



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 to 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 – Supertato 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- Toy story 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 to 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 |
| Topic outcomes (4 units) | To balance on small and large body parts in the shape of a star. To send a ball/ throwing equipment with increasing accuracy. o jump and land appropriately. o climb under over and through climbing equipment. To practise throwing overarm. To demonstrate an underarm throw with some accuracy. To show a side gallop. To demonstrate an underarm throw with some accuracy at different targets. To show a side gallop. To demonstrate an underarm throw with some accuracy at different targets. To show a side gallop. To demonstrate a simple tactic in a game. To show two simple tactics in a game. To show two simple tactics in a game. To travel in a variety of ways. To adjust speed and direction to avoid obstacles. To show increasing control over an object pushing it. To perform a variety of gymnastic rolls. To over arm throw for distance To climb nursery, play climbing equipment To demonstrate a travel and pencil roll To show a jump 2 feet to 2 feet with a straight shape. To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll To show a jump 2 feet to 2 feet with a tuck shape. To demonstrate travelling actions To show a travel and roll with a shape To jump 2 feet to 2 feet with a wide shape To apply the skills of travelling, rolling, jumping into a sequence. To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes. To show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus. | To perform the basic skill of jumping To travel over, under and throw climbing equipment To travel over, under and through balance and climbing equipment. To catch a large sponge ball To catch with increasing accuracy. To roll in a variety of ways. To demonstrate rolling a ball with some accuracy. To demonstrate rolling different equipment with some accuracy. To show the skill of rolling equipment in different ways. To demonstrate a simple tactic in a rolling game.– To show two simple tactics in a game. To show two simple tactics in a game. To perform the basic skill of jumping To travel in a variety of ways low to the ground. To travel around the space hopping and skipping. To catch a large ball. To travel under, over and through balancing and climbing equipment. To pull themselves up on climbing equipment. To demonstrate different shapes in a sequence. To demonstrate a sequence using travelling, and 3 balances. To demonstrate a sequence using travelling, and 2 balances on large body parts. To demonstrate a sequence using travelling, balance and 2 rolling actions. To show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. To show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus. | To balance on small body parts. To travel on hands and feet. To show increasing control over an object pushing and patting it. To perform a variety of gymnastic rolls. To show increasing control over an object pushing and patting it. To show increasing control over an object pushing and patting it. To underarm throw with some accuracy. To show a jump 2 feet to 2 feet with a straight shape To throw overarm with some accuracy. To climb with confidence. To throw overarm with some accuracy. To show a jump 2 feet to 2 feet with a wide shape. To perform an egg roll with some control To show a jump 2 feet to 2 feet with a tuck shape To throw overarm with some accuracy. To demonstrate a travel and roll with a shape. To throw overarm with some accuracy. To roll a ball at a target with accuracy. To show the skills of travelling, rolling, and jumping into a sequence with two different shapes. |
| 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 20th 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 |
| Topic outcomes (4 units) | To demonstrate jumping actions with different shapes in the air. To show travelling actions using hands and feet. To demonstrate balancing on large body parts. To show an egg roll, pencil and teddy bear roll. To create and demonstrate a sequence using rolling, jumping and travelling. To perform jumping and rolling actions. To create a sequence using rolling, jumping and travelling. To create a sequence using travelling, balancing rolling, and jumping. To create a sequence using travelling, balancing rolling, and jumping. Lesson 1 To demonstrate passing a ball using a swing pass accurately. To use a simple tactic in a game. To demonstrate how run with a rugby ball. To move into a space to receive a swing pass in a game. To demonstrate running and passing a rugby ball. To use a simple tactic in a game. To use tactics to outwit an opponent. To evaluate what worked well in a game. To use tactics to outwit an opponent. To evaluate what worked well in a team. demonstrate an underarm throw with some accuracy. To show catching a ball with control. To throw underarm with accuracy then move into a space. To catch a ball with control. To demonstrate passing a ball with some accuracy then moving into a space. To show a simple tactic in a game To pass a ball with some accuracy then move into a space. To use a simple tactic in a game. To use a simple tactic in a game. Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies. Pupils can articulate their ideas well. | To demonstrate bouncing a ball with some control. To demonstrate bouncing a ball with some control while moving. To demonstrate bouncing a ball and passing in a simple game. To demonstrate throwing a ball at a target with some accuracy. To demonstrate passing a ball with accuracy then move into a space. To use a simple tactic in a game To show a simple tactic in a game. To 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. To show different travelling and balancing actions using the apparatus. To use the apparatus to perform jumping actions. To evaluate successful transitions between actions. To use the apparatus to perform rolling actions. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling. To develop the skill of dodging/changing direction when playing a big game. To develop the skill of hopping when playing a game. To demonstrate catching a ball with some control. To throw underarm with some accuracy. To throw a ball underarm to a partner with some accuracy. To catch a ball. To demonstrate a side gallop. To show the ready. To move into space after using a chest pass in a game. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game. To perform a chest pass and bounce pass in a game. To apply a feint when passing to outwit a defender. To perform a pass in a game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender. | To throw underarm accurately into a target. To throw as far as possible. To throw overarm accurately. To throw overarm for distance. To throw using a push and two handed throw for distance. To jump for distance with control. To throw using an underarm and overarm throw for distance and accuracy. To throw underarm for accuracy. To throw overarm for distance. To complete an obstacle course with speed and agility. To throw underarm for accuracy. To throw overarm for distance. Lesson Objective – To demonstrate an underarm throw with accuracy. To demonstrate how to throw a ball underarm with some accuracy To catch a ball in a striking and fielding game Lesson Objective – To strike a ball from a tee or a drop feed. To catch a ball in striking and fielding game To strike a ball from a tee or a drop feed. To apply a simple tactic in a striking and fielding game. To demonstrate bowling a ball underarm with accuracy. To apply simple tactics in a modified striking and fielding To throw overarm for distance. To run as fast as possible To throw using a push and two handed throw for distance. To jump for distance with control. To kick a ball for distance's catch a ball. To complete an obstacle course. To throw underarm for accuracy. To throw overarm for distance. To complete an obstacle course with speed and agility. To throw underarm for accuracy. To throw overarm for distance. Explore different throwing actions. To consolidate throwing actions and practise catching. Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to 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. To devise their own game. Consolidate striking and ball control skills. |
| 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 |
| Topic outcomes (4 units) | To demonstrate passing and catching a netball with consistency, accuracy and control. To demonstrate a shoulder pass shoot a netball with some accuracy. To apply simple tactics when playing a netball type game. To apply simple tactics with and without the ball when playing a netball-type game. To apply simple tactics when playing a netball-type game, including defending. To apply simple attacking and defending tactics when playing a netball-type game. To demonstrate travelling actions on feet and hands and feet. To show balances in front and back support positions. To demonstrate the dish and arch shape. To combine travelling, jumping and balancing actions. To demonstrate basic rolling actions. Plan and perform a simple sequence to include travel, rolling, and jumping. To demonstrate balance on one foot and arabesque. Plan and perform a simple sequence to include travel, rolling, balance and jumping. To create and demonstrate a gymnastics sequence of 6 actions. To teach a sequence to a partner and make simple assessments of quality of their performance. To show a sequence of six 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 towards a target for improvement. To demonstrate throwing a ball at a target using a one handed pass. To demonstrate throwing a ball at a target using a one handed pass. To demonstrate throwing a ball at a target using a one handed pass. To demonstrate throwing a ball at a target using a one handed pass with accuracy in a game situation. | To demonstrate a forehand shot with some consistency. To demonstrate a forehand and backhand shot with some consistency. To direct the ball reasonably well to their partner to continue a rally. To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner).To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner).To play the game for the core task and incorporate tactics to score points. To perform shapes and balances with a partner. To demonstrate counter balance and counter tension paired balances using apparatus. To demonstrate a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. To create a gymnastic sequence with counter balances and counter tension with a partner. To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances. To perform shapes and balances with a partner. To demonstrate counter balance and counter tension paired balances using apparatus. To demonstrate a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. To create a gymnastic sequence with counter balances and counter tension with a partner. To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances. pupils understand how to construct a dance and share their own creations to 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. | To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a bat. To throw a ball overarm when fielding. To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee. To demonstrate an overarm throw when fielding a ball. To explain where to strike a ball in a game. To demonstrate bowling with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders type game. To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game. To throw using a pull action. To explore different running techniques. To throw using a push action. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance).To throw for distance using a pull, push and sling throw. To pass a quit/baton to a teammate in a relay. To perform a hop, step and jump. To perform pull, push and sling throw. To perform a combination of 5 jumps. To perform pull, push and sling throw. To perform a combination of 5 jumps To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a bat. To throw a ball overarm when fielding. To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee. To demonstrate an overarm throw when fielding a ball. To explain where to strike a ball in a game. To demonstrate bowling with accuracy in a game strike a ball with a bat. To use tactics in a rounders type game. To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game. Can demonstrate how to keep a map set when moving. Can demonstrate how to "set or "orientate" a map when moving around a simple course. Can plan an efficient route around a simple course. Can demonstrate how to get around a simple course using the 8 points of a compass. Can plan a route to 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 to visit and how to get there. Can record answers accurately. Can navigate to a control markers during a score event. Can make decisions about which control markers to visit in the time allowed. |

PE - Year B

| 2023/2024 2025/2026 | Autumn - Happy, Healthy Me! | Spring - Time Travel | Summer - Here, There and Everywhere |
|---------------------------------|---|---|---|
| Curlews | KS1 - FMS – Superato 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- Toy story EYFS – hungry caterpillar Year 1 athletics |
| Topic outcomes (4 units) | To show an egg roll with some co-ordination To show a pencil roll with some co-ordination To demonstrate jumping off a bench and land on two feet. To demonstrate bouncing a ball with some control. To demonstrate rolling a ball through a target with some accuracy and control. To demonstrate a travel and pencil roll To show a jump 2 feet to 2 feet with a straight shape To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll To show a jump 2 feet to 2 feet with a tuck shape. To demonstrate travelling actions To show a travel and roll with a shape To jump 2 feet to 2 feet with a wide shape To apply the skills of travelling, rolling, jumping into a sequence. To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes. To show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus. To perform the skill of running and changing direction quickly. To demonstrate how to jump as far as possible, landing safely with control. To Demonstrate an overarm throw and hopping. To demonstrate travelling on feet and hands and feet on apparatus. To Demonstrate an overarm throw and hopping. To Demonstrate an overarm throw and hopping. To experiment with different ways of moving. To use increasing control over an object by touching, pushing, patting, throwing, or catching. To move with control and co-ordination To use a range of small and large equipment To jump and land appropriately. To roll in a variety of ways. To roll a ball accurately. To climb up and down apparatus using alternate feet. | To travel in a variety of ways. To adjust speed and direction to avoid obstacles. To show increasing control over an object pushing it. To perform a variety of gymnastic rolls. To over arm throw for distance To climb nursery, play climbing equipment To demonstrate different shapes in a sequence. To demonstrate a sequence using travelling, and 3 balances. To demonstrate a sequence using travelling, and 2 balances on large body parts. Character - Concentration - To focus on keeping still when balancing on large body parts. To demonstrate a sequence using travelling, balance and 2 rolling actions. To show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. To show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus. To travel in a variety of ways. To adjust speed and direction to avoid obstacles. o show increasing control over an object pushing it. To perform a variety of gymnastic rolls. To over arm throw for distance To climb nursery play climbing equipment To demonstrate an overarm throw with some accuracy. To demonstrate an overarm throw with some accuracy. To show a fast running technique. To demonstrate an overarm throw with some accuracy in a game. To show a fast running technique's demonstrate a simple tactic in a game To demonstrate a simple tactic in a game– To demonstrate a simple tactic in a game | To jump and land appropriately. To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping. To climb under over and through climbing equipment's experiment with different ways of travelling on hands and feet. To link movements to show different character of a variety of different toys. To convey the different emotions within a relationship. To link travel, turn and stillness within a sequence depicting a different mood. To travel from one space to another using different pathways and levels. To work in a group to create a sequence. To combine all the dance sequences in order to retell aspects of the story. To perform the basic skill of jumping To travel in a variety of ways low to the ground. To travel over, under and through balance and climbing equipment. To balance on a range of body parts. To throw under arm. To roll in a variety of ways. To show a hopping skill with rhythm. To demonstrate rolling a ball with some accuracy. To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy. To demonstrate jumping as far as possible and landing safely with control. To show good posture when running fast. To demonstrate rolling a ball with some accuracy and control. |
| 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 |
| Topic outcomes (4 units) | Able to take responsibility for self and others. Able to respect, trust and care for each other. Can remember objects on a trail. To cooperate and work together as a team. Can work with a partner to undertake an adventurous journey. To demonstrate passing a ball using a handball pass. To move into space after using a handball pass in a game. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game. To perform a one handed pass and bounce pass in a game. To apply a feint when passing to outwit a defender perform a pass in a game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender perform a pass in an invasion game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender To cooperate and work together as a team to complete challenges. To show encouragement and support to team members. To demonstrate concise instructions To explain how they worked as a team to solve challenges. To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles. To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. O demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner. To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. To 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. To show different travelling and balancing actions using the apparatus. To use the apparatus to perform jumping actions. | o explore different habitats from The Wind in the Willows story and understand and describe the differences. To learn about the three main characters and work as a class to create short dances for each one. develop teamwork skills by working in groups, share appropriate movement ideas and create a short dance. To use a set of instructions to create your own solo travelling dance exploring The Wild Wood and perform to the class. To work as a whole class to demonstrate passing a ball using a chest pass. To move into space after using a chest pass in a game. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game. To perform a chest pass and bounce pass in a game. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender. To demonstrate different shapes in a sequence. To demonstrate a sequence using travelling, and 3 balances. To demonstrate a sequence using travelling, and 2 balances on large body parts. To demonstrate a sequence using travelling, balance and 2 rolling actions. To show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. To show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus. To demonstrate an underarm throw with accuracy. To catch a ball demonstrate how to throw a ball underarm with some accuracy. To catch a ball in a striking and fielding game. To demonstrate how to strike a ball from a batting tee or drop feed. To catch a ball in a striking and fielding game. To demonstrate bowling a ball underarm. To demonstrate striking a ball from a batting tee or drop feed. To apply simple tactics in a modified competitive game. To demonstrate bowling a ball underarm. To strike a ball from a bowler, tee or drop feed. To apply simple tactics in a modified competitive game. To demonstrate bowling a ball underarm. To strike a ball from a bowler, tee or drop feed. To apply simple tactics in a modified competitive game. | o demonstrate how to catch a ball. To show a side gallop with some rhythm. To show the ready position To demonstrate how catch a ball to show how to hold a bat To demonstrate catching a ball from the ready position strike a ball to a partner To strike a ball with some accuracy. To show a simple tactic in a competitive four. To strike a ball with accuracy. O apply a simple tactic in a net/wall game. To demonstrate a simple tactic in a net/wall game to outwit an opponent. To demonstrate throwing a ball at a target using a one handed pass. To demonstrate throwing a ball at a target using a one handed pass. To 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. To throw underarm accurately into a target. To throw as far as possible. To throw overarm accurately. To throw overarm for distance. To run as fast as possible. To throw using a push and two handed throw for distance. To jump for distance with control. To kick a ball for distance. To catch a ball complete an obstacle course. To throw underarm for accuracy. To throw overarm for distance. To complete an obstacle course with speed and agility. To throw underarm for accuracy. To throw overarm for distance. To demonstrate with a partner how to solve trust challenges. Lesson Objective - Can work with others to complete a journey within the school grounds. To know how to use a control card. To navigate safely to each control site. To show how to keep a map "set" or "orientated". To know some of the symbols on a orienteering map. |
| 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 |
| Topic outcomes (4 units) | To demonstrate passing a ball using a swing pass accurately. To use a simple tactic in a game. To demonstrate how run with a rugby ball. move into a space to receive a swing pass in a game. To demonstrate running and passing a rugby ball. To use a simple tactic in a game. To evaluate how determined they were when playing a game. To use tactics to outwit an opponent. To evaluate what worked well in a game. To use tactics to outwit an opponent. To perform partner balances. To create a simple sequence of matched and mirrored partner balances. To perform a range of counter-balance actions with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success Can demonstrate how to keep a map set when moving. an demonstrate how to "set" or "orientate" a map when moving around a simple course. Can plan an efficient route around a simple course. Can demonstrate how to get around a simple course using the 8 points of a compass. Can plan a route to 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 to visit and how to get there. Can record answers accurately. Can navigate to a control markers during a score event. Can make decisions about which control markers to 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. | To set the scene, investigating words and actions which create an atmosphere. To convey a character through movement. Combine travel, turn, jump, gesture and stillness to convey events and emotions. Use movement to convey the emotions of a character. Explore contrasting actions. o explore contrasting actions to depict different characters. To create a sequence using travel, jump, turn gesture and stillness. To retell the poem through movement linking travel, jump, turn, gesture and stillness. To show a mirrored shape with a partner. To create a sequence of gymnastic actions with a partner. To show a matched balance with a partner. To create a sequence of gymnastic actions with a partner create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a baton throw a ball overarm when fielding. To demonstrate a bowl underarm with accuracy's strike a ball with a bat off a tee. To demonstrate an overarm throw when fielding a ball explain where to strike a ball in a game. To strike a ball with a bat. To use tactics in a rounders type game. To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game. To demonstrate aiming skills using the FMS of throwing and rolling a ball- To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game– To send an object in a target game with accuracy. To send an object in a target game with accuracy. | To know why warming up is important. To consolidate throwing actions To suggest ideas and practices to improve their play To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To take off and land one foot to two. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a heave throw. To develop running techniques. To take off part in an athletics event and recording times and distances. Can communicate effectively trust and work with others to 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 to complete a complex task Can work effectively as part of a team to 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 to 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 to improve performance To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy. To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. To bowl overarm with accuracy in a game. To apply a tactic in a cricket type game. To demonstrate bowling overarm with accuracy in a game. To strike a ball with a cricket bat in a game. To use tactics in a cricket type game. To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game. |

