass, land, turn</p>	<p><u>Travels:</u> forwards, backwards, small, big(tall), sideways <u>Roll:</u> log/pencil <i>Patch balances:</i> Balance, Back, Front, Shoulder, Side, Bottom <u>Jump:</u> straight, bunny hop <u>Equipment:</u> hoop, mat, bench Sequence</p>	<p><u>Travel and stillness</u> (skip, jump, hop, bounce, turn, spin, freeze) <u>Direction</u> (forwards, backwards, sideways), <u>Levels-</u> high, middle, low <u>Space</u> (near, far, in and out), fast /slow</p>	<p>shoot/hit/throw, kick, stop, catch, move (travel), pass, receive, space Step</p>	<p><u>Run-</u> fast, slow <u>Jump</u> <u>Throw,</u> high, low, far, close, aim <u>Equipment-</u> cones, beanbags, balls</p>	<p><u>Striking:</u> hit, run <u>Fielding:</u> throw <u>Equipment:</u> bat, ball</p>



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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y2	Why should I go to Sheldon?		What is it like in Africa?		How do I use a compass?	Why do we visit the seaside?
N/C objectives	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 					
Unit Title	<u>Fundamental Skills (Agility, Balance and co-ordination)</u>	<u>Gymnastics (Balance/Agility)</u>	<u>Dance (Co-Ordination & Balance)</u>	<u>Invasion Games (Co-ordination, Sending & receiving)</u>	<u>Athletics & Multi-Skills (Agility & Coordination)</u>	<u>Striking & Fielding (Sending & Receiving)</u>
Concrete Knowledge	Know how my body feels different before and after exercise	Know how to make body tense, relaxed, curled and stretched in different movements Know why I need to be healthy	Know some stretches that are useful for dance Know how to prepare our body for dance	Know how to score points in different games Know how to compete against others, winning and losing graciously	Know different jumping techniques Know if I have improved from previous efforts	Know how to follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)

<p>Skill progression</p>	<p>I can innovate and explore using hopping, skipping and jumping actions</p> <p>I can develop throwing overarm to improve distance/accuracy</p> <p>I can develop co-ordination through French skipping</p> <p>I can develop skipping with an individual rope</p> <p>I can apply the skills I have learned to a different challenges/activities</p> <p>I can pass a ball to someone in different ways</p>	<p>I can begin to give advice to others</p> <p>I can be still on single/two+ points of contact on floor/apparatus showing tension & control</p> <p>I can hold different point or patch balances</p> <p>I can link known shape/travel/roll/jump to a balance using floor & on apparatus</p> <p>I can hop/leap and land with control using different body shapes in flight</p> <p>I can perform sequences, changing speed & direction with 3 different actions</p>	<p>I can change rhythm, speed, level and direction with consistency</p> <p>I can travel in different ways with more confidence</p> <p>I can make a sequence by linking sections together</p> <p>I can link some movement to show a mood or feeling</p> <p>I can begin to give feedback to a person/ pair/group</p> <p>I can innovate and/or create a dance sequence with a pair</p>	<p>I can perform some dribbling skills with hands and feet using space</p> <p>I can pass a ball accurately to someone on my team</p> <p>I can combine stopping, pick up/collect & send a ball accurately to other players</p> <p>I can make simple decisions about when /where to move in game to receive a ball</p>	<p>I can run with agility and confidence</p> <p>I can hurdle an obstacle and maintain effective running style</p> <p>I can learn the best jumping techniques for distance</p> <p>I can throw different objects in a variety of ways</p> <p>I can run for distance</p> <p>I can run in relay-style team races</p> <p>I can complete an obstacle course with control and agility</p>	<p>I can send a ball off a tee using a bat or a racket</p> <p>I can play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops</p> <p>I can stop moving when the 'bowler' has the ball</p> <p>I can play as a fielder and pass the ball back to the bowler to make the runner stop</p> <p>I can make an underarm throw with more accuracy</p> <p>I can bowl underarm towards a partner</p>
<p>Health & Safety</p>	<p>Know how to climb safely</p>					

	<p>Know how to show shapes and balances safely when climbing</p> <p>Know how to stop safely when running</p>					
Vocabulary	<p>co-ordination, Communication / talking Trust Distance Balance, dodge, Hand and foot eye co- ordination</p>	<p>Flexibility <i>Rolls:</i> egg, teddy bear <u>Patch Balance</u> <u>Point Balance</u> (hands, feet, elbows, knees & head) <i>Jumps</i> Hop, Leap <i>Equipment:</i> Beam</p> <p>Performance Curled, stretched, tense, relaxed, core</p>	<p><i>Travel and Stillness-</i> spring, gallop, statue <i>Space</i> on the spot, own <i>Sequence</i> (beginning, middle, end) <i>Moods and feelings</i> jolly, stormy <i>Nature of movement</i> strong, gentle, duet</p>	<p>Attack/ Defend (opponents) Travel Pass / send Catch / Receive Teamwork Communicate</p>	<p><i>Run-</i> sprint, jog, agility <i>Jump-</i>high/long jump <i>Throw-</i> Overarm/ underarm, distance, height, accuracy <i>Equipment</i> – skipping ropes, javelins, relay batons, Health</p>	<p><i>Striking:</i> Batting /batter, attacking, Shoot, score points</p> <p><i>Fielding:</i> fielder, defending, Bowl</p> <p><i>Equipment:</i> tee</p> <p>Hand-eye co- ordination</p> <p>Teams</p>



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	Autumn	Autumn	Spring	Spring	Summer	Summer
Y3	How do I use a map?	How do natural disasters affect the world?	Stone Age to Iron Age: How did Britain change?		Why is Greece popular?	What did the Ancient Greeks do for us?
N/C objectives	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
Unit Title	<u>Invasion Games- Football</u> (sending/ receiving, attack & defend)	<u>Gymnastics</u> (Flexibility and Balance)	<u>Dance</u> (Co-ordination & Balance)	<u>Net/Wall-Tennis</u> (Sending & Receiving)	<u>Athletics</u> (Agility, Co-ordination and speed)	<u>Strike & Field-Cricket</u> (sending & receiving)
Concrete Knowledge	Know the importance of strength and flexibility for physical activity	Know principles of balance Know the importance of strength and flexibility	Know how different speeds influence performance	Know to recognise and describe the effects of exercise	Know and describe the effects of exercise on the body	Know how to grip a bat correctly Know the role of backstop/ wicketkeeper

<p>Skill progression</p>	<p>I can begin to dribble a ball making small touches</p> <p>I can begin to send a football to a teammate</p> <p>I can pass a ball accurately over longer distances to a teammate</p> <p>Keep a ball under control when moving</p> <p>I can shoot a ball with power</p> <p>I can turn when dribbling a ball</p> <p>Know where space is and try to move into it</p> <p>Mark another player and defend when needed</p>	<p>I can combine arm actions with skips/leaps/steps/jumps in travel</p> <p>I can use a range of rolls to create movements</p> <p>I can link actions with confidence, including changing direction, speed or level</p> <p>I can begin to use a vault</p> <p>I can use different balance types on floor and apparatus</p> <p>I can use more of my own ideas for movement in response to task</p> <p>I can begin to use equipment to create movements</p> <p>I can choose actions to create a sequence independently or with a partner</p>	<p>I can begin to perform simple moves using canon</p> <p>I can show expression in different movements, reflecting the mood</p> <p>I can perform with increasing control of rhythm and confidence</p> <p>I can begin to perform pair/group dance involving canon & unison, meet & part</p> <p>Create motifs from different stimuli</p> <p>I can respond to music in time & rhythm to show like/unlike actions</p> <p>I can work with a partner/ group to create a story using dance</p>	<p>I can tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)</p> <p>I can keep a ball up using a racket in one hand</p> <p>I can hold a racquet correctly</p> <p>I can tap the ball back and forth to a partner</p> <p>I can stand in a ready position, holding a racquet correctly</p> <p>I can change from a ready position before tapping the ball to a partner</p> <p>I can begin to know what it means by a forehand and backhand position</p> <p>I can begin to attempt to serve the tennis ball straight from hands, sometimes</p>	<p>I can run in different directions and at different speeds, using a good technique</p> <p>I can focus on arm and leg action to improve sprinting technique</p> <p>I can begin to combine running with jumping over hurdles</p> <p>I can choose an appropriate running technique for the distance</p> <p>I can improve throwing technique, using a push throw</p> <p>I can use one and two feet to take off and land with</p> <p>I can develop an effective take off for standing long jump</p> <p>I can develop effective flight phase for standing long jump</p> <p>I can perform a push throw (tennis ball/ chest pass)</p>	<p>I can bowl accurately using underarm technique in a game situation</p> <p>I can begin to use the overarm technique for bowling with support</p> <p>I can begin to throw using an overarm technique for more distance, developing this with a partner</p> <p>I can throw and catch under pressure</p> <p>I can use fielding skills to stop the ball effectively</p> <p>I can communicate effectively with my pair, deciding when to run and when not to</p> <p>I can bat with more accuracy, hitting the ball to a partner/ team mate</p> <p>I can run between the wickets to score runs</p>
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				using one bounce if needed	I can Compete in a mini competition, recording scores	
Health & Safety	<p>Know and begin to explain why it is important to warm up and cool down</p> <p>Know how to safely climb the vault</p> <p>Know how to position one's self for gymnastics to avoid those performing</p> <p>Know to not travel across another game (to retrieve ball etc)</p>					
Vocabulary	<p>Team mates</p> <p>Accurate</p> <p>Dribble</p> <p>Control/Instep</p> <p>Outstep/Push</p> <p>Sole/ instep</p> <p>power</p> <p>Evaluate performance to improve</p> <p>Muscle</p> <p>Dynamic stretches</p>	<p><i>Travels:</i> 2-1 foot leap, cat leap</p> <p><i>Rolls:</i> Shoulder roll, crouched forward, standing forward</p> <p><i>Point Balance-</i> H-balance, Arabesque,</p> <p><i>Shapes</i></p> <p>Tuck, pike, star</p> <p><i>Equipment:</i> ball, hoop, vault</p> <p>Stomach, lower back, thigh,</p>	<p>Expression</p> <p><i>Relationships:</i></p> <p>Canon/ unison</p> <p>Meet/part motifs</p> <p>choreograph</p> <p>trio</p> <p>rhythm</p>	<p>Serve</p> <p>Attack</p> <p>Net</p> <p>Umpire</p> <p>Volley</p> <p>Racquet</p> <p>Ready position</p> <p>Stance</p>	<p><i>Run – Quickness, high knees</i></p> <p><i>Jump-</i> Take off, Flight phase, Landing</p> <p><i>Throw-</i> Push throw</p> <p><i>Equipment-</i>hurdles</p> <p>Fitness</p>	<p><i>Striking:</i> drive, runs</p> <p><i>Fielding:</i> wicket keeper, no ball, caught out, Underarm throw (10m), overarm throw</p> <p><i>Equipment:</i> wickets/stumps</p>



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	Autumn	Autumn	Spring	Summer	Summer	
Y4	Home or abroad?	What did the Romans do for us?	Why was Britain invaded by the Saxons and Vikings?	What is a biome? Why are rainforests and oceans important to our lives?		
N/C objectives	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
Unit Title	<u>Invasion Games</u> (Football)	<u>Gymnastics</u>	<u>Dance</u>	<u>Net/Wall</u> (Tennis)	<u>Athletics</u> (Agility, Speed and Co-ordination)	<u>Strike & Field- Cricket</u> (sending & receiving)
Concrete Knowledge	Know why exercise is good for your health	Know how the body reacts at different times and how this affects performance	Know how to self-evaluate dance and how to change based on this	Know different types of shot in tennis (forehand, backhand)	Know some reasons for warming up and cooling down	Know why it is important to aim for space Know why hitting a low shot can be safer

						Know what boundaries are and how to score 4 or 6 runs
Skill progression/	<p>I can dribble with small touches into space</p> <p>I can send a football to teammates, using different parts of foot</p> <p>I can use a variety of turns when dribbling</p> <p>I can shoot using power and also with finesse</p> <p>I can keep a ball under control when receiving a range of passes from team</p> <p>I can understand where useful space is and move into it</p> <p>I can mark another player and make interceptions</p>	<p>I can link a range of rolls with travel and balance using floor and apparatus with good body control, performing at least 3 different types</p> <p>I can use an increasing range of point and patch balances</p> <p>I can create & perform matching/mirroring sequences</p> <p>I can use equipment to vault in different ways</p> <p>I can create a sequence linked to a theme</p> <p>I can share ideas and give positive criticism/advice to self & others</p>	<p>I can perform a wider range of moves using canon and unison</p> <p>I can improvise to stimuli related to character/music/story</p> <p>I can perform clear & fluent dances to a chosen dance style</p> <p>I can compose a dance motif to reflect a chosen style</p> <p>I can perform pair/group dance involving canon & unison, meet & part</p> <p>I can compose dance sequences within a small group</p> <p>I can begin to vary dynamics in response to stimuli</p>	<p>I can recognise and demonstrate a forehand and backhand position</p> <p>I can serve underarm with more accuracy, aiming at a person or an object</p> <p>I can begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed</p> <p>I can build a rally with a partner</p> <p>I can use at least two different shots in a game situation</p> <p>I can use hand-eye coordination to strike a moving and a stationary ball</p>	<p>I can select and maintain a running pace for different distances</p> <p>I can demonstrate good running techniques for competitive situations</p> <p>I can understand which technique is most effective when jumping for distance</p> <p>I can combine a hop, skip and jump for standing triple jump</p> <p>I can practise throwing with power and accuracy</p> <p>I can perform a pull throw (javelin, cricket, football throw in)</p> <p>I can measure throw distance with some support</p>	<p>I can throw with more control using an overarm technique</p> <p>I can field a ball using two-handed pick up and a short barrier</p> <p>I can bowl with increasing confidence using the overarm bowling technique</p> <p>I can play the role of bowler, batter, fielder and wicketkeeper in a game</p> <p>I can hit the ball with accuracy and control, using different shot techniques (block, drive, slog)</p> <p>I can choose and use a range of simple tactics in isolation and in a game context</p>

			I can change parts of dance due to self-evaluation		<p>I can explore different footwork patterns</p> <p>I can utilise all the skills learned in this unit in a competitive situation</p> <p>I can begin to measure distances jumped with support if needed</p>	I can play in a tournament and work as team, using tactics in order to beat another team
Health & Safety	<p>Know to lift head when dribbling to be aware of others</p> <p>Know the safe distance to stand away from batters in striking games</p> <p>Know not to enter others' pitches/ courts to retrieve a ball mid-game</p>					
Vocabulary	<p>Mark</p> <p>Travel controlling ball</p> <p>Tactics</p> <p>Possession</p> <p>Interception</p> <p>Goal side</p>	<p><u>Travels:</u> stag leap, scissor leap,</p> <p><u>Rolls:</u> tucked backwards, straddle forward,</p> <p><u>Patch Balance:</u> symmetrical and asymmetrical</p> <p><u>Point Balance:</u> Y balance</p> <p><u>Jump:</u> stretch, jump ¼, jump ½</p> <p><u>Equipment/Apparatus:</u> Core (abdominals and quadriceps, glutes</p> <p>Static stretch</p>	<p>Motifs</p> <p>Improvise</p> <p>Repetition</p> <p>Pattern</p> <p>Action and reaction</p> <p>Compose</p> <p>Self-evaluation</p>	<p>Footwork</p> <p>Tactics</p> <p>Umpire</p> <p>Base line</p> <p>Forehand</p> <p>Backhand</p> <p>Volley</p> <p>Rally</p>	<p><u>Run-</u> Endurance, Heart rate</p> <p><u>Jump-</u> Hop, skip/step, jump (triple jump)</p> <p><u>Throw-</u> Pull throw</p> <p><u>Equipment-</u> trundle wheel</p>	<p><u>Striking:</u> Block/ slog, Four/ six, boundaries</p> <p><u>Fielding:</u> Short barrier, Two handed pick up, stumped</p>



Curriculum Overview

Subject: Physical Education (P.E.)

	Autumn	Autumn	Spring	Spring	Summer	Summer
Y5	What is a river's journey?		Who were Britain's famous monarchs?	Why does the USA have different climate zones?	What were the achievements of the Ancient Egyptians?	
N/C objectives	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
Unit Title	<u>Invasion Games</u> <u>(tag rugby)</u>	<u>Gymnastics</u> <u>(Balance & Co-ordination)</u>	<u>Dance</u> <u>(Balance & Co-ordination)</u>	<u>Net/Wall- Tennis</u> <u>(Sending and Receiving)</u>	<u>Athletics</u> <u>(Agility, Co-ordination and Speed)</u>	<u>Strike & Field- Rounders</u> <u>(sending & receiving)</u>
Concrete Knowledge	Know why we pass with speed Know how to tag an opponent and to return the tag before continuing Know how to score a try	Know how heart rate is affected by exercise and how this helps us	Know how to use space more effectively when dancing	Know that tennis is scored differently to other games, beginning to score it independently	Know how to measure distance jumped or thrown	Know roles of bowler, batter and backstop Know how to score a rounder and half-rounder Know not to overtake other batters

<p>Skill Progression</p>	<p>I can pass and receive a pass at speed</p> <p>I can send a rugby ball to teammates at longer distances</p> <p>I can carry the ball at speed, holding it securely</p> <p>I can evade and tag opponents</p> <p>I can show increasing awareness of space</p> <p>I can begin to choose when to pass and when to attack /dribble during a game</p> <p>I can go forward' with the ball in a game situation</p> <p>I can apply learned skills in a game of tag rugby</p>	<p>I can include change of speed, direction and shape in movements, using a range of travels</p> <p>I can perform a range of rolls, including those with gymnastic shapes</p> <p>I can follow 'rules' to produce a sequence, possibly peer-made</p> <p>I can create mirror/matching/cannon(pair) sequence varying dynamics/levels/direction</p> <p>I can combine own work with others, identifying strengths & weaknesses</p>	<p>I can show/fluency/control in chosen dances in response to stimuli</p> <p>I can perform fluent dances solo and with a group with characteristics of different styles/eras</p> <p>I can adapt & refine(in pair/group), dances that vary direction, space & rhythm</p> <p>I can show a change of pace and timing in my movements</p> <p>I can use space more effectively when dancing</p> <p>I can perform a dance pattern and actions of the chosen style (Bhangra, street)</p>	<p>I can make contact with the ball using either a forehand or back hand motion</p> <p>I can move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is</p> <p>I can demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit</p> <p>I can serve the ball correctly underarm beginning to purposely aim for space to score</p> <p>I can develop a backhand technique and use it in a game</p> <p>I can begin to understand how tennis is scored</p> <p>I am beginning to play a tennis game using an overhead serve</p>	<p>I can use correct technique to run at speed</p> <p>I can develop the ability to run for distance</p> <p>I can use techniques of relay running, e.g. baton handover</p> <p>I can throw with accuracy and power</p> <p>I can perform a fling throw</p> <p>I can investigate different jumping techniques, understanding which is most effective for distance</p> <p>I can perform the standing triple jump more confidently</p> <p>I can develop an efficient technique for standing vertical jump (jumping for height)</p>	<p>I can collaborate as a team to choose, use and adapt rules in small-sided games</p> <p>I can throw and catch with accuracy under pressure</p> <p>I can use a long and short barrier to stop the ball</p> <p>I can hit the ball with a bat, using hand-eye co-ordination</p> <p>I can begin to consider space when batting and where is best to aim for</p> <p>I can use previously learnt fielding skills to stop the ball and return to any base</p> <p>I can recognise when to use underarm (under 10m) and when to use overarm throws in a game context</p> <p>I can begin to use a one-handed pick up when fielding</p>
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					<p>I can demonstrate these techniques in competitive situations</p> <p>I can measure jumps and throws with more accuracy and limited support</p>	<p>I can play in a tournament and work as team, using tactics in order to beat another team</p>
Health & Safety	<p>Know and explain some safety principles when preparing for and during exercise</p> <p>Know and understand the reasons for warming up and cooling down, including static stretches</p> <p>Know how to tag opponents and return tags safely</p> <p>Know how to safely lay down a bat in rounders</p> <p>Know to remain out of the batters' running line when fielding</p>					
Vocabulary	<p>Tag (removal of the Velcro tag belt)</p> <p>Try line</p> <p>Touchline</p> <p>Try</p> <p>Free pass</p> <p>Forward Pass</p> <p>Knock on</p> <p>Offside</p> <p>Tag pass</p> <p>Agility</p>	<p><u>Travels:</u> chassis steps, spin on point, stepping sideways</p> <p><u>Rolls:</u> backward to straddle, pike forward roll.</p> <p><u>Balance:</u> counter balance</p> <p><u>Jump:</u> cat spring, jump $\frac{3}{4}$ turn</p> <p><u>Shapes</u></p> <p>Dish & Arch</p> <p><u>Core:</u> hamstrings</p>	<p>Variation</p> <p>Dynamics</p> <p>Era</p>	<p>Create space on offence</p> <p>Reduce space on offence</p> <p>Recovery</p> <p>Lob Shot</p> <p>Base Line</p> <p>Love,15,30,40, game</p>	<p><u>Run-</u> Standing Vertical</p> <p><u>Jump,</u> - Efficient, Power (explosive power)</p> <p><u>Throw-</u> fling throw</p> <p><u>Equipment-</u> Discus/coit</p>	<p><u>Striking:</u> Batting Square, rounder, half rounder, overtake</p> <p><u>Fielding:</u> Bowling Square, Long barrier, backing up, backstop</p> <p>Pressure, one-handed pick up</p> <p><u>Equipment:</u> Base, posts</p>



Curriculum Overview

Subject: Physical Education (P.E.)

	Autumn	Autumn	Spring	Summer		
Y6	What impact did Mexico and the Maya have on Birmingham?		What was the impact of WWII on the West Midlands?	How do I look after myself?		
N/C objectives	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
Unit Title	<u>Invasion Games</u> (tag rugby)	<u>Gymnastics</u>	<u>Dance</u>	<u>Net/Wall</u> (Tennis)	<u>Athletics</u> (Agility, Co-ordination and speed)	<u>Strike & Field-Rounders</u> (sending & receiving)
Concrete Knowledge	Know examples of appropriate dynamic stretches for a specified sport, e.g. rugby Know how heart rate, blood and oxygen are linked to exercise	Know ways I can become healthier Know examples of appropriate static and dynamic stretches and why	Know stretches that can be used to support specific activities	Know how a tennis match is scored and follow this scoring system	Know examples of appropriate dynamic stretches for different athletic disciplines	Know and perform the roles of bowler, batter and backstop Know how to lead warm ups and cooldowns for a group/whole class

		these are used for different sports			Know how to measure and record throwing distances	
Skill Progression	<p>I can use different techniques to evade opponents, including varying my speed</p> <p>I can run and change directions at speed</p> <p>I can move into a support position to receive a pass from a team mate (behind the ball)</p> <p>I can receive a pass at speed in a game situation</p> <p>I can play effectively in attack and defence</p> <p>I can score points against opposition</p> <p>I can begin to pass the ball using the spin pass technique</p> <p>I can begin to use different types of offload and begin to understand when to use these</p>	<p>I can create a complex sequence involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching</p> <p>I can transfer sequence above onto suitably arranged apparatus & floor</p> <p>I can perform a 6-8 part floor sequence as individual, pair & small group to a piece of music</p> <p>I can demonstrate 3 paired balances in sequence using various skills/actions</p>	<p>I can be aware of & use musical structure, rhythm & mood & dance with confidence</p> <p>I can perform dances from different eras/ cultures with more confidence</p> <p>I can use dramatic expression in dance movements and motifs</p> <p>I can use various levels and ways of travelling when dancing</p> <p>I can improvise with confidence</p> <p>I can explore space-directions and formations</p> <p>I can create & perform dances in a variety of</p>	<p>can turn and run to the ball getting into a forehand or backhand position en route</p> <p>I can confidently hit the ball using a forehand or backhand motion</p> <p>I can explain a dropshot and begin to use this against my partner</p> <p>I can use 'move-hit-recover' approach within a game showing facing forward on recovery</p> <p>I can use different shot types to try and deceive my opponent in a game situation</p> <p>I can serve the ball overhead with more control</p>	<p>I can investigate running styles and changes of speed</p> <p>I can use reaction time to start a race quickly</p> <p>I can work as a team to competitively perform a relay</p> <p>I can independently select the best running pace for a distance</p> <p>I can practise throwing with power and accuracy</p> <p>I can build speed for a sprint finish</p> <p>I can maintain control at each stage of the triple jump</p> <p>I can understand which technique is</p>	<p>I can apply skills to games using standard rounders pitch layout</p> <p>I am using a rounders bat and rounders ball</p> <p>I can use a one-handed pick up when fielding more confidently</p> <p>I can use a range of tactics for attacking and defending in role of bowler, batter and fielder, basing shot selection on fielders' position</p> <p>I can use previously learnt fielding skills to stop the ball and return to the most appropriate base under pressure</p> <p>I can understand when to use long and short barriers when fielding in a game</p>

	<p>I can think ahead create a plan of attack or defence</p> <p>I can begin to time interceptions in a game I can work with my team to try to prevent the opposition from scoring</p> <p>I can apply learned principles to a game situation</p>		<p>styles more consistently</p> <p>I can perform showing imagination and expression</p> <p>I can use complex dance vocabulary through self and peer evaluation to compare and improve work, modifying my routine</p>	<p>I can serve the ball accurately making opponents move to send it back</p> <p>I can independently score a tennis match, understanding how a game is won and a set is won</p>	<p>most effective when jumping for distance</p> <p>I can set up and lead a jumping activity, including measuring accurately</p> <p>I can perform a heave throw (shotput)</p> <p>I can support others to improve their personal best</p> <p>I can take part in competitive events using these skills</p>	<p>I can apply consistently rounders rules in conditioned games</p>
Health & Safety	<p>Know and explain importance of warm up/cool down</p> <p>Know how to deliver warm-ups/cool-down safely and effectively</p> <p>Know why warm ups have to gradually increase in intensity</p> <p>Know how to throw safely and with understanding</p> <p>Know to avoid batters' line of running when fielding</p> <p>Know how to lay bat down safely before running in rounders</p>					
Vocabulary	<p>Evade</p> <p>Side step</p> <p>Accelerate</p> <p>Decelerate</p> <p>Feint/fake</p>	<p><u>Travels:</u> Cartwheel, spinning with travel</p> <p><u>Rolls:</u> diving forwards, backward to standing pike</p>	<p>Direction, formation</p> <p>Interpret</p>	<p>Drop shot</p> <p>Move-hit-recover</p> <p>Game, set, match</p> <p>Deuce, advantage</p>	<p><u>Run-</u> Reaction time</p> <p><u>Jump</u></p> <p><u>Throw-</u> heave throw</p> <p><u>Equipment-</u> shotput</p>	<p><u>Striking:</u> Backwards hit, penalty half rounder (two no balls in a row)</p>

	Non-contact Lateral Pass Spin Pass Offload	<u>Jump: whole turn</u> Dynamic Stretch				<u>Fielding:</u> <u>Equipment: Rounders</u> ball
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Swimming

Year Group	Year 3	Year 4	Year 5	Year 6
N/C Objectives	I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations			

OAA- Outdoor Adventurous Activities

Year Group	Year 3	Year 4	Year 5	Year 6
Skill Progression	<p>I can develop listening skills</p> <p>I can follow specific instructions from partner/ adult</p> <p>I can begin to consider activities and problem solve</p> <p>I can read simple maps and follow with some support</p> <p>I can demonstrate an understanding of how to stay safe</p>	<p>I can develop communication and listening with a partner/ team</p> <p>I can read and interpret simple maps</p> <p>I can choose and apply strategies to problem solve with support</p> <p>I can demonstrate understanding of staying safe</p>	<p>I can develop listening skills and communication skills as a leader</p> <p>I can read and interpret more difficult maps</p> <p>I can use existing knowledge to problem solve and plan ahead</p> <p>I can consider strategy and apply this to solve problems with support</p> <p>I can consider safety risks before an activity</p>	<p>I can use communicate as a leader, understanding how to delegate roles to others</p> <p>I can read and interpret maps, spanning a larger distance</p> <p>I can plan a route using a map for efficiency</p> <p>I can consider safety risks and explain how this can be avoided</p>