



The intention of the P.E. curriculum

The intention of the PE curriculum

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, achieving their personal best
- lead healthy, active lives
- embrace sporting values (respect, honesty, passion, self-belief, determination, teamwork)
- swim competently/confidently and proficiently over a distance of at least 25m

What are the key features of 'knowledge-rich' assessment for Physical Education?

At EYFS, the knowledge takes full account of the Early Years Framework main characteristics of:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Gymnastics
- Basic Movement and Team Games
- Dance

At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Athletics
- Gymnastics
- Competitive Games
- Outdoor Adventure
- Dance
- Swimming
- Evaluating

There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.



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P.E.: Foundation Stage 2			
	Three and Four-Year-Olds	Reception	ELG
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them 	<ul style="list-style-type: none"> • Manage their own needs. - personal hygiene <ul style="list-style-type: none"> • Know and talk about the different factors that support overall health and wellbeing: - regular physical activity	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing • Work and play cooperatively and take turns with others.
Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. 	. Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing.



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	<ul style="list-style-type: none">• Skip, hop, stand on one leg and hold a pose for a game like musical statues.• Use large-muscle movements to wave flags and streamers, paint and make marks.• Start taking part in some group activities which they make up for themselves, or in teams.• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.• Show a preference for a dominant hand.	<ul style="list-style-type: none">- walking - skipping- jumping - climbing• Progress towards a more fluent style of moving, with developing control and grace.• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Combine different movements with ease and fluency.• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.• Develop overall body strength, balance, coordination and agility.	<ul style="list-style-type: none">• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
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	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips 		
Expressive Arts and Design	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. 	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Key Vocabulary	<p>Jump, Hop, Stop on command, Sprint, Run, Skip, Gallop, Single balance, Apparatus, Side roll, Climb, Walk, Throw, Catch, Roll, Target, Kick, Accuracy, Aim, Dribble, Balance, Strike, Obstacle, Hit, Pass, Opponent, Control, Rules, Team, Cooperate, Control, Accuracy, Team, Work, Dance, Theme, Pattern, Movement, Beat, Sequence, Mirror</p>		
lil Assessment			



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PE: Key Stage 1			
	National Curriculum	Year 1	Year 2
Gymnastic Movements	<i>developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	<p>Unit: Gym – Balance and Agility</p> <ul style="list-style-type: none"> • LO: I can find space. • LO: I can travel in different ways. • LO: I can hold a shape for 3 seconds. • LO: I can travel on and around the equipment. • LO: I can create a sequence. <p>Unit: Position and Direction</p> <ul style="list-style-type: none"> • LO: I can perform an ‘arch’ and ‘dish’ shape. • LO: I can use start and end positions in my sequence. • LO: I can move from a star to straddle position. • LO: I can balance on different parts of my body. • LO: I can travel on and around the equipment. • LO: I can create a sequence. 	<p>Unit: Balance and Coordination</p> <ul style="list-style-type: none"> • LO: I can balance on one foot. • LO: I can perform a teddy bear roll. • LO: I can perform a pencil roll. • LO: I can perform a happy and angry cat position. • LO: I can change my speed and direction. • LO: I can balance on different parts of my body. • LO: I can create and perform a sequence.
Key Vocabulary		<i>space, travel, shape, equipment, sequence</i>	<i>Teddy bear roll, pencil roll, speed, direction, balance,, sequence</i>



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		<i>dish, arch, star, straddle, position, balance, travel, equipment, sequence</i>	
lii Assessment			
Basic movements & Team Games	<i>master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking/defending</i>	<p>Unit: Ball Control (Invasion – Hockey link)</p> <ul style="list-style-type: none"> • I can change direction and speed. • I can pass and receive a ball. • I can copy other people’s movements. • I can find space in a game. <p>Unit: Creative Play (Outdoor Adventure)</p> <ul style="list-style-type: none"> • LO: I can use a hula hoop. • LO: I can create my own game. • LO: I can work independently. • LO: I can work collaboratively in a group. • LO: I can make my own decisions. <p>Unit: Throwing and catching (Invasion – Netball link)</p> <ul style="list-style-type: none"> • LO: I can throw with accuracy. • LO: I can catch with control. • LO: I can follow through. • LO: I can work with a partner <p>Unit: Balance and control (Tennis)</p> <ul style="list-style-type: none"> • LO: I can balance a ball on my tennis racket. • LO: I can hit a ball over a net. 	<p>Unit: Kicking and dribbling (Invasion hockey/football)</p> <ul style="list-style-type: none"> • LO: I can dribble a football using the inside of my foot. • LO: I can explore using both sides of my foot. • LO: I can kick accurately towards a target. • LO: I can dribble a tennis ball. • LO: I can play a mini game of hockey. <p>Unit: Rule Making (Outdoor Adventure)</p> <ul style="list-style-type: none"> • LO: I can throw a ball to a team mate. • LO: I can work as a team. • LO: I can create different rules for games. • LO: I can play competitive games. <p>Unit: Sending and receiving (Invasion)</p> <ul style="list-style-type: none"> • LO: I can aim to hit a target, • LO: I can accurately pass and receive a ball. • LO: I can throw in different ways. • LO: I can vary my power. • LO: I can follow through after my throw.



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		<ul style="list-style-type: none"> LO: I can find space in a game. <p>Unit: Running and Jumping (Athletics)</p> <ul style="list-style-type: none"> LO: I can run heel to toe. LO: I can jump whilst travelling. LO: I can change my pace. LO: I can perform different jumps. LO: I can throw towards a target. LO: I can create and complete an obstacle course. <p>Unit: Partner Games (Strike and Field – Cricket Link)</p> <ul style="list-style-type: none"> LO: I can work with a partner. LO: I can throw towards a target, LO: I can mirror my partner LO: I can listen to instructions. LO: I can throw into a space. 	<p>Unit: Striking for accuracy (Tennis)</p> <ul style="list-style-type: none"> LO: I can aim and strike towards a target. LO: I can hit a ball towards a partner. LO: I can vary the power of my hit. <p>Unit: Movements (Athletics)</p> <ul style="list-style-type: none"> LO: I can move quickly. LO: I can throw a javelin. LO: I know how weight affects my throw. LO: I can throw a shot put. <p>Unit: Group Games (Strike and Field)</p> <ul style="list-style-type: none"> LO: I can work effectively in a group. LO: I can run and jump. LO: I can create a game that works. LO: I can run with control and co-ordination.
<p>Key Vocabulary</p>		<p><i>direction, speed, pass, receive, mirror, space Independent, collaborative, decision throw, catch, accuracy, follow through racket, tennis ball, travel, space,, court, strike, technique</i></p>	<p><i>dribble, accurate, target, rules throw, team, rules, competitive throw, catch, accuracy, follow through, power Underarm, aim, strike, racket, target, bounce, gently, power</i></p>



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		<p><i>walk, jog, run, sprint, forwards, backwards, travel, jump, obstacle, overarm</i></p> <p><i>throw, target, movement, collaboratively, mirror</i></p>	<p><i>travel, jump, obstacle, underarm, overarm, push throw, javelin, shot put, force</i></p> <p><i>throw, catch, control, fluency, collaboratively, competitive</i></p>
lii Assessment		<p>Athletics – Children will participate in simple team games developing simple skills for athletics.</p> <p>Position (T1) Range (T2) Challenge (T2)</p> <p>What is the best position to start a race? Why must we move our arms when we are running?</p> <p>Invasion Games – Children will participate in simple team games developing simple tactics for attacking and defending</p> <p>Position (T1) Control (T2) Method (T2)</p> <p>Can you throw and catch and stay in your position? How could you improve your control and technique?</p>	<p>Athletics – Children will participate in a wide variety of team games further developing their skills for athletics</p> <p>Position (T1) Range (T2) Challenge (T2)</p> <p>What is the best position to start a race? Why must we move our arms when we are running?</p> <p>Invasion Games – Children will participate in a wide variety of team games further developing tactics for attacking and defending</p> <p>Position (T1) Control (T2) Method (T2)</p>



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		<p>Striking and fielding – Children will participate in simple team games developing simple tactics for striking and fielding</p> <p>Position (T1) Co-ordination (T2) Method (T2)</p> <p>Can you throw a ball in the correct direction? What is the best way to hold a bat or racket in order to make a strike?</p>	<p>Can you throw and catch and stay in your position? How could you improve your control and technique?</p> <p>Striking and fielding – Children will participate in a wide variety of team games further developing tactics for striking and fielding.</p> <p>Position (T1) Co-ordination (T2) Method (T2)</p> <p>Can you throw a ball in the correct direction? What is the best way to hold a bat or racket in order to make a strike?</p>
<p>Dance</p>	<p><i>perform dances using simple movement patterns</i></p>	<p>Unit: Dance</p> <ul style="list-style-type: none"> • LO: I can create a large and expansive shape. • LO: I can show heavy and strong dynamics. • LO: I can swing my arms in different directions. • LO: I can move in canon. • LO: I can move in slow motion. • LO: I can work with a partner to create a dance. 	<p>Unit: Dance</p> <ul style="list-style-type: none"> • LO: I can create a shape to represent a dragon. • LO: I can use fierce dynamics. • LO: I can perform a duet with a partner. • LO: I can use different body parts in my dance. • LO: I can perform a dance.



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Key Vocabulary		<i>perform, movement, shape, position</i>	<i>perform, movement, shape, represent, practice</i>
lil Assessment		Dance – Children enjoy moving their bodies with some control. Pattern (T2) Control (T2) Steps (T1) Can you clap your hands to this beat? How could you improve your control when dancing?	Dance – Children confidently create movement patterns Pattern (T2) Control (T2) Steps (T1) Can you clap your hands to this beat? How could you improve your control when dancing?



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PE: Key Stage 2			
	National Curriculum	Year 3	Year 4
Athletics	<i>use running, jumping, throwing in isolation and in combination</i>	Athletics <ul style="list-style-type: none"> I can throw a shot put using the rotation technique. I can throw a javelin using a shuffle technique. I can pass and receive a relay baton. I can take part in a relay race. 	Athletics <ul style="list-style-type: none"> I can explore different body positions in flight (long jump) I can jump hurdles. I can jump for height. I can communicate clearly with others. I can take part in competitive sports.
Key Vocabulary		<i>Shot put, javelin, shuffle, relay, baton</i>	<i>Long jump, hurdles</i>
iii Assessment		Athletics - Children will participate in competition games, applying some basic principles suitable for athletics Reflect (T2) Agility (T3) Pace (T3) Why is it important to set the pace in a race? How can self-reflection encourage us to perform better?	Athletics - Children will participate in a wide variety of competitive games, applying and practising basic principles suitable for athletics Reflect (T2) Agility (T3) Pace (T3) Why is it important to set the pace in a race? How can self-reflection encourage us to perform better?



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<p>Competitive Games</p>	<p><i>play competitive games, modified where appropriate [e.g. badminton, basketball, cricket, football, hockey, netball, tennis], & apply basic principles suitable for attacking and defending, throwing and catching in isolation and in combination</i></p>	<p>Unit: Hockey</p> <ul style="list-style-type: none"> • I can find space in a game. • I can dribble a ball using both sides of the hockey stick. • I can change my direction when dribbling. • I can intercept a ball using my stick (attack). • I can play a game of 5v5 hockey. <p>Unit: Basketball</p> <ul style="list-style-type: none"> • I can pass and catch a ball (throw and catch). • I can aim my throw. • I can work co-operatively. • I can intercept a ball using my hands. • I can play a game of basketball. <p>Unit: Tennis</p> <ul style="list-style-type: none"> • I can strike a ball underarm. • I can do a forehand stroke. • I can do an underarm serve. • I can hit a ball with accuracy using a forearm return. • I can move towards a ball before striking it. • I can play a game of tennis. 	<p>Unit: Hockey</p> <ul style="list-style-type: none"> • I can find space in a game. • I can work as a team. • I can play competitively and show good sportsmanship. • I can dribble a ball using both sides of the hockey stick. • I can play a game of 5v5 hockey. <p>Unit: Basketball</p> <ul style="list-style-type: none"> • I can travel using change of direction and speed. • I can find space in a game. • I know when to move in a game. • I know when to pass in a game. • I can play a game of basketball. <p>Unit: Tennis</p> <ul style="list-style-type: none"> • I can stroke a ball using backhand. • I can attempt an overhand serve. • I can react quickly and use my agility. • I can return a ball using forehand or backhand. • I can play a game of tennis <p>Unit: Cricket</p> <ul style="list-style-type: none"> • I can throw overarm. • I can choose an appropriate position when fielding. • I can throw a ball towards a target
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		<p>Unit: Cricket</p> <ul style="list-style-type: none"> • I can vary the speed of the ball. • I can strike a ball accurately. • I can run and return to a base. • I can throw a ball towards a target. • I can play a game of cricket. 	<ul style="list-style-type: none"> • I can intercept a ball. • I can play a game of cricket
Key Vocabulary		<p><i>Space, dribble, direction, intercept, stick</i> <i>Pass, aim, throw, co-operative, intercept</i> <i>strike, underarm, serve, forehand, rules, court,</i> <i>racket, tennis ball</i> <i>speed, strike, accurate, target</i></p>	<p><i>Space, team, competitive, dribble, stick</i> <i>Travel, direction, space, pass</i> <i>possession, rules, space, tactics, chest Pass, shoulder</i> <i>pass, bounce pass, underarm, overarm</i> <i>overarm, position, fielding, target, intercept</i></p>
iii Assessment		<p>Invasion Games – Children will participate in competition games, applying some basic principles suitable for attacking and defending.</p> <p>Technique (T2) Agility (T3) Cogitate (T3)</p>	<p>Invasion Games – Children will participate in a wide variety of competitive games, applying and practising basic principles suitable for attacking and defending</p> <p>Technique (T2) Agility (T3) Cogitate (T3)</p>



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		<p>Why is movement and space important in games when attacking and defending? Why is communication essential when competing?</p> <p>Striking and fielding - Children will participate in competition games, applying some basic principles suitable for striking and fielding</p> <p>Technique (T2) Agility (T3) Modification (T3)</p> <p>Why is fielding an important aspect of a competitive competition? How would you modify your game in order to gain points?</p>	<p>Why is movement and space important in games when attacking and defending? Why is communication essential when competing?</p> <p>Striking and fielding - Children will participate in a wide variety of competitive games, applying and practising basic principles suitable for striking and fielding.</p> <p>Technique (T2) Agility (T3) Modification (T3)</p> <p>Why is fielding an important aspect of a competitive competition? How would you modify your game in order to gain points?</p>
<p>Gymnastics</p>	<p><i>develop flexibility, strength, technique, control and balance [e.g. through athletics and gymnastics]</i></p>	<p>Unit: Gymnastics</p> <ul style="list-style-type: none"> • I can use a pushing or pulling motion to travel over apparatus. • I can demonstrate different shapes. • I can perform different jumps. • I can enter and exit the apparatus in different ways. • I can hold symmetrical balances. • I can create a sequence of shapes and balances 	<p>Unit: Gymnastics</p> <ul style="list-style-type: none"> • I know what canon and unison means and how to use it. • I can use balance in my routine. • I can improve my balance using feedback. • I can evaluate performances. <p>Unit Gymnastics</p> <ul style="list-style-type: none"> • I can accelerate and decelerate whilst travelling. • I can perform a roll. • I can create a routine with a roll.



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		Unit: Gymnastics <ul style="list-style-type: none"> • I can make a shape whilst jumping in the air. • I can take off and land with control. • I can jump and change direction. • I can create a sequence of jumps and movements. • I can add a starting and finishing position to my sequence. 	<ul style="list-style-type: none"> • I can use a hula hoop. • I can use equipment within a routine. • I can evaluate performances.
Key Vocabulary		<i>Travel, shape, jump, apparatus, symmetrical, sequence, control</i>	<i>Canon, unison, balance, evaluate Travel, accelerate, decelerate, roll, equipment, routine, performance</i>
lii Assessment			
	<i>perform dances using a range of</i>	Unit: Dance	Unit: Dance – The Romans



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<p>Dance</p>	<p><i>movement patterns</i></p>	<ul style="list-style-type: none"> • I can demonstrate and create 2D shapes. • I can link shapes and actions together. • I can work with others on a routine. • I can move with rigid or floppy dynamics. • I can perform a dance routine. <p>Unit: Dance</p> <ul style="list-style-type: none"> • I can demonstrate techniques • I can learn a set of moves. • I can create an illusion in my dance routine (e.g. one body, 6 arms) • I can add a happy expression and bounce to my dance. • I can create my own style dance. 	<ul style="list-style-type: none"> • I can move with strong, powerful and precise dynamics. • I can use 'action' and 'reaction' • I can demonstrate counter balances. • I can use balances and movement in my routine. • I can create and perform a dance routine. <p>Unit: Dance – The Charleston</p> <ul style="list-style-type: none"> • I can demonstrate flexed wrists • I can learn a set of Charleston moves. • I can mirror my partner. • I can add cheeky and over the top dynamics. • I can add an ending position to my dance routine. • I can create my own Charleston style dance routine with a partner.
<p>Key Vocabulary</p>		<p><i>shape, actions, routine, dynamics, perform techniques, illusion, expression, perform</i></p>	<p><i>dynamics, actions, reactions, counterbalance routine, perform</i></p> <p><i>actions, mirror, routine, dynamics, positions, perform</i></p>



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<p>iii Assessment</p>		<p>Dance – Children skilfully create controlled movements & patterns.</p> <p>Sequence (T2) Composition (T3) Pathways (T3)</p> <p>How do you make sure your composition is consistent? What sequence did you find the most challenging and why?</p>	<p>Dance – With consistency, children repeat controlled movement patterns.</p> <p>Sequence (T2) Composition (T3) Pathways (T3)</p> <p>How do you make sure your composition is consistent? What sequence did you find the most challenging and why?</p>
<p>Outdoor and Adventurous Activity</p>	<p><i>take part in outdoor and adventurous activity challenges both individually and within a team</i></p>	<p>Unit: Outdoor Adventure</p> <ul style="list-style-type: none"> • I can trust a teammate. • I can solve a problem • I can create and recognise map symbols • I can work co-operatively. • I can read a map 	<p>Unit: Outdoor Adventure</p> <ul style="list-style-type: none"> • I can create a course for my partner to follow. • I can name some common map symbols. • I can use a map with symbols. • I can trust a teammate. (same as Y3) • I can create my own map symbol for an object
<p>Key Vocabulary</p>		<p><i>teammate, problem, map symbols, map, orienteering</i></p>	<p><i>teammate, problem, map symbols, map, orienteering</i></p>
<p>iii Assessment</p>			



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Evaluate	<i>compare their performances with previous ones /demonstrate improvement to achieve their personal best</i>	Link to athletics, dance and gymnastics.	Link to athletics, dance and gymnastics.
iii Assessment			



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P.E: Key Stage 2			
	National Curriculum	Year 5	Year 6
Athletics	<i>use running, jumping, throwing in isolation and in combination</i>	Athletics <ul style="list-style-type: none"> • I can act out the steps of a triple jump. • I can throw a discus using the correct technique. • I can improve my triple jump. • I can improve my discus throw. • I can start my sprint in a crouching position. • I can use my arms and legs to accelerate. 	Athletics <ul style="list-style-type: none"> • I can race walk. • I can set myself a good pace for running. • I can throw a shot put and javelin using the correct techniques. • I can perform a triple jump. • I can compete in a relay race. • I can choose the correct technique for an event.
Key Vocabulary		<i>Triple jump, discus, technique, spring, accelerate</i>	<i>Shot put, javelin, technique, relay, baton</i>
iii Assessment		Athletics - Children will participate in a wide variety of competitive games, applying principles suitable for athletics with increasing confidence. Reflect (T2) Agility (T3) Pace (T3)	Athletics – Y6 - Children will participate in a wide variety of challenging games, competing with confidence and using appropriate technique with some modification through self-reflection. Mastery - Children will participate in a wide variety of challenging games, competing confidently, using more complex techniques and skills with appropriate modification when needed.



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		<p>Why is it important to set the pace in a race? How can self-reflection encourage us to perform better?</p>	<p>Reflect (T2) Agility (T3) Pace (T3)</p> <p>Why is it important to set the pace in a race? How can self-reflection encourage us to perform better?</p>
<p>Competitive Games</p>	<p><i>play competitive games, modified where approp [e.g badminton, basketball, cricket, football, hockey, netball, tennis], & apply basic principles suitable for attacking and defending, throwing and catching in isolation and in combination</i></p>	<p>Unit: Hockey</p> <ul style="list-style-type: none"> • I can work as a team (same as Y3) • I can pass a ball towards a space. • I can use defence techniques. • I can dribble a ball using both sides of my hockey stick (same as Y3). • I can use attack techniques. • I can play a game of 5v5 hockey (same as Y3). <p>Unit: Netball</p> <ul style="list-style-type: none"> • I know why rules are important. • I can use space in a game. • I can mark an opponent. • I can play a game of 5v5 netball. <p>Unit: Tennis</p> <ul style="list-style-type: none"> • I can improve my acceleration and speed. • I can strike a ball using backhand. • I can strike a ball using forehand. 	<p>Unit: Hockey</p> <ul style="list-style-type: none"> • I can dribble a hockey ball using both sides of the stick. • I can strike a ball toward a goal. • I can use defensive tactics. • I can use attacking tactics. • I can play a game of 5v5 hockey.. <p>Unit: Netball</p> <ul style="list-style-type: none"> • I can intercept a pass. • I can work as a team. • I can attack in a game. • I can defend in a game. • I can show good sportsmanship. • I can play a game of 5v5 netball. <p>Unit: Tennis</p> <ul style="list-style-type: none"> • I know why exercise is important. • I can attempt an overhand serve. • I can use forehand and backhand.



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		<ul style="list-style-type: none"> • I can explore the tennis lob technique. • I can play a game of tennis. <p>Unit: Rounders</p> <ul style="list-style-type: none"> • I can choose a good fielding space. • I can intercept a ball. • I can strike a ball. • I can retrieve a ball when fielding. • I can play a game of rounders. 	<ul style="list-style-type: none"> • I can use lobbing techniques. • I can play a game of 2v2 tennis. <p>Unit: Rounders</p> <ul style="list-style-type: none"> • I can strike the ball with the middle of my bat. • I can intercept a ball when fielding. • I can communicate with my team. • I can play a game of rounders.
Key Vocabulary		<p><i>Space, team, pass, defence, attack, dribble, stick</i> <i>Rules, space, marking</i> <i>overload, respectful, bowled, volleyed, serve, return, forehand, backhand</i> <i>fielding, strike, accurate, intercept, retrieve</i></p>	<p><i>Space, team, pass, strike, defence, attack, dribble, stick, tactics</i> <i>intercept, team, attack, defend, sportsmanship</i> <i>Overhand, forehand, backhand, lobbing,, serve, return</i> <i>strike, intercept, communicate</i></p>
iii Assessment		<p>Invasion Games – Children will participate in a wide variety of competitive games, applying principles suitable for attacking and defending with increasing confidence</p>	<p>Invasion Games – Y6 - Children will participate in a wide variety of competitive games, attacking and defending with confidence and using appropriate technique</p>



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	<p>Technique (T2) Agility (T3) Cogitate (T3)</p> <p>Why is movement and space important in games when attacking and defending? Why is communication essential when competing?</p> <p>Striking and fielding - Children will participate in a wide variety of competitive games, applying principles suitable for striking and fielding with increasing confidence.</p> <p>Technique (T2) Agility (T3) Modification (T3)</p> <p>Why is fielding an important aspect of a competitive competition? How would you modify your game in order to gain points?</p>	<p>Mastery - Children will participate in a wide variety of competitive games, attacking a defending confidently, using more complex techniques</p> <p>Technique (T2) Agility (T3) Cogitate (T3)</p> <p>Why is movement and space important in games when attacking and defending? Why is communication essential when competing?</p> <p>Striking and fielding – Y6 - Children will participate in a wide variety of competitive games, striking and fielding with confidence and using appropriate technique with some modification.</p> <p>Mastery - Children will participate in a wide variety of competitive games, striking and fielding confidently, using more complex techniques with appropriate modification when needed.</p> <p>Technique (T2) Agility (T3) Modification (T3)</p>
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The intention of the P.E. curriculum

			Why is fielding an important aspect of a competitive competition? How would you modify your game in order to gain points?
Gymnastics	<i>develop flexibility, strength, technique, control and balance [e.g. through athletics and gymnastics]</i>	<p>Gymnastics</p> <ul style="list-style-type: none"> • I can use front/back support. • I can use front/back arch. • I can hold a balance for more than 5 seconds. • I can perform a straddle, tuck and scorpion position. • I can perform the skydiver, pike, soldier crawl and cup. • I can create a sequence that includes different balances and body positions. <p>Gymnastics</p> <ul style="list-style-type: none"> • I can perform a headstand. • I can perform a handstand. • I can use my body to show different angles. • I can perform different rolls. • I can work effectively in a group. • I can create a sequence which includes balances, rolls and different body positions. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • I can demonstrate safety when using equipment. • I can travel using different heights and direction. • I can travel in and out of a balance. • I can take off on one or two feet. • I can perform a sequence with confidence. <p>Gymnastics</p> <ul style="list-style-type: none"> • I can perform a cartwheel. • I can use counterbalance. • I can spin from different points on my body. • I can hold my own body weight. • I can create a sequence using a counter balance, spin and different types of travel. • I can evaluate a sequence using a criteria.



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<p>Key Vocabulary</p>		<p><i>support, arch, balance, straddle, tuck, scorpion, skydiver pike, solider crawl, cup, sequence, balance, position</i></p> <p><i>headstand, handstand, angles, rolls, sequence, balances, positions</i></p>	<p><i>Travel, direction, balance, sequence.</i></p> <p><i>Travel, cartwheel, bodyweight, sequence.</i></p>
<p>lii Assessment</p>			
<p>Dance</p>	<p><i>perform dances using a range of movement patterns</i></p>	<p>Unit: Dance</p> <ul style="list-style-type: none"> • I can move using 'light' and 'floaty' dynamics. • I can make my dance moves clear. • I can move in unison with others. • I can use the space available to move around. • I can perform a dance routine <p>Unit: Dance</p> <ul style="list-style-type: none"> • I can perform specific dance moves. 	<p>Unit: Dance</p> <ul style="list-style-type: none"> • I can lead or follow my partner. • I can create shapes that represent unity. • I can show emotions through my actions. • I can perform a dance routine. <p>Unit: Dance</p> <ul style="list-style-type: none"> • I can perform specific moves. • I can show attitude. • I can show confrontation. • I can perform a duet dance.



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		<ul style="list-style-type: none"> • I can perform a hand and feet movements. • I can use contact with my partner. • I can work with a partner to complete lifts. • I can perform a routine with my partner. 	<ul style="list-style-type: none"> • I can perform a formation.
Key Vocabulary		<i>dynamics, actions, unison, space, perform, actions, lifts, routine</i>	<i>moved, actions, attitude, confrontation, duet, routine, perform, formation, shapes, unity, emotion</i>
iii Assessment		<p>Dance – Children create more complex controlled movement patterns.</p> <p>Sequence (T2) Composition (T3) Pathways (T3)</p> <p>How do you make sure your composition is consistent? What sequence did you find the most challenging and why?</p>	<p>Dance – Y6 - Children skilfully create a series of controlled movement patterns and sequences.</p> <p>Mastery - With consistency, children repeat series of controlled complex movement patterns and sequences.</p> <p>Sequence (T2) Composition (T3) Pathways (T3)</p> <p>How do you make sure your composition is consistent? What sequence did you find the most challenging and why?</p>
	<i>take part in outdoor and</i>	<p>Unit: Outdoor Adventure</p> <ul style="list-style-type: none"> • I know parts of the countryside code. • I can record information accurately. 	<p>Unit: Outdoor Adventure</p> <ul style="list-style-type: none"> • I can work as a team to solve a problem. • I can tie different knots.



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Outdoor and Adventurous Activity	<i>adventurous activity challenges both individually and within a team</i>	<ul style="list-style-type: none"> • I can create a map with symbols • I can follow a map with symbols. • I can solve simple challenges. 	<ul style="list-style-type: none"> • I can create a map with symbols • I can follow a map with symbols. • I can take part in competitive orienteering activities.
Key Vocabulary		<i>Countryside code, record, teammate, problem, map symbols, map, orienteering</i>	<i>teammate, problem, knots, map symbols, map, orienteering</i>
iii Assessment			



The intention of the P.E. curriculum

Evaluate	<i>compare their performances with previous ones /demonstrate improvement to achieve their personal best</i>	Link to athletics, dance and gymnastics.	Link to athletics, dance and gymnastics.
lii Assessment			