



Physical Education Curriculum Overview

Silverdale St John's CE Primary School



YEAR A	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
Curlews Year R/1	EYFS – how * catch a star Year 1 – underarm throw. EYFS – Space Year 1 – Gymnastics 1	EYFS – FMS – mini beasts Year 1 – FMS rolling a ball EYFS – super worm Year 1 – Gymnastics 2	EYFS – FMS seaside Year 1 – Jack and the beanstalk EYFS – Elmer Year 1- kicking unit
Bitterns Year 2/3	Year 2 – Gymnastics activity 1 Year 3 – invasion games rugby Year 2 – Games Piggy in the middle Year 3 – Dance - Iron Man	Year 2 – FMS Bounce ball Year 3 – Gymnastics activities 2 Year 2 – playground games in 20 th Century Year 3 – invasion games netball	Year 2 Athletics Year 3/4 – striking and fielding games – rounders Year 2 FMS end of KS assessment Year 3/4 – net and wall core task 1
Harriers Year 4/5/6	Year 5 invasion games – netball Year 4 – gymnastics activities 1 Year 5/6 – Dance - food glorious food Year 3/4 invasion games - dodgeball	Year 5/6 net wall – tennis Year 6 – Gymnastics activities 1 Year 3/4 striking and fielding – rounders Year 5/6 - Dance - Heroes and Villains	Year 5/6 striking and fielding – rounders Year 3/4 Athletics Year 5/6 – Striking and fielding Cricket Year 5 OAA - orienteering
YEAR B	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There & Everywhere
Curlews	KS1 - FMS – Superta * Year 1 Gymnastic Activities 1 KS1 Y1 FMS – Zog EYFS - FMS - Jack and the Beanstalk	EYFS FMS space Year 1 – gymnastics activity 2 EYFS transport Year 1 – FMS Over arm throw	EYFS – Rosie's Walk Year 1- *y s *ry EYFS – hungry caterpillar Year 1 athletics
Bitterns	Year 2 - OAA - The Great Outdoors Year 3 Invasion Games - Handball Year 3/4 OAA - Team Work & Problem Solving Year 3 Gymnastics Activities 1	Year 2 – dance – wind in the willows Year 3 invasion games – rugby Year 2 – gymnastics activity 2 Year 3/4 – striking and fielding - cricket	Year 2 – net and wall Year 3 –target games – dodgeball Year 2 – FMS end of KS1 assessment Year 3 – OAA – Year 3/4 Trust and Trails
Harriers	Year 4 Invasion Games – Rugby Year 5 Gymnastic Activities 1 Year 5 Orienteering Year 5/6 Dance - Earthlings	Year 5/6 – Dance highwayman Year 4 – gymnastics activities 2 Year 5/6 – striking and fielding – rounders Year 4 – creative games – tag and target	Year 4 net and wall game – core task 2 Year 5/6 – athletics Year 5/6 OAA – team building Year 4 – striking and fielding cricket

PE Year A

2023/2024 2025/2026	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
Curlews Year R/1	EYFS – how * catch a star Year 1 – underarm throw. EYFS – Space Year 1 – Gymnastics 1	EYFS – FMS – mini beasts Year 1 – FMS rolling a ball EYFS – super worm Year 1 – Gymnastics 2	EYFS – FMS seaside Year 1 – Jack and the beanstalk EYFS – Elmer Year 1- kicking unit
pic outcomes (4 units)	<p> balance on small and large body parts in the shape of a star. * send a ball/ throwing equipment with increasing accuracy. o jump and land appropriately. o climb under over and through climbing equipment. * practise throwing overarm. * demonstrate an underarm throw with some accuracy. * show a side gallop. * demonstrate an underarm throw with some accuracy at different targets.</p> <p>* show a side gallop. * demonstrate an underarm throw with some accuracy at different targets. * show a side gallop. * demonstrate a simple tactic in a game. * show two simple tactics in a game. * show two simple tactics in a game. * travel in a variety of ways. * adjust speed and direction * avoid obstacles. * show increasing control over an object pushing it. * perform a variety of gymnastic rolls. * over arm throw for distance * climb nursery, play climbing equipment * demonstrate a travel and pencil roll * show a jump 2 feet * 2 feet with a straight shape. * demonstrate travelling actions i.e. frog & bunny hop. * show an egg roll * show a jump 2 feet * 2 feet with a tuck shape. * demonstrate travelling actions * show a travel and roll with a shape * jump 2 feet * 2 feet with a wide shape * apply the skills of travelling, rolling, jumping in * a sequence. * apply the skills of travelling, rolling, and jumping in * a sequence with two different shapes. * show the skills of travelling, rolling, and jumping in * a sequence with two different shapes using apparatus.</p>	<p>* perform the basic skill of jumping * travel over, under and throw climbing equipment * travel over, under and through balance and climbing equipment. * catch a large sponge ball * catch with increasing accuracy. * roll in a variety of ways. * demonstrate rolling a ball with some accuracy. * demonstrate rolling different equipment with some accuracy. * show the skill of rolling equipment in different ways. * demonstrate a simple tactic in a rolling game.– * show two simple tactics in a game. * show two simple tactics in a game. * perform the basic skill of jumping * travel in a variety of ways low * the ground. * travel around the space hopping and skipping. * catch a large ball. * travel under, over and through balancing and climbing equipment. * pull themselves up on climbing equipment. * demonstrate different shapes in a sequence. * demonstrate a sequence using travelling, and 3 balances. * demonstrate a sequence using travelling, and 2 balances on large body parts. * demonstrate a sequence using travelling, balance and 2 rolling actions. * show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. * show the skills of combining travelling, rolling, balancing and jumping in * a sequence using apparatus.</p>	<p>* balance on small body parts. * travel on hands and feet. * show increasing control over an object pushing and patting it. * perform a variety of gymnastic rolls. * show increasing control over an object pushing and patting it. * show increasing control over an object pushing and patting it. * underarm throw with some accuracy. * show a jump 2 feet * 2 feet with a straight shape * throw overarm with some accuracy. * climb with confidence. * throw overarm with some accuracy. * show a jump 2 feet * 2 feet with a wide shape. * perform an egg roll with some accuracy. * show a jump 2 feet * 2 feet with a tuck shape * throw overarm with some accuracy. * demonstrate a travel and roll with a shape. * throw overarm with some accuracy. * roll a ball at a target with accuracy. * show the skills of travelling, rolling, and jumping in * a sequence with two different shapes.</p>
Bitterns Year 2/3	Year 2 – Gymnastics activity 1 Year 3 – invasion games rugby Year 2 – Games Piggy in the middle Year 3 – Dance - Iron Man	Year 2 – FMS Bounce ball Year 3 – Gymnastics activities 2 Year 2 – playground games in 20 th Century Year 3 – invasion games netball	Year 2 Athletics Year 3/4 – striking and fielding games – rounders Year 2 FMS end of KS assessment Year 3/4 – net and wall core task 1
pic outcomes (4 units)	<p> demonstrate jumping actions with different shapes in the air. * show travelling actions using hands and feet. * demonstrate balancing on large body parts. * show an egg roll, pencil and teddy bear roll. * create and demonstrate a sequence using rolling, jumping and travelling. * perform jumping and rolling actions. * create a sequence using rolling, jumping and travelling.</p> <p>* create a sequence using travelling, balancing rolling, and jumping. * create a sequence using travelling, balancing rolling, and jumping. Lesson 1 * demonstrate passing a ball using a swing pass accurately. * use a simple tactic in a game. * demonstrate how run with a rugby ball.</p> <p>* move in * a space * receive a swing pass in a game. * demonstrate running and passing a rugby ball. * use a simple tactic in a game. * use tactics * outwit an opponent. * evaluate what worked well in a game. * use tactics * outwit an opponent. * evaluate what worked well in a team. demonstrate an underarm throw with some accuracy. * show catching a ball with control. * throw underarm with accuracy then move in * a space. * catch a ball with control. * demonstrate passing a ball with some accuracy then moving in * a space. * show a simple tactic in a game * pass a ball with some accuracy then move in * a space. * use a simple tactic in a game. * use a simple tactic in a game. Pupils can copy movements accurately and can work as a team * create a still, connected shape with their bodies. Pupils can articulate their ideas well.</p>	<p>* demonstrate bouncing a ball with some control. * demonstrate bouncing a ball with some control while moving. * demonstrate bouncing a ball and passing in a simple game. * demonstrate throwing a ball at a target with some accuracy. * demonstrate passing a ball with accuracy then move in * a space. * use a simple tactic in a game * show a simple tactic in a game. * adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. * show different travelling and balancing actions using the apparatus. * use the apparatus * perform jumping actions. * evaluate successful transitions between actions. * use the apparatus * perform rolling actions. * demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. * evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling. * develop the skill of dodging/ changing direction when playing a tig game. * develop the skill of hopping when playing a game. * demonstrate catching a ball with some control. * throw underarm with some accuracy.</p> <p>* throw a ball underarm * a partner with some accuracy. * catch a ball. * demonstrate a side gallop. * show the ready. * move in * space after using a chest pass in a game. * demonstrate passing a ball using a bounce pass. * move in * space after passing in a game. * perform a chest pass and bounce pass in a game. * apply a feint when passing * outwit a defender. * perform a pass in a game using a chest pass or bounce pass. * apply a simple tactic * outwit a defender. * perform a pass in an invasion game using a chest pass or bounce pass. * apply a simple tactic * outwit a defender. * perform a pass in an invasion game using a chest pass or bounce pass. * apply a simple tactic * outwit a defender.</p>	<p>* throw underarm accurately in * a target. * throw as far as possible. * throw overarm accurately. * throw overarm for distance. * throw using a push and two handed throw for distance. * jump for distance with control. * throw using an underarm and overarm throw for distance and accuracy. * throw underarm for accuracy. * throw overarm for distance. * complete an obstacle course with speed and agility. * throw underarm for accuracy. * throw overarm for distance. Lesson Objective – * demonstrate an underarm throw with accuracy. * demonstrate how * throw a ball underarm with some accuracy * catch a ball in a striking and fielding game Lesson Objective – * strike a ball from a tee or a drop feed. * catch a ball in striking and fielding game * strike a ball from a tee or a drop feed. * apply a simple tactic in a striking and fielding game.</p> <p>* demonstrate bowling a ball underarm with accuracy. * apply simple tactics in a modified striking and fielding * throw overarm for distance. * run as fast as possible * throw using a push and two handed throw for distance. * jump for distance with control. * kick a ball for distance's catch a ball. * complete an obstacle course. * throw underarm for accuracy. * throw overarm for distance. * complete an obstacle course with speed and agility. * throw underarm for accuracy. * throw overarm for distance. Explore different throwing actions. * consolidate throwing actions and practise catching. Explore different ways of throwing. Consolidate catching skills. * suggest ideas and practices * improve their play. Strike the ball using their hand or small bat. Improve movement skills and body positions. Familiarise them with a racquet and practise striking skills using a racquet. * devise their own game. Consolidate striking and ball control skills.</p>
Harriers Year 4/5/6	Year 5 invasion games – netball Year 4 – gymnastics activities 1 Year 5/6 – Dance - food glorious food Year 3/4 invasion games - dodgeball	Year 5/6 net wall – tennis Year 6 – Gymnastics activities 1 Year 3/4 striking and fielding – rounders Year 5/6 - Dance - Heroes and Villains	Year 5/6 striking and fielding – rounders Year 3/4 Athletics Year 5/6 – Striking and fielding Cricket Year 5 OAA - orienteeing
pic outcomes (4 units)	<p> demonstrate passing and catching a netball with consistency, accuracy and control. * demonstrate a shoulder passion shoot a netball with some accuracy. * apply simple tactics when playing a netball type game. * apply simple tactics with and without the ball when playing a netball-type game. * apply simple tactics when playing a netball-type game, including defending. * apply simple attacking and defending tactics when playing a netball-type game. * demonstrate travelling actions on feet and hands and feet. * show balances in front and back support positions. * demonstrate the dish and arch shape. * combine travelling, jumping and balancing actions. * demonstrate basic rolling actions. Plan and perform a simple sequence * include travel, rolling, and jumping. * demonstrate balance on one foot and arabesque. Plan and perform a simple sequence * include travel, rolling, balance and jumping. * create and demonstrate a gymnastics sequence of 6 actions. * teach a sequence * a partner and make simple assessments of quality of their performance. * show a sequence of 6 moves that meets Level 1 competition criteria. pupils will have created short dance sequences based on action words. Pupils will have worked well with others, made group decisions and created (and performed) a group dance using their solo dances. Pupils will have learnt and demonstrated a range of counter balances and/or lifts with a partner. Pupils will also have explored the use of * the floor SPREAD they may lie on the floor spread out, STRETCH – they may stretch their arms, legs, whole body REST – finish in a rested position Kitchen items (brought in by pupils?) Counter balance/Lift handout props in the creation of a dance. Pupils will have developed their duets with the options suggested, and take and use constructive Pupils will perform the full dance without teacher guidance. Some pupils will offer suggestions on the finalisation of the dance. All pupils will set and work * wards a target for improvement. * demonstrate throwing a ball at a target using a one handed pass. * demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation.</p>	<p>* demonstrate a forehead shot with some consistency. * demonstrate a forehand and backhand shot with some consistency. * direct the ball reasonably well * their partner * continue a rally. * demonstrate a simple tactic in a net type game (i.e. * be able * hit the ball * targets away from their partner.) * demonstrate a simple tactic in a net type game (i.e. * be able * hit the ball * targets away from their partner.) * play the game for the core task and incorporate tactics * score points. * perform shapes and balances with a partner. * demonstrate counter balance and counter tension paired balances using apparatus. * demonstrate a group counter balance. * create a gymnastic sequence with counter balances and counter tension in a group. * create a gymnastic sequence with counter balances and counter tension with a partner. * demonstrate paired and group counter balances in unison. * create a sequence of gymnastic actions, paired and group balances. * perform shapes and balances with a partner. * demonstrate counter balance and counter tension paired balances using apparatus. * demonstrate a group counter balance. * create a gymnastic sequence with counter balances and counter tension in a group. * create a gymnastic sequence with counter balances and counter tension with a partner. * demonstrate paired and group counter balances in unison.</p> <p>* create a sequence of gymnastic actions, paired and group balances. pupils understand how * construct a dance and share their own creations * the class. Pupils create a group dance using a range of dynamics, accurately timed. Identify real-life heroes and why they are heroes. Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. Pupils have created and performed two different dances from different stimulus (a duet and a group dance). Pupils will have made creative decisions on the performance structure and implemented these practically in their performance, working as a full team. Pupils will have performed all their creations in a sequence decided by them. Pupils will have new performance skills and increased confidence.</p>	<p>* demonstrate bowling underarm with accuracy. * catch a ball when fielding. * strike a ball with a bat. * throw a ball overarm when fielding. * demonstrate a bowl underarm with accuracy. * strike a ball with a bat off a tee. * demonstrate an overarm throw when fielding a ball. * explain where * strike a ball in a game. * demonstrate bowling with accuracy in a game. * strike a ball with a bat. * use tactics in a rounders type game. * demonstrate bowling underarm with accuracy in a game. * strike a ball with a bat. * use tactics in a rounders game. * throw using a pull action. * explore different running techniques. * throw using a push action. * perform the sling throwing action. * develop jumping actions (two feet * two feet for distance). * throw for distance using a pull, push and sling throw. * pass a quoit/ ba * n * a teammate in a relay. * perform a hop, step and jump. * perform pull, push and sling throw. * perform a combination of 5 jumps. * perform pull, push and sling throw. * perform a combination of 5 jumps * demonstrate bowling underarm with accuracy. * catch a ball when fielding. * strike a ball with a bat. * throw a ball overarm when fielding. * demonstrate a bowl underarm with accuracy. * strike a ball with a bat off a tee. * demonstrate an overarm throw when fielding a ball. * explain where * strike a ball in a game. * demonstrate bowling with accuracy in a game strike a ball with a bat. * use tactics in a rounders type game. * demonstrate bowling underarm with accuracy in a game. * strike a ball with a bat. * use tactics in a rounders game. Can demonstrate how * keep a map set when moving. Can demonstrate how * "set or "orientate" a map when moving around a simple course. Can plan an efficient route around a simple course. Can demonstrate how * get around a simple course using the 8 points of a compass. Can plan a route * a control. Can find the correct control marker using a map. Can find the correct control marker using a map during a score event. Can plan a route on which control markers * visit and how * get there. Can record answers accurately. Can navigate * a control markers during a score event. Can make decisions about which control markers * visit in the time allowed.</p>

PE - Year B

2023/2024 2025/2026	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There and Everywhere
Curlews	KS1 - FMS – Superta * Year 1 Gymnastic Activities 1 KS1 Y1 FMS – Zog EYFS - FMS - Jack and the Beanstalk	EYFS FMS space Year 1 – gymnastics activity 2 EYFS transport Year 1 – FMS Over arm throw	EYFS – Rosie's Walk Year 1- *y s *ry EYFS – hungry caterpillar Year 1 athletics
pic outcomes (4 units)	<p> show an egg roll with some co-ordination * show an pencil roll with some co-ordination * demonstrate jumping off a bench and land on two feet. * demonstrate bouncing a ball with some control. * demonstrate rolling a ball through a target with some accuracy and control.</p> <p>* demonstrate a travel and pencil roll * show a jump 2 feet * 2 feet with a straight shape * demonstrate travelling actions i.e. frog & bunny hop. * show an egg roll * show a jump 2 feet * 2 feet with a tuck shape. * demonstrate travelling actions * show a travel and roll with a shape * jump 2 feet * 2 feet with a wide shape * apply the skills of travelling, rolling, jumping in * a sequence. * apply the skills of travelling, rolling, and jumping in * a sequence with two different shapes. * show the skills of travelling, rolling, and jumping in * a sequence with two different shapes using apparatus. * perform the skill of running and changing direction quickly. * demonstrate how * jump as far as possible, landing safely with control. * Demonstrate an overarm throw and hopping. * demonstrate travelling on feet and hands and feet on apparatus. * Demonstrate an overarm throw and hopping. * Demonstrate an overarm throw and hopping. * experiment with different ways of moving. * use increasing control over an object by * ouching, pushing, patting, throwing, or catching. * move with control and co-ordination * use a range of small and large equipment * jump and land appropriately. * roll in a variety of ways. * roll a ball accurately. * climb up and down apparatus using alternate feet.</p>	<p>* travel in a variety of ways. * adjust speed and direction * avoid obstacles. * show increasing control over an object pushing it. * perform a variety of gymnastic rolls. * over arm throw for distance * climb nursery, play climbing equipment * demonstrate different shapes in a sequence. * demonstrate a sequence using travelling, and 3 balances. * demonstrate a sequence using travelling, and 2 balances on large body parts. Character - Concentration - * focus on keeping still when balancing on large body parts. * demonstrate a sequence using travelling, balance and 2 rolling actions. * show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. * show the skills of combining travelling, rolling, balancing and jumping in * a sequence using apparatus. * travel in a variety of ways. * adjust speed and direction * avoid obstacles. o show increasing control over an object pushing it. * perform a variety of gymnastic rolls. * over arm throw for distance * climb nursery play climbing equipment * demonstrate an overarm throw with some accuracy. * demonstrate an overarm throw with some accuracy. * show a fast running technique. * demonstrate an overarm throw with some accuracy in a game. * show a fast running technique's demonstrate a simple tactic in a game * demonstrate a simple tactic in a game– * demonstrate a simple tactic in a game</p>	<p>* jump and land appropriately. * experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. * experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. * climb under over and through climbing equipment's experiment with different ways of travelling on hands and feet.</p> <p>* link movements * show different character of a variety of different * ys. * convey the different emotions within a relationship. * link travel, turn and stillness within a sequence depicting a different mood. * travel from one space * another using different pathways and levels. * work in a group * create a sequence. * combine all the dance sequences in order * retell aspects of the s *ry.</p> <p>* perform the basic skill of jumping * travel in a variety of ways low * the ground.</p> <p>* travel over, under and through balance and climbing equipment. * balance on a range of body parts. * throw under arm. * roll in a variety of ways. * show a hopping skill with rhythm. * demonstrate rolling a ball with some accuracy. * show running and changing direction quickly. * demonstrate throwing underarm with some accuracy. * demonstrate jumping as far as possible and landing safely with control. * show good posture when running fast. * demonstrate rolling a ball with some accuracy and control.</p>
Bitterns	Year 2 - OAA - The Great Outdoors Year 3 Invasion Games - Handball Year 3/4 OAA - Team Work & Problem Solving Year 3 Gymnastics Activities 1	Year 2 – dance – wind in the willows Year 3 invasion games – rugby Year 2 – gymnastics activity 2 Year 3/4 – striking and fielding - cricket	Year 2 – net and wall Year 3 –target games – dodgeball Year 2 – FMS end of KS1 assessment Year 3 – OAA – Year 3/4 Trust and Trails
*pic outcomes (4 units)	<p>Able * take responsibility for self and others. Able * respect, trust and care for each other. Can remember objects on a trail. * cooperate and work * gether as a team. Can work with a partner * undertake an adventurous journey. * demonstrate passing a ball using a handball pass. * move in * space after using a handball pass in a game. * demonstrate passing a ball using a bounce pass. * move in * space after passing in game. * perform a one handed pass and bounce pass in a game. * apply a feint when passing * outwit a defender perform a pass in a game using a one-handed pass or one-handed bounce pass. * apply a simple tactic * outwit a defender perform a pass in an invasion game using a one-handed pass or one-handed bounce pass. * apply a simple tactic * outwit a defender * cooperate and work * gether as a team * complete challenges. * show encouragement and support * team members. * demonstrate concise instructions * explain how they worked as a team * solve challenges. * demonstrate how * work as a team using individual strengths. * explain how they chose their team roles. * demonstrate travelling with control on 4 points. * show balances on 2 and 3 points of the body. * show balances with stillness on 1,2,3 and 4 points of the body. * combine actions of travelling and balance. * demonstrate basic rolls with accuracy and control. * move from one action * another smoothly. O demonstrate jumping and landing safely. * create and demonstrate a sequence * a partner. * create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. * adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. * show different travelling and balancing actions using the apparatus. * use the apparatus * perform jumping actions.</p>	<p>o explore different habitats from The Wind in the Willows s *ry and understand and describe the differences. * learn about the three main characters and work as a class * create short dances for each one. develop teamwork skills by working in groups, share appropriate movement ideas and create a short dance. * use a set of instructions * create your own solo travelling dance exploring The Wild Wood and perform * the class. * work as a whole class * demonstrate a ball using a chest pass. * move in * space after using a chest pass in a game. * demonstrate passing a ball using a bounce pass. * move in * space after passing in a game. * perform a chest pass and bounce pass in a game. * apply a simple tactic * outwit a defender. * perform a pass in an invasion game using a chest pass or bounce pass. * apply a simple tactic * outwit a defender. * demonstrate different shapes in a sequence. * demonstrate a sequence using travelling, and 3 balances. * demonstrate a sequence using travelling, and 2 balances on large body parts. * demonstrate a sequence using travelling, balance and 2 rolling actions. * show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. * show the skills of combining travelling, rolling, balancing and jumping in * a sequence using apparatus. * demonstrate an underarm throw with accuracy. * catch a ballot demonstrate how * throw a ball underarm with some accuracy. * catch a ball in a striking and fielding game. * demonstrate how * strike a ball from a batting tee or drop feed. * catch a ball in a striking and fielding game. * demonstrate bowling a ball underarm. * demonstrate striking a ball from a batting tee or drop feed. * apply simple tactics in a modified competitive game. * demonstrate bowling a ball underarm. * strike a ball from a bowler, tee or drop feed. * apply simple tactics in a modified competitive game. * demonstrate bowling a ball underarm. * strike a ball from a bowler, tee or drop feed. * apply simple tactics in a modified competitive game.</p>	<p>o demonstrate how * catch a ball. * show a side gallop with some rhythm. * show the ready position * demonstrate how catch a ball * show how * hold a bat * demonstrate catching a ball from the ready position strike a ball * a partner * strike a ball with some accuracy. * show a simple tactic in competitive fours. * strike a ball with accuracy. O apply a simple tactic in a net/wall game. * demonstrate a simple tactic in a net/wall game. * outwit an opponent. * demonstrate throwing a ball at a target using a one handed pass. * demonstrate throwing a ball at a target using a one handed pass. * demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation. * demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation. * demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation. * throw underarm accurately in * a target. * throw as far as possible. * throw overarm accurately. * throw overarm for distance. * run as fast as possible * throw using a push and two handed throw for distance. * jump for distance with control. * kick a ball for distance. * catch a ballot complete an obstacle course. * throw underarm for accuracy. * throw overarm for distance. * complete an obstacle course with speed and agility. * throw underarm for accuracy. * throw overarm for distance. * demonstrate with a partner how * solve trust challenges. Lesson Objective - Can work with others * complete a journey within the school grounds. * know how * use a control card. * navigate safely * each control site. * show how * keep a map "set" or "orientated". * know some of the symbols on a orienteering map.</p>
Harriers	Year 4 Invasion Games – Rugby Year 5 Gymnastic Activities 1 Year 5 Orienteering Year 5/6 Dance - Earthlings	Year 5/6 – Dance highwayman Year 4 – gymnastics activities 2 Year 5/6 – striking and fielding – rounders Year 4 – creative games – tag and target	Year 4 net and wall game – core task 2 Year 5/6 – athletics Year 5/6 OAA – team building Year 4 – striking and fielding cricket
pic outcomes (4 units)	<p> demonstrate passing a ball using a swing pass accurately. * use a simple tactic in a game. * demonstrate how run with a rugby ball. move in * a space * receive a swing pass in a game. * demonstrate running and passing a rugby ball. * use a simple tactic in a game. * evaluate how determined they were when playing a game. * use tactics * outwit an opponent. * evaluate what worked well in a game. * use tactics * outwit an opponent. * perform partner balances. * create a simple sequence of matched and mirrored partner balances. * perform a range of counter-balance actions with a partner. * create a gymnastic sequence with counter balances and counter tension with a partner. * evaluate and recognise their own success Can demonstrate how * keep a map set when moving. Can demonstrate how * "set" or "orientate" a map when moving around a simple course. Can plan an efficient route around a simple course. Can demonstrate how * get around a simple course using the 8 points of a compass. Can plan a route * a control. Can find the correct control marker using a map. Can find the correct control marker using a map during a score event. Can plan a route on which control markers * visit and how * get there. Can record answers accurately. Can navigate * a control markers during a score event. Can make decisions about which control markers * visit in the time allowed. pupils will have created a solo and demonstrated decision-making skills in the creation of a new dance with a partner. Pills will have well-structured group dances depicting their planetules have increased teamwork skills, spatial awareness and timing. Pupils have a group dance which follows a narrative. Pupils have created dances using different formations and performed in unison. Pills demonstrate creative skills and decision making in the creation of a new duet. Pupils will have selected, structured, rehearsed and performed their dances, demonstrating a broad range of skills acquired throughout the scheme.</p>	<p>* the set the scene, investigating words and actions which create an atmosphere. * convey a character through movement. Combine travel, turn, jump, gesture and stillness * convey events and emotions. Use movement * convey the emotions of a character. Explore contrasting actions. o explore contrasting actions * depict different characters. * create a sequence using travel, jump, turn gesture and stillness. * retell the poem through movement linking travel, jump, turn, gesture and stillness. * show a mirrored shape with a partner. * create a sequence of gymnastic actions with a partner. * show a matched balance with a partner. * create a sequence of gymnastic actions with a partner create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner. * create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. * create a sequence of gymnastic actions with a partner create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. * demonstrate bowling underarm with accuracy. * catch a ball when fielding. * strike a ball with a ba "n throw a ball overarm when fielding. * demonstrate a bowl underarm with accuracy's strike a ball with a bat off a tee. * demonstrate an overarm throw when fielding a ballot explain where * strike a ball in a game. * strike a ball with a bat. * use tactics in a rounders type game. * demonstrate bowling underarm with accuracy in a game. * strike a ball with a bat. * use tactics in a rounders game. * demonstrate aiming skills using the FMS of throwing and rolling a ball. * demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game– * send an object in a target game with accuracy. * send an object in a target game with accuracy.</p>	<p>* know why warming up is important. * consolidate throwing actions</p> <p>* suggest ideas and practices * improve their play * perform running techniques for short and long distances. * perform a pull and push throw. * take off and land one foot * one foot (same and other). * perform a pull throw. * develop running for a distance. * take off and land one foot * two. * perform a push throw. * develop running for speed. * take off and land using a combination of jumps. * perform a heave throw. * develop running techniques. * take off part in an athletics event and recording times and distances. Can communicate effectively trust and work with others * solve problems Can take responsibility for others and listen attentively, record information accurately and apply strategies for remembering important information Can follow instructions and work with others * complete a complex task Can work effectively as part of a team. * solve problems Can generate and share ideas and review performance and apply learning Can share ideas confidently, when working as part of a team Can review a performance and apply the learning * complete a task successfully. Can work effectively as part of a team. Can recognise the important role played by all team members and organise time and resources within a team Can encourage others * improve performance * demonstrate bowling underarm with accuracy. * catch a ball when fielding. * strike a ball with a cricket bat off a tee. * bowl overarm with accuracy. * demonstrate a bowl overarm with accuracy. * strike a ball with a cricket bat off a tee with consistency. * bowl overarm with accuracy in a game. * apply a tactic in a cricket type game. * demonstrate bowling overarm with accuracy in a game. * strike a ball with a cricket bat in a game. * use tactics in a cricket type game. * demonstrate bowling overarm with accuracy and consistency in a game. * apply tactics in a modified competitive cricket game.</p>

