

Woodside Junior School

PE curriculum overview and skills progression



Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
3	Outdoor Adventure: Communication and tactics Forest School	Invasion: Netball	Health and well-being (Y2)	Invasion: Handball	Dance: Wild Animals	Invasion: Tag Rugby	Net/Wall: Tennis	Gymnastics: Asymmetry and Symmetry	Athletics	Striking and fielding: Cricket	Invasion: Basketball	Striking and fielding: Rounders
Festivals	5 th October Circuits				2 nd February Mega Fest Rugby 30 th March Dance Festival				9 th May Tennis festival		12 th June Athletics	
4	Gymnastics: Bridges	Outdoor Adventure: Orienteering	Invasion: Benchball	Invasion: Football	Dance: Cats	Invasion: Dodgeball	Invasion: Hockey	Striking and fielding: Cricket	Striking and fielding: Rounders	Invasion: Basketball	Net/ Wall: Tennis	Athletics
Festivals			21 st November Bench Ball				23 rd March – Hockey Tournament (After school)		5 th May Tri-Golf			
5	Health Related exercise	Swimming	Invasion: Handball	Swimming	Invasion: Netball	Dance: The Circus	Invasion: Tag Rugby	Gymnastics: Counter balance and counter tension	Striking and fielding: Cricket	Athletics	Net/ Wall: Badminton	Striking and fielding: Rounders
Festivals	28 th Sep- Circuits		23 rd November - Handball		3 rd February Cross Country						15 th June Athletics	
6	Health Related exercise	Invasion: Basketball	Outdoor Adventure: Leadership	Invasion: Dodgeball	Gymnastics: Matching and mirroring	Invasion: Hockey	Dance: Carnival	Invasion: Football	Striking and fielding: Rounders	Athletics	Striking and fielding: Cricket	Athletics
Festivals	29 th September Fitness Boot Camp										27 th June Y6 Games Festival	

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Key Stage 2

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:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], 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.

	Year 3	Year 4	Year 5	Year 6
Basketball	Dribbling; – Introduce the correct technique when dribbling: knees bent, fingertips, strong wrists, head up. To continuously dribble keeping control of the ball, changing direction and speed Identify space and dribble into the space Outwit their opponent and keep possession of the ball Passing; Adopt the correct technique when passing: Stepping into the pass, pushing the ball away from their body.	Dribbling;- Refine and gain confidence with the correct technique when dribbling: knees bent, fingertips, strong wrists, head up. Become increasingly aware of space when dribbling continuously dribble keeping control of the ball, changing direction and speed even when pressure is applied Passing; Refine and gain confidence with the correct technique when passing. Stepping into the pass, pushing the ball away from the body.		Consolidate keeping possession apply a refined understanding of passing, dribbling and moving to score points against another team To receive the ball at pace in space To be able to pass and move accurately and consistently keep possession for sustained periods of time To have fluidity in their movements and accuracy in their application To plan and produce an attack and create a successful shooting opportunity

	<p>Demonstrate physically and cognitively that they understand where they pass a ball and why</p> <p>Attackers without the ball recognise the need to move into a space to receive it</p> <p>Outwit their opponents and keep possession of the ball</p> <p>understand the difference between attack and defence</p> <p>Shooting;</p> <p>Apply the correct technique when shooting: ball under control, palm of shooting hand under the ball, fingers pointing upwards, support hand at the side of the ball, balanced stance, bend knees and straighten during shot.</p> <p>Select an appropriate place to shoot from, concentrating on the target throughout the shot.</p>	<p>to pass around the defender and keep possession when under pressure from a defender</p> <p>attackers without the ball move into a space to receive it, with hands ready to create a target</p> <p>collaborate and apply the rules and positions within the game</p> <p>Understand and explain the difference between attack and defence</p> <p>demonstrate physically and cognitively the understanding of when and where to pass or dribble a ball and why</p> <p>Shooting</p> <p>Refine and gain confidence when shooting, selecting an appropriate place to shoot from</p> <p>Introduce marking</p> <p>To follow the attacker</p> <p>To demonstrate how to mark the player with the ball without making contact</p> <p>To understand when and why we mark</p> <p>Apply an understanding of passing, moving and dribbling to score points against another team</p>		<p>to outwit their opponents and keep possession of the ball applying effective decision making</p> <p>To demonstrate with increasing effectiveness physically and cognitively that they understand where to pass and dribble and why</p> <p>To switch fluidly between attacking and defending as possession changes</p> <p>Consolidate defending/attacking skills</p> <p>To effectively mark the player with the ball by applying pressure, defending, and preventing them from passing</p> <p>To understand the need to force the player to hold onto the ball for longer than 4 seconds and understand that this means they win possession</p> <p>To understand the term, "man-to-man marking," and when this is applied</p> <p>To understand their role and apply this role effectively within the game</p> <p>demonstrate effective attacking skills i.e. passing, creating space</p> <p>Develop officiating</p> <p>officiate the games (recognising the double-double, travelling and how long they are allowed to hold on to the ball rules and the consequences of breaking a rule)</p>
Netball	<p>Introduce passing, receiving to keep possession of the ball</p> <p>Adopt the correct technique for chest pass, stepping forwards into the pass</p>		<p>Refine passing and receiving</p> <p>To know the difference between attack and defence</p> <p>Receive the ball at a pace in space</p>	

	<p>Attackers without the ball to move into a space to receive it</p> <p>Pupils to have their hands ready to receive the ball</p> <p>In teams outwit opponents and keep possession of the ball</p> <p>To develop an understanding of passing and moving to score points</p> <p>To select an appropriate place to shoot and score points</p> <p>Apply the correct stance when shooting</p> <p>Understand that gaining possession from the rebound is important</p> <p>To apply the rules of a netball game</p>		<p>Pass and move accurately and consistently</p> <p>Keep possession for sustained periods of time</p> <p>To develop fluidity in their movements and accuracy in their application</p> <p>To recognise where to pass a ball and why</p> <p>Applying passing, footwork and shooting into mini games</p> <p>Pass, move and shoot accurately and consistently</p> <p>Switch fluidly between attacking and defending</p> <p>To officiate the games</p> <p>To create an attack and create a successful shooting position</p> <p>Introduce defending</p> <p>To effectively mark a player and stop the ball</p> <p>To force a player to hold the ball for more than 4 seconds and regain possession</p> <p>To understand the different positions and apply their role effectively in the game</p>	
Handball	<p>To adopt the correct passing technique: throwing arm high above the shoulder and stepping into the pass</p> <p>Those without the ball recognise the importance of moving into a space to receive it</p> <p>To have hands ready to receive, creating a target</p> <p>In teams, pass the ball around a defender using accurate passes</p>		<p>Recap on how a game of handball is won.</p> <p>To receive the ball at pace in space</p> <p>To pass and move accurately and consistently</p> <p>To keep possession of the ball for sustained periods of time</p> <p>To outwit their opponents and keep possession of the ball, applying effective decision making.</p>	

	<p>To collaborate and apply the rules of handball</p> <p>To recognise that successful attacking results in points scored</p> <p>To apply a correct stance when shooting</p>		<p>Explore the function of other passes in handball</p> <p>To explore the bounce pass and when it would be needed in a game</p> <p>Develop defending</p> <p>Recognise why, where and when to 'man to man' mark</p> <p>To force the attacker to be in possession of the ball for longer than 3 seconds and understand that this means they gain possession</p> <p>To pass, move and shoot accurately and consistently</p> <p>Identify the best areas to shoot from and explain why</p> <p>To apply the rules of the game and collaborate effectively.</p> <p>To referee enforcing the rules</p>	
Tag Rugby	<p>Introduce moving with the ball, passing and receiving;</p> <p>Know how to score and win in a game of tag rugby</p> <p>To adopt the correct passing technique; hold the ball in the middle with both hands and follow the swing of the pass. Attackers without the ball to be behind the attackers with the ball</p> <p>To pass and move with the ball to score a try</p> <p>To know the consequence of dropping or passing the ball forwards</p> <p>Introduce tagging</p> <p>To tag correctly (take the tag, stop and stand still. Hold the tag in the air and shout 'Tag!')</p> <p>To understand when, where and why to tag</p>		<p>Refine passing and moving to create attacking opportunities</p> <p>To be able to pass and move accurately and consistently</p> <p>To choose suitable positions to receive the ball</p> <p>To explore different passes to outwit defenders</p> <p>To understand what a miss pass is and when, where and why do we use one.</p> <p>To understand what a loop pass is and when, where and why you would use one</p> <p>Refine defending as a team</p> <p>To accurately tag</p> <p>To understand the 'offside' rule in a tag rugby game</p>	

	Develop passing and moving Recognise the need for the attackers to stop when they are tagged To create space when attacking To recognise the need for the attacker to be in front when in possession of the ball		Recognise the need for the defenders to work as a team to prevent the attackers from scoring a try To adopt a team formation after a tag has been made To support the ball carrier and receive the ball at speed	
Bench ball		To adopt the correct passing technique: throwing arm high above the shoulder and stepping into the pass Those without the ball recognise the importance of moving into a space to receive it To have hands ready to receive, creating a target In teams, pass the ball around a defender using accurate passes To collaborate and apply the rules of benchball To recognise that successful attacking results in points scored To apply a correct stance when shooting		
Football		Introduce/refine dribbling and keeping control To adopt the correct technique for dribbling-inside and outside of feet, head up and keep the ball close to your feet To continuously dribble keeping possession and control of the ball To change speed and direction of dribbling Identify space to dribble in Turning To use a drag back turn, to turn and change direction To use a Cruyff turn, to turn and change direction		To receive the ball at pace in space To pass and move accurately and consistently To keep possession for sustained periods of time To pressure the player with the ball successfully To switch fluidly between attacking and defending as possession changes To understand the term, "man-to-man marking," and when this is applied To understand their role and apply this role effectively within the game To be able to communicate positively to their team and give instructions when appropriate

		<p>To understand when they turn with the ball and why</p> <p>Refine passing and receiving</p> <p>To adopt the correct technique when passing the ball (non- kicking foot beside the ball, use the inside of the foot to kick the ball for short passes)</p> <p>Attackers to run into a space to receive it</p> <p>Shooting</p> <p>To adopt the correct shooting technique (inside of foot, non-kicking foot next to the ball, leaning over the ball)</p> <p>To shoot the ball without stopping</p> <p>To understand why they aim the ball to the sides of the goals</p>		<p>To plan and produce an attack and create a shooting opportunity</p> <p>To officiate the games</p>
Dodgeball		<p>To demonstrate physically when, where and why they dodge, jump, duck or block to avoid the ball</p> <p>Accurately hit a target with increased power</p> <p>Understand the difference between attack and defence</p> <p>To have hands ready creating a target</p>		<p>To vary the way the ball is thrown depending on where their opponent is standing</p> <p>To understand why it is better to throw from the front of the court and retreat back</p> <p>Understand the consequence if the opponent catches the ball</p> <p>Be alert to balls being thrown. Block if in possession of a ball and catch/dodge if they are not</p> <p>Know when they are attacking or defending</p> <p>Switch fluidly between attacking and defending as possession changes</p> <p>To officiate the games</p>
Hockey		<p>Dribbling</p> <p>To hold the stick correctly and dribble using the correct technique? Left hand at the top, right hand lower down the stick, knees bent and back straight.</p> <p>To continuously dribble keeping possession and control of the ball</p> <p>To change speed and direction when dribbling even when pressure is applied</p>		<p>Consolidate keeping possession</p> <p>To apply a refined understanding of passing, dribbling and moving to score points against another team</p> <p>To be able to pass around the defender accurately using a variety of passes</p> <p>To outwit their opponents and keep possession of the ball applying effective decision making</p>

		<p>To identify space when dribbling To understand the difference in roles between attack and defence To outwit their opponent and keep possession of the ball Passing – long and short When attacking without the ball move into a space to receive it To pass around the defender To outwit their opponents and keep possession of the ball To understand when, where and why they pass Develop shooting To combine passing and dribbling to create an attack with a shot on goal To apply the correct technique when shooting To select an appropriate place to shoot Blocking and tackling To intercept the ball To block the ball To demonstrate how to mark the player with the ball To tackle safely To understand the difference between blocking and tackling To apply an understanding of passing, receiving, moving and dribbling to score points against another team</p>		<p>To able to pass, dribble, move and shoot accurately and consistently To keep possession for sustained periods of time To receive the ball at pace in space To plan and produce an attack and create a successful shooting opportunity Consolidate defending To stop the pass by applying effective marking To block the pass successfully As defenders, follow an opponent's movements keeping close to them To understand the term, "man-to-man marking," and when this is applied Applying attacking tactics in game situations To switch fluidly between attacking and defending as possession changes To demonstrate effective attacking skills i.e. passing and creating space To organise their team so that everybody has responsibility for marking one player Applying defensive tactics in game situations To apply a refined understanding of marking, preventing attackers from shooting To demonstrate effective defending skills i.e. marking and tackling To apply pressure to the attacker by marking the player with the ball To officiate the games themselves</p>
Dance	Responding to stimuli To move with expression To respond to the music with appropriate actions To show evidence of creativity	Responding to stimuli working together To demonstrate a change of levels To include flow in their movements To create a sequence in a pair using 3 linked movements To perform movements in unison	To use prior knowledge on choreographing movement to create the dance To include a change of level in their sequences	To perform movements to show clarity, fluency, accuracy and consistency To perform with emotion, expression and creativity To ensure sequences show clarity, fluency, accuracy and consistency

	<p>To observe other pupils' performances in order to develop their own ideas To know how excellent dancers move (Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.) To move staying in character To add movements together</p> <p>Extending sequences with a partner in character To make movements big and clear To make movements interconnect To listen to each other's ideas To be respectful when giving and receiving feedback To add the two sequences of movements together To explore a variety of ways to create their sequences To keep practising their sequence as a group</p>	<p>To keep practising to improve their performance</p> <p>Extending sequences with a partner in character To respond to the music with appropriate actions To add three movements together To perform movements which are matching To perform movements which are in canon (one after the other) To perform movements performed in canon or unison and know the difference To ensure that everybody has an opportunity to share and try ideas for their performances</p> <p>To develop sequences with a partner Is there clear interaction in pupils' sequences Do pupils' movements interconnect with their partner's To stay in character To continuously try to improve their own performances</p> <p>The performance Pupils to perform as part of a group To stay in time with the music To move convincingly as their character and stay in character</p>	<p>To accurately assess another groups work To perform clear, bold, start and finish positions To perform as part of a big group To consistently include flow in their movements To keep trying even when they make a mistake To have evidence of a well-planned routine that includes stage presence, timing, rhythm and sustaining character</p>	<p>To listen to others' ideas in the group perform conveying the emotion of the passengers To see improvement in pupils' performances after receiving feedback To show evidence of a well-planned routine that includes stage presence, timing, rhythm and sustaining character</p>
Swimming			<p>To develop basic pool safety skills and confidence in water To swim between 50 and 100 metres. To use breast, front crawl and back stroke styles confidently To swim using arms and legs in a confident and co-ordinated manner.</p>	

			<p>To use all three strokes with control and sustain this for over 2 minutes</p> <p>To breathe so that the pattern of swimming is not interrupted.</p>	
Athletics	<p>Sprinting (Running for speed) To run and stay in a safe space (pump arms, head up, elbows bent run on the balls of their feet so they are light and springy). To know the importance of staying in their lane To understand why we need to shorten our stride pattern to help them accelerate</p> <p>Running as part of a team-Introduce relay To have their hands ready, palm upwards for the baton To hand over the baton using the correct technique To collaborate and run as a team</p> <p>Throwing- accuracy vs distance To execute an accurate under arm throw To apply the correct stance when throwing a beanbag, releasing it at the right time</p> <p>Standing long jump To execute a standing long jump by swinging their arms, bending their legs when they take off and land To land on two feet and remain balanced</p>	<p>Sprinting (Develop running at speed) To understand why we need to change our stride length To run with driving leg actions</p> <p>Understand and apply tactics when running for distance To understand the term 'pace' and the consequences of sprinting in an endurance race for too long To collaborate as a team and organise their race tactics</p> <p>Throwing for distance: javelin To use the correct technique to throw the javelin: rotate their bodies to create greater power to throw the javelin further, transfer their body weight, throwing the javelin further and extend as they release To identify strengths and weaknesses in their own and others performances</p> <p>Jumping for distance: standing triple long jump To execute a standing long jump: by swinging their arms, bend legs when they take off and land, landing on two feet to remain balanced</p>	<p>Sprinting (finishing a race) To apply accurate head and arm technique to make themselves quicker accurately identify strengths and weaknesses in their own and others' performances and suggest ways to improve them To extend stride pattern during a race To understand the need to dip their head at the finishing line</p> <p>Consolidate sprinting: evaluating our own performance. My personal best. To strive to win races by consistently trying their best To keep trying to improve their own performance To physically demonstrate how to change their stride length in order to improve acceleration To strive to win races by consistently trying their best To accurately identify strengths and weaknesses in their own and others' performances and suggest ways to improve them</p> <p>Consolidate running in a team: relay changeovers To explore different positions to make their team run as fast as possible To use effective communication within the team To collaborate and organise their team to make their team run as fast as possible in the relays</p>	<p>Running for speed competition To apply accurate head, arm and foot technique to make themselves quicker To apply effective running tactics to their races To make suggestions that will improve their partners' / teams' performances To collaborate and organise their teams, enabling their team to run as fast as possible in the relays To continue to try their best now that they are performing in teams and competing against others</p> <p>Running for distance competition to apply accurate head, arm and foot technique To keep their pace even when others are sprinting off To apply effective running tactics to their races To collaborate and organise their teams, enabling their team to complete the races in the fastest time possible To continue to try their best now that they are performing in teams and competing against others</p> <p>Throwing competition To use the correct technique to throw the javelin and to push (put) the shot To be able to transfer their body weight to push (put) the shot put and throw the javelin further</p>

			<p>To collaborate and organise their team to make their team run as fast as possible in the relays</p> <p>Throwing for distance: shotput To apply an accurate stance and grip, combined with a well-timed release to throw further To rotate their bodies to create greater power to push (put) the shot put further To transfer their body weight, pushing (put) the shot put further To evaluate their peers and make suggestions that will improve their partners' performance</p> <p>Introducing hurdles To successfully clear the hurdles (look forward, extend leading leg, bend trailing leg) To change stride length in order to clear the hurdle</p>	<p>To continue to try their best now that they are performing in teams and competing against others</p> <p>Jumping competition To be able to apply the correct arm and leg technique to make themselves jump further To perform a hop, skip, and a jump in sequence, linking them smoothly together To select the correct foot to start with To remain positive even if they are not winning the competition</p> <p>A mini-athletics competition To create tactics, applying these to the events and races To organise their team so that everybody is included in an event they are strong at To take on the role of team captain, leading and organising their team</p>
Gymnastics	<p>Symmetry and Asymmetry</p> <p>Introducing Symmetry/asymmetry To move symmetrically/asymmetrically To move silently demonstrating control To apply extension To balance symmetrically (and in pairs) To execute these balances on different levels with different connection points</p> <p>Application of learning onto apparatus To execute their balances in a pair on apparatus with evidence of levelling and creativity To understand how to move out of the balances adopting the concept of flow</p>	<p>Bridges To understand what constitutes a bridge To move in a bridge To balance creating a bridge To execute these balances in pairs To have evidence of interesting gymnastics (different levels, different connection points)</p> <p>Application onto apparatus To explore a variety of ways to make bridges To collaborate with a partner and listen to their ideas To be respectful when giving and receiving feedback</p>	<p>Counter balance and counter tension To understand what counter balance and counter tension is To move with a silent body demonstrating control To create a pair counter balance To explore a variety of ways to make counter balances (unison, canon, different levels) To apply flow to the movements out of the balances To listen to their partners ideas and try them out To show an improvement in the balances after receiving feedback</p>	<p>Matching and mirroring To understand what matching is To move with a silent body demonstrating control To create a pair matching sequence on apparatus To explore a variety of ways to match (unison, canon, different levels) To listen to their partners ideas and try them out To understand what mirroring is To create a pair mirroring sequence To apply flow between movements To recognise the difference between matching and mirroring</p>

	<p>To make improvements to their own and others' performances To collaborate with a partner</p> <p>Sequence formation To explore a variety of movements to ascertain the best moves to allow for flow and interesting challenging gymnastics for the sequence To move out of a balance and travel to a new piece of apparatus</p> <p>Performance To rehearse their sequence ensuring excellent gymnastics, interesting gymnastics, symmetrical and asymmetrical balances, linked successfully together with excellent movements applying flow To respect all pairs as they perform To complete the assessment sheets accurately, identifying areas of strengths and weaknesses</p>	<p>To develop sequence ideas with bridges To explore movements over or under their partners bridge balances To give evidence of interesting gymnastics? (By this we mean different levels and different pieces of apparatus.) To move with accuracy and fluidity over or under their partners' bridge balance To have evidence of fluidity To create a routine which challenges them and to keep practising it</p> <p>Performance To rehearse their sequences ensuring excellent gymnastics, interesting gymnastics, individual and pair bridge balances, linked successfully together with excellent movements applying flow To respect all pairs as they perform To complete the assessment sheets accurately, identifying areas of strengths and weaknesses</p>	<p>To be respectful when giving and receiving feedback To think of different ways to move out of our balances and travel to a new piece of apparatus To lead their partner creating new ideas To understand what counter tension is (pulling) To explore a variety of ways to make counter tension balances ((unison, canon, different levels)</p> <p>Performance To explore a variety of movements to ascertain the best moves to allow for flow and interesting challenging gymnastics for the sequence To include a change of speed in their movements To include a change of level within their movements To respect all pairs as they perform To complete the assessment sheets accurately, recognising the strengths and weaknesses of their own routine</p>	<p>To use a variety of apparatus used To continuously challenge themselves to improve their sequences</p> <p>Performance To create a pair matching and mirroring sequence on apparatus To include a change of speed in their movements To include a change of level within their movements To respect all pairs as they perform To recognise the strengths and weaknesses of their own routine To accurately assess their partner / pair using the sheets</p>
Outdoor adventure	<p>Communication and tactics To work against other teams collaboratively and apply the rules of the game To communicate clearly To identify the attributes of a successful team Leaders to include everyone, taking responsibility for their team To listen to each other's' ideas</p>	<p>Orienteering To follow a simple map to recreate a face with equipment given To encourage each other and cooperate as part of a team To be able to orientate the map correctly To locate points as a pair and return quickly To identify features on the map to help them to navigate To identify the attributes of a successful pair To plan a route correctly</p>		<p>Leadership To recognise the qualities of an effective leader and apply these to support and lead their team To give clear instructions speaking in a confident, positive tone To ensure their team is always playing by the rules To support the team, encouraging them to keep trying even if they find the challenge hard To understand what makes effective communication To understand the difference between verbal and non verbal communication</p>

		To compete as a team in an orienteering competition		<p>To understand what space is (STEP principles) and why getting the size of the space right is so important</p> <p>To ensure everyone in the team is included and understands</p> <p>To understand what task is (STEP principles) and why adapting the task appropriately is so important</p> <p>To suggest ways for their group members to improve their leadership skills</p> <p>To understand What 'people' is (STEP principles) and the implications of ensuring the correct group size/team size is so important</p> <p>To know what 'equipment' is and understand why it is so important to have the right type of equipment</p>
Health related exercise			<p>Initial fitness assessment</p> <p>To be able to warm themselves up and cool themselves down</p> <p>To understand the impact of exercise on their bodies</p> <p>To encourage their partner as they work through the fitness assessment</p> <p>To strive to try their hardest to achieve their best score possible (sit and reach, continuous running, shuttle runs and squats)</p> <p>Cardio, strength and flexibility circuits</p> <p>To understand what happens to our heart, lungs, blood and muscles when we exercise</p> <p>To understand what strength is</p> <p>To understand what flexibility is</p> <p>understand the impact of exercise, on their body's ability to be flexible</p> <p>To complete the circuit selecting a suitable level of difficulty</p>	<p>Initial fitness assessment</p> <p>To be able to warm themselves up and cool themselves down and lead others</p> <p>Cardio, strength and flexibility circuits</p> <p>To able to take their pulse</p> <p>To see an increase in their pulse rate between resting and the warm up</p> <p>To see an increase in their pulse rate between the warm up and each circuit station</p> <p>To continue to try and improve their own performance</p> <p>To compare their scores and discuss their findings</p>

			<p>To understand the impact of exercise on the cardiovascular system</p> <p>To encourage their partner as they work through the circuit</p> <p>To complete the fitness assessment in pairs</p> <p>To compare their scores and discuss their findings</p>	
Tennis	<p>Without rackets</p> <p>To adopt the correct underarm throw technique, stepping forwards into the throw</p> <p>To know what the underarm throw replicate (forehand)</p> <p>To have hands ready creating a target</p> <p>To cooperate with their partner to form a rally</p> <p>To always return (recover) to the correct court position and be ready after every shot</p> <p>To understand where we play the ball and why</p> <p>To collaborate with each other and keep score</p> <p>Introducing rackets</p> <p>To keep a firm wrist to keep the ball on the racket</p> <p>To put their strong hand at the bottom of the grip and their other hand at the top of the grip</p> <p>To get in the ready position between shots</p> <p>To be able to push (hit) the ball</p> <p>Introducing forehand</p> <p>To be able to make contact with the ball after one bounce</p> <p>To return the ball back over the net to their opponents' side of the court</p>	<p>Introduce backhand</p> <p>To understand when and where to play backhand</p> <p>To be able to make contact with the ball after one bounce</p> <p>To return the ball back over the net to their opponents' side of the court</p> <p>To understand the consequences of a shot being hit out of the court</p> <p>To create and perform a strategy that will make it challenging for their opponent to succeed</p> <p>To play forehand and backhand in game situations</p> <p>To always return (recover) to the correct court position and are they ready to return the ball after every shot</p> <p>To understand why we have to control the ball</p> <p>To demonstrate physically and cognitively that they understand how to beat an opponent</p> <p>To continue to develop their forehand and backhand technique even if they do not find success immediately</p> <p>To think about where on the court we should aim for when returning the ball, either with a forehand or backhand</p> <p>To create space and think tactically when using the forehand or backhand to win a point?</p>		

	To understand the consequences of a shot being hit out of the court			
Badminton			<p>Introduce the forehand</p> <p>To confidently use a badminton racket and shuttlecock</p> <p>To understand how to win a game of badminton by knowing where to throw/hit the shuttlecock</p> <p>To know where to stand to wait for the shot</p> <p>To know what the ready position looks like</p> <p>To always return (recover) to the correct court position and are they ready to return the shuttlecock (forehand) after every shot</p> <p>To understand where we hit / throw the shuttlecock and why</p> <p>To understand where we hit / throw the shuttlecock and why</p> <p>To hit the shuttlecock into space to win the point</p> <p>Introduce the backhand</p> <p>To apply accurate backhand techniques</p> <p>To understand that the shuttlecock needs to be hit into space to win a point</p> <p>Controlling the game from the serve</p> <p>To accurately replicate a badminton serve</p> <p>To serve the shuttlecock with accuracy to the correct part of the court</p> <p>To serve with consistency and control</p> <p>To take the role of an umpire to ensure the rules are applied fairly</p> <p>Level 1 tournament</p> <p>To hit the shuttlecock into space to win the rally and score a point</p>	

			<p>To adapt their tactics in order to improve their performance</p> <p>To strive to win matches consistently trying their hardest</p>	
Cricket	<p>To know the difference between batting and fielding</p> <p>To introduce throwing overarm/underarm</p> <p>To know how to throw overarm. (Side on, opposite arm to opposite foot, arm high, elbow as high as your shoulder, extend the throwing arm)</p> <p>To know how to throw underarm (opposite arm to opposite foot, Use non- throwing arm to aim)</p> <p>To understand when overarm or underarm throwing is used</p> <p>To stop the ball with their hands and return the ball to the bowler or wicketkeeper</p> <p>Batters to identify spaces and strike the ball (throw) towards it</p> <p>To outwit their opponents when batting (throwing)</p> <p>Fielders to choose good places to stand and explain why they have chosen to stand there</p> <p>Introduce catching</p> <p>To demonstrate how to catch? Eyes track the ball, head still, balanced body position</p>	<p>Develop an understanding of batting and fielding</p> <p>To throw overarm</p> <p>To catch</p> <p>To return the ball to a target</p> <p>To stop the ball with their hands</p> <p>Understand the concept of batting and strike the ball with intent</p> <p>Batters to identify spaces and strike the ball towards them</p> <p>Introduce bowling underarm</p> <p>To understand what makes a good bowl</p> <p>To vary the speed when bowling underarm</p> <p>The bowler to understand the need to bowl the ball on the opposite side to which the batter is striking the ball</p> <p>To return the ball quickly to the bowler or wicketkeeper</p> <p>The bowler to outwit the batter</p> <p>Develop stopping and returning the ball</p> <p>To confidently stop the ball with their hands</p> <p>To throw overarm and underarm and know when to use each</p> <p>The fielders pick up the ball cleanly and return it to the bowler or wicket keeper</p>	<p>Refine batting, understand and develop batting tactics</p> <p>To hit the ball on both sides of their bodies into space away from fielders</p> <p>To direct the ball away from fielders into space, varying the speed and angles at which they strike the ball</p> <p>To apply pressure to the fielders when batting</p> <p>To change the way they are batting depending on the game situation</p> <p>To adapt their own tactics in order to improve their performance</p> <p>To plan to outwit the opposition as a team</p> <p>To communicate with their batting partner when batting</p> <p>Refine bowling, understand and develop bowling tactics</p> <p>To bowl accurately and consistently</p> <p>The bowler and fielders work together to outwit the batter</p> <p>To vary the way they are bowling depending on the game situation</p> <p>To ask their team members for help if they find something challenging or do not understand</p>	<p>Consolidate batting</p> <p>To adapt their own tactics in order to improve their performance</p> <p>To plan to outwit the opposition as a team</p> <p>To communicate with their partner when batting</p> <p>To strive to win games by consistently trying their hardest</p> <p>Consolidate fielding</p> <p>To identify strengths and weaknesses in their partners / team members techniques and help their team to improve</p> <p>Consolidate bowling</p> <p>To bowl accurately and consistently</p> <p>To use different ways of bowling? i.e. fast, slow or spinning the ball</p> <p>To vary the way they bowl depending on who is batting</p> <p>Create, understand and apply defensive tactics in game situations</p> <p>To umpire the games fairly</p> <p>To keep a score of the game</p>

	<p>To adjust their body and hand position when catching a high ball compared to a low ball</p> <p>To be ready to catch</p> <p>Striking with intent</p> <p>To know how to hold the bat safely</p> <p>To understand how to strike with intent</p> <p>To direct the ball away from fielders</p> <p>Batters to identify spaces and strike the ball towards it</p> <p>To hit the ball on both sides of their bodies</p> <p>To outwit their opponents when batting</p>	<p>Develop retrieving and returning the ball</p> <p>To run after the ball once it goes past them and pick the ball up with their throwing hand</p> <p>To understand why they have to retrieve the ball quickly</p> <p>To work as a team to try and retrieve the ball</p> <p>Striking the ball at different angles and speeds</p> <p>To hold the bat safely and strike with intent, batting it away from the fielders</p> <p>To hit the ball on both sides of their bodies</p>	<p>Refine fielding, stopping, catching and throwing</p> <p>To field with increasing accuracy</p> <p>Fielders return the ball quickly and accurately</p> <p>To throw overarm with accuracy and over a long distance</p> <p>To attack the ball when fielding</p> <p>To understand the role of each fielding position</p> <p>Combine fielding skills, creating and applying tactics, introduce umpiring and scoring</p> <p>To vary the way they bowl depending on who is batting</p> <p>To umpire the games fairly</p> <p>To keep a score of the game</p> <p>Refine batting, create and apply batting tactics to game scenarios</p> <p>To direct the ball away from fielders into space, varying the speed and angles at which they strike the ball</p> <p>To change the way they are batting, depending on the game situation</p>	<p>To direct the ball away from fielders into space, varying the speed and angles at which they strike the ball</p> <p>To change the way they are batting, depending on the game situation</p> <p>To take on the role of the team captain, leading and organising their team</p>
Rounders	<p>Introduction to rounders</p> <p>To throw the ball quickly to a team member's target</p> <p>To understand the concept and difference of batting and fielding</p> <p>To understand why it is important to throw accurately</p> <p>To understand that the fielding team get the batter out with accurate throwing and catching skills</p> <p>Introduce overarm throwing (See cricket)</p>	<p>Developing bowling and backstop</p> <p>To stop the ball going past them when they are back stop</p> <p>To be able to bowl a 'good ball'</p> <p>When umpiring, to see if the ball is bowled fairly</p> <p>Introduce batting: how?</p> <p>To hit the ball forwards</p> <p>Batters to hit the ball and score a point by getting to 4th base first</p> <p>To select where to aim for when batting</p> <p>To bowl accurately underarm</p>	<p>Develop fielding tactics maximising players</p> <p>To understand the concept of batting/fielding</p> <p>understand why they need to back up their team when fielding</p> <p>To work positively with their team members to find success</p> <p>To double up and cover two fielding positions</p> <p>When fielding, return the ball quickly with increased accuracy</p>	<p>Fielders return the ball quickly with increased accuracy</p> <p>To throw overarm with accuracy, over a long distance</p> <p>To consistently get the batters out if they hit or miss</p> <p>To adapt their own tactics in order to improve their performance</p> <p>To organise themselves to maximise their fielding efficiency</p> <p>Introduction to rounders (full version)</p>

	<p>To know how to throw overarm? Side on, opposite arm to opposite foot, arm high, elbow as high as shoulder, extend the throwing arm</p> <p>Fielders choose good places to stand; do pupils understand why they have chosen to stand there</p> <p>To understand the difference between batting and fielding</p> <p>To know where we throw and why</p> <p>Applying overarm and underarm throwing</p> <p>To throw accurately underarm/overarm</p> <p>To throw the ball quickly to a member's target</p> <p>To throw accurately underarm</p> <p>To understand the role of the batting team/fielding team</p> <p>Introduce stopping the ball</p> <p>To stop the ball</p> <p>To be able to apply the long barrier and stop the ball? (The long barrier is a method of stopping the ball when the ball is travelling towards us on the ground. Our hands are used to stop the ball but we make a barrier with our legs and body to prevent the ball going past us)</p> <p>The fielding team to keep the batter's score as low as possible with accurate rolling and retrieving skills</p>	<p>Develop batting: when and why?</p> <p>To able to run around the bases twice and score 2 rounders</p> <p>select where to aim for when batting</p> <p>Introduce and apply basic fielding tactics</p> <p>To throw accurately underarm</p> <p>To throw overarm</p> <p>To back up their team when fielding</p> <p>To stop the ball going past them when they are back stop or an outfielder apply the long barrier</p> <p>To catch the batter out</p> <p>The fielding team to keep the batter's score as low as possible with accurate throwing, catching and retrieving skills</p>	<p>To throw overarm with increasing accuracy</p> <p>To consistently get the batters out</p> <p>Teams organise themselves to maximise their fielding efficiency</p> <p>To understand the batter can still score half a rounder</p> <p>Teams to organise themselves to maximise their fielding efficiency</p> <p>To continue to try and improve their performances</p> <p>Applying tactics in mini games</p> <p>To get the batter out if the batter misses</p> <p>To stop the ball going past them when they are backstop or an outfielder</p> <p>To organise themselves to maximise their fielding efficiency</p>	<p>To get the batters out by running them out at the bases</p> <p>Batters make good decisions about when to stop on the bases and when to run</p> <p>To keep trying to get the batter out as a team using their fielding tactics</p> <p>Fielders consistently stop the batters from scoring a rounder by throwing to ball directly to 4th base</p> <p>Fielders consistently stop the batters from scoring a rounder by throwing to ball directly to 4th base</p> <p>Fielder to stop the ball when it is hit backwards or missed, preventing the batters from scoring</p> <p>The backstop to walk the ball forwards following a miss or backwards hit and deliver the ball accurately to base 2 getting the batter out or stopping the batter scoring 1/2 a rounder</p> <p>To hit the ball consistently and hit it into a space</p>
Reflecting and evaluating:	<p>Work and behave safely</p> <p>Discuss how work is similar to and different from others.</p> <p>Give reasons why warming up before an activity is important.</p>	<p>Discuss how our work is similar to and different to others and use this understanding to improve own performance.</p> <p>Give reasons why physical activity is good for health.</p>	<p>Explain and apply basic safety principles in preparing for exercise.</p> <p>Analyse and comment on skills and techniques and how they are applied in own and in others' work.</p>	<p>Modify and refine skills and techniques to improve performance.</p> <p>Explain how different parts of body react during different types of exercise.</p> <p>Warm up and cool down in ways that suit the activity.</p>

			During warm up stretches, use technical vocabulary to describe the muscles being warmed up eg bicep, triceps, hamstring, quadricep, calf muscle	Describe why regular, safe exercise is good for fitness and health. During warm up stretches, use technical vocabulary to describe the muscles being warmed up eg bicep, triceps, hamstring, quadricep, calf muscle
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