

## **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/1/2	EYFS – how to catch a star Year 1 – underarm throw. Year 2 – Gymnastics activity 1 Y2 - Games - Net and Wall	EYFS – FMS – mini beasts Year 1 – FMS rolling a ball Year 2 – playground games in 20 <sup>th</sup> Century Y2 Dance - Wind in the Willows	EYFS – Elmer Year 1- kicking unit - OAA The Great Outdoors FMS Bounce Ball
Bitterns Year 3/4	Year 3/4 Dance - Rock and Roll Year 3 – invasion games rugby1 Year 4 – gymnastics activities 1 Year 3 – invasion games netball	Year 3 – Gymnastics activities 2 Year 3/4 striking and fielding – cricket Year 3/4Invasion Games - 3 Touch Ball Year 3/4 Dance - Superheroes	Year 3/4 – net and wall core task 1 Year 3/4 – striking and fielding games – rounders Year 3/4 Athletics Year 3/4 Dance - Myths and Legends
Harriers Year 5/6	Year 5/6 Invasion Games - Rugby 1 Year 5/6 net wall – tennis Year 5/6 Gymnastic Activities 1 ear 5/6 Invasion Games - Football	Year 5/6 – Dance - food glorious food Year 6 – Gymnastics activities 1 Year 5/6 Dance - Seaside Year 5/6 Net and Wall - Badminton	Year 5 invasion games – netball Year 5/6 striking and fielding – rounders Year 5/6 – Striking and fielding Cricket Year 5 Invasion Games Hocky
YEAR B	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There & Everywhere
Curlews Year R/1/2	KS1 - FMS – Supertato KS1 Y1 FMS – Zog EYFS - FMS - Jack and the Beanstalk A2 Year 2 Athletics	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 3/4	Year 3 Invasion Games – Handball Year 3/4 OAA - Team Work & Problem Solving Year 3 Gymnastics Activities 3 Year 3/4 Health Related Fitness	Year 3 invasion games – rugby 2 Year 3/4 – target games Boccia Year 3/4 Dance – Ironman Year 3/4 - Net and Wall Unit Core Task 2	Year 3 –target games – dodgeball Year 3 – OAA – Trust and Trails Year 3/4 Dance - The Great Plague Year 3 Gymnastics Activities 4
Harriers Year 5/6	Year 5 Gymnastic Activities 2 Year 5 Orienteering Year 5/6 Dance – Earthlings Year 5/6 Invasion Games - Rugby 2	Year 5/6 – Dance highwayman Year 5/6 – striking and fielding – rounders Year 5/6 OAA - Teamwork and Problem Solving 1 Year 5/6 Gymnastic Activities 3	Year 5/ <mark>6</mark> – athletics Year 5/6 OAA – team building 2 Year 5/6 Gymnastic Activities 4 Year 5/6 - Creative Games

## <u>PE Year A</u>

2023/2024 2025/2026	Autumn - How Does It Work?	Spring - Watery Worlds	Summer - The Great Outdoors
	EYFS – how to catch a star	EYFS – FMS – mini beasts	EYFS – Elmer
Curlews	Year 1 – underarm throw.	Year 1 - FMS rolling a ball	Year 1- kicking unit
Year R/1/2	Year 2 – Gymnastics activity 1 Y2 - Games - Net and Wall	Year 2 – playground games in 20 <sup>th</sup> Century Y2 Dance - Wind in the Willows	Y2 - OAA The Great Outdoors FMS Bounce Ball
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. To jump and land appropriately. To climb under over and through climbing equipment To practise throwing overarm. To revise fundamental movement skills covered in the unit To demonstrate a nunderarm throw with some accuracy. To show a side gallop. To demonstrate a single tactic in a game. o 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 tack 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 demonstrate the to a to a ball. To show a side gallop with some rhythm. To show the single from the ready position. To strike a ball to a partner. To strike a ball with some accuracy. To show a simple tactic in a met/wall game. To demonstrate to a simple tactic in a net/wall game. To demonstrate a simple tactic in a net/wall game to outwit an opponent.	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 travel over, under and through balance and climbing equipment. To travel a large sponge ball To catch with increasing accuracy. To roll in a variety of ways. To revise fundamental movement skills covered in the unit. 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 rolling to a simple tactics in a game. To a develop the skill of dodging/changing direction when playing a tig game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when playing a game. To develop the skill of hopping when secures. To set the a ball to a partner with some accuracy. To atthe values to a partner with some accuracy. To acthe a ball to a partner with some accuracy. To acthe a ball. To develop the skill of hopping when playing a game. To explore different backs from the twill 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 idees and create a short dance. To use a set of instructions to create 3 hor	To make a range of shapes on small body parts. To travel in a range of ways and negotiate space successfully. To throw with increasing accuracy underarm. To overarm throw for distance. To perform a range of gymnastic rolls. To move freely and with confidence when rolling. To perform a range of gymnastic rolls. To move freely and with confidence when rolling. To perform a range of gymnastic rolls. To move freely and with confidence when rolling. To perform a range of gymnastic rolls. To move freely and with confidence when rolling. To perform a range of gymnastic rolls. To move freely and with confidence when rolling. To perform a range of gymnastic rolls. To move freely and with confidence on a range of small body parts. To climbing equipment. To revise fundamental movement skills covered in the unit. To explore different ways of kicking objects with increased accuracy. To receive a kick with control. To kick objects with increased accuracy. To receive a kick with control. To kick objects with increased accuracy. To receive a kick with control. To kick objects with a variety of equipment. To choose skills effectively for a game. To explore kicking with a variety of equipment. To choose skills effectively for a game. To explore objects on a trail. To cooperate and work together as a team. Can work with a partner to undertake an adventurous journey. I can work with others to complete a journey within the school grounds and mark a control card correctly. Can make decisions about how to navigate safely, to a control site. To demonstrate bouncing a ball with some control, while moving, o demonstrate bouncing a ball and possing in a simple game. To demonstrate possing to aball with some courtory. To demonstrate possing to aball with some courcey.
D'	Year 3/4 Dance - Rock and Roll	Year 3 – Gymnastics activities 2	Year 3/4 – net and wall core task 1
Bitterns	Year 3 – invasion games rugby1	Year 3/4 striking and fielding – cricket	Year 3/4 – striking and fielding games – rounders
Year 3/4	Year 4 – gymnastics activities 1 Year 3 – invasion games netball	Year 3/4Invasion Games - 3 Touch Ball Year 3/4 Dance - Superheros	Year 3/4 Athletics Year 3/4 Dance - Myths and Legends
Topic outcomes (4 units)	Pupils will be able to name different forms of rack and where they may be found in real-life. Pupils will demonstrate shapes as a team using their bodies in interesting ways. Pupils will be able to name the layers of the earth and describe their qualities through words and movements. Pupils will be able to demonstrate unique movement ideas. Pupils can sequence movement together into a structure. Pupils can create effective travelling movements. Pupils have created a travelling solo, following a defined pathway. Pupils can effectively use stillness in their performance. Pupils have created a rhythmic circle dance perform with increased confidence and timing in the class circle. demonstrate passing a ball using a swing pass accurately. * use a simple tactic in a game. * demonstrate puning and passing a rugby ball. * move in * a space * receive a swing pass in a game. * demonstrate running and passing 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. * 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. catch a ball with control. * demonstrate passing a ball with some accuracy then moving in * a space* use a simple tactic in a game. Pupils can captule and can work as a team * create a sill, connected shape with their bodies. Pupils can articulate their ideas well. 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 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 ta	To adapt and demonstrate a gymanstic 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 iomping actions. To evaluate successful transitions between arching, balancing on small body parts, jumping and rolling. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To demonstrate an underarm thraw with accuracy. To demonstrate how to thraw a ball underarm with some accuracy. To catch a ball in a striking and fielding game – To strike a ball from a tee or a drop feed. To catch a ball in a striking and fielding game. To strike a ball ned rarm with accuracy. To apply simple tractics in a modified striking and fielding game – To send and receive a ball in a game. To play traditional Roman ball games To send and receive a ball in a game. To play traditional Roman ball games To send and receive a ball in a game. To play traditional Roman ball games To send and receive a ball in a game. To apply simple tractics in a mirvasion game To revise simple tractics in a mirvasion game. To exply simple tractics in a ninvasion game. To exply simple tractics in a simple tractice to explore movement, comunicating extract. Communicating example tractics to communicating character. To describe interpret and evaluate their own and others dance. Communication - To use dance to communicate a story. Use simple choreographic principles and perform a more complex dance phrases to communicate exoverying more than one character. Convey a narrative involving two characters.	To know why warming up is important. To consolidate throwing actions To suggest ideas and practices to improve their play. Strike the ball using their hand or small bat. Choose a range of simple tactics to use in a simple game. To develop range of striking skills suitable for net/wall type activities. To demonstrate an underarm throw with accuracy. To demonstrate how to throw a ball underarm with some accuracy. To cannot strate how to throw a ball underarm with some accuracy. To cannot strate how to throw a ball underarm with socuracy. To cannot strate how to throw a ball underarm with accuracy. To cannot all in a striking and fielding game. To strike a ball from a tee or a drop feed. To catch a ball in a 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 strike a total from a tee or a drop feed. To apply a simple tactic in a striking and fielding game. To strike a ball striking action. To perform the sing throwing action. To perform the sing 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 quoit/baton to a teammate in a relay. To perform a hop, step and jump. To perform pull, push and sling throws. To perform a combination of 5 jumps. To perform pull, push and sling throws. To perform a combination of 5 jumps. To perform pull, push and sling throws. To perform that the solary. To use of ange of travelling steps following a planned pathway. To create a sequence with a partner. To link sequences together. To create a mirrored sequence with a partner. To link sequences made and demonstrate strong character skills throughout.
Harriers	Year 5/6 Invasion Games - Rugby 1 Year 5/6 net wall – tennis	Year 5/6 – Dance - food glorious food Year 6 – Gymnastics activities 1	Year 5/6 Dance – Earthlings Year 5/6 striking and fielding – rounders
Year 5/6	Year 5/6 Gymnastic Activities 1 ear 5/6 Invasion Games - Football	Year 5/6 Dance - Seaside Year 5/6 Net and Wall - Badminton	Year 5/6 – Striking and fielding Cricket Year 5 Invasion games Hockey
Topic outcomes (4 units)	To demonstrate passing and catching a rugby ball with consistency, accuracy and control. To pass and catch rugby ball with consistency, accuracy and control. To apply simple tactics when playing a rugby type game. To apply simple tactics when playing a rugby-type game. To apply simple attacking and defending tactics when playing a rugby-type game. To apply simple attacking and defending tactics when playing a rugby-type game. To apply simple attacking and defending tactics when playing a rugby-type game. To apply simple attacking and 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 alpay the game for the core task and incorporate tactics to score points. 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 know the difference between counter balance and counter balances and counter tension with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner. To eravel the able To develop travelling with a ball. To develop travelling with a ball. To develop travelling with a ball. To develop sending skills To develop shorting skills To develop travelling with a ball. To develop travelling with a ball. To develop travelling with a ball.	Pupils will have created short dance sequences based on action words. 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 to 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 feedback. 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 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 know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner. To create a gymnastic sequence with counter balances and constret. To so demonstrate a forehand and backhand shot with some consistency. To demonstrate a forehand and backhand shot with some consistency. To demonstrate a simple tactic in a net type game (i.e. To be able to hit a shuttlecock away from their partner.) To play the game for the core tack and incorporate tactics to score points.	Pupils will have created a solo and demonstrated decision-making skills in the creation of a new dance with a partner. To demonstrate respect for a partner's ideas and contributions. Pupils will have well-structured group dances depicting their planet. Pupils 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.Pupils 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. * 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. * throw a ball in a game. * demonstrate a 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. to show possing a ball to a teammate using a hockey stick. demonstrate dribbling and passing a ball using a hockey stick. To demonstrate shorting a ball at a gaal. To select attacking tactics when playing a hockey stick. To admonstrate shorting a dall defading a ball using a hockey stick. To select attacking tactacking and defending tactics when playing a nockey type game.

## <u> PE - Year B</u>

2023/2024 2025/2026	Autumn - Happy, Healthy Me!	Spring - Time Travel	Summer - Here, There and Everywhere
Curlews Year R/1/2	KS1 - FMS – Supertato KS1 Y1 FMS – Zog EYFS - FMS - Jack and the Beanstalk A2 Year 2 Athletics	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)	* 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. * demonstrate a travel and pencil roll * show a jump 2 feet * 2 feet with a straight shape * demonstrate traveling actions it.e. Frog & bumy hop, * show an egg roll * show a jump 2 feet * 2 feet with a straight shape * jump 2 feet * 2 feet with a vide shape. * demonstrate traveling actions it.e. Frog & bumy hop, * show an egg roll * show a jump 2 feet * 2 feet with a vide shape. * demonstrate traveling actions * show a travel and roll with a shape * jump 2 feet * 2 feet with a vide shape. * demonstrate traveling actions it.e. that a sequence with two different shapes. * show the skills of traveling, rolling, and jumping in * a sequence with two different shapes. * show the skills of traveling, rolling, and jumping in * a sequence with two different shapes. * show the skills of traveling of feet and hands and changing direction quickly. * demonstrate how * jump as far as possible, landing safely with control. * Demonstrate an overarm throw and hopping. * demonstrate traveling on feet and hands and feet on apparatus. * Demonstrate an overarm throw and hopping. * use increasing control over an object by *uching, pushing, patting, throwing, or catching. * move with control and co-ordination * use a range of small and large equipment * jump and land approprietely. * roll in a variety of ways. * roll a ball scurretely. * climb up and down apparatus using alternate fermal sub-ordination * use a range of small and large equipment * jump and land appropriately.	* travel in a variety of ways: * adjust speed and direction * avoid obstacles. * show increasing control over an object pushing it. * perform a variety of gymastic rolls. * over arm throw for distance * (limb 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. 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. * show the skills of travelling, rolling, balancing and jumping in * a sequence using the skills of travelling, rolling, balance and 3 jumps on the floor and apparatus. * show the skills of travelling, rolling, balancing and jumping in * a sequence using apparatus. * show the skills of travelling, rolling, balance and 3 into a sequence using the skills of travelling, rolling, balance and 2 rolling actions. * show a sequence using the skills of travelling and intertion * avoid obstacles. • show increasing control over an object pushing it. * perform a variety of gymnastic rolls. * over arm throw with some accuracy. * show a fast running technique's demonstrate a owner throw with some accuracy. * 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 * demonstrate a simple tactic in a game.	* jump and land appropriately. * experiment with different ways of travelling; shuffing, running, jumping, skipping, sliding and hopping. * cimb under over and through climbing equipment's experiment with different ways of travelling on hands and feet. * ink novements * show different character of a variety of different *s.* convey the different mod. * travel from an espect * another using different pathways and levels. * work in a group * create a sequence. * combine to lithe dance sequence in the basic skill of jumping * travel in a variety of different *s.* * a group * herform the basic skill of jumping * travel in a variety of ways low * he ground. * travel form the basic skill of jumping * travel in a variety of ways low = * herform the basic skill of varies to a different * balance on a range of body parts. * throw under arm. * roll in a variety of ways. * show a hopping skill with character of a nonstrate rolling a ball with some accuracy. * show running and changing direction quickly. * demonstrate rolling a ball with some accuracy. * demonstrate jumping a for a spasible and landing safely with control. * show good posture when running fast. * demonstrate rolling a ball with some accuracy and control.
Bitterns Year 3/4	Year 3 Invasion Games – Handball Year 3/4 OAA - Team Work & Problem Solving Year 3 Gymnastics Activities 3 Year 3/4 Health Related Fitness	Year 3 invasion games – rugby 2 Year 3/4 – target games Boccia Year 3/4 Dance – Ironman Year 3/4 - Net and Wall Unit Core Task 2	Year 3 –target games – dodgeball Year 3 – OAA – Trust and Trails Year 3/4 Dance - The Great Plague Year 3 Gymnastics Activities 4
Topic outcomes (4 units)	To demonstrate passing a ball using a handboll pass. To move into space after using a handboll 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. To amove into space after when passing to outwit a defender. To 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. To perform a pass in a ninvasion game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a one-handed pass or one-handed pass or one-handed pass. To apply a simple tactic to outwit a defender. To perform a pass in an invasion game using a one-handed pass or one-handed pass or one-handed pass or one-handed pass. To apply a simple tactic to outwit a defender. To demonstrate working as part of a team to solve challenges. To demonstrate cooperating and working together as a team to complete challenges. To show encouragement and support to team members. To demonstrate concise instructions on feet and hands and feet. o show balances in front and back support positions. To demonstrate basic rolling actions. Plan and perform a simple sequence to include travel, rolling, and jumping. O demonstrate basic rolling actions. Plan and perform a simple sequence to include travel, rolling, and jumping. To demonstrate basic rolling actions. Plan and perform a simple sequence to include travel, rolling, and jumping. To apple simple sequence to a partner and make simple simple sequence to a partner and make simple simple sequence to a partner and make simple sequence to recognise different fitness components that help maintain good health.	To demonstrate passing a ball using a swing pass accurately. To use a simple tactic in a game. To demonstrate noning and passing 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 outvit an opponent. To evaluate what worked well in a game. To use tactics to outvit an opponent. To evaluate what worked well in a team. To show different ways of how to propel a baccia ball (bean bag) towards a target. To demonstrate sending a ball into a target with accuracy. To play isocia type games using simple tactics. To send a baccia ball towards a target with accuracy. To play baccia using simple tactics. To show tactics as a team when playing baccia. Pupils can copy movements accurately and can work as a team to create a still, connected shape with the badter. Pupils can articulate their ideas well.Pupils can suggest verbs (actions) to taking from the chapter and can be perform their own interpretation of these. They can tach a movement to others. Pupils can demonstrate due which expresses character and explores patterning and timing. Pupils perform a well-structured duet which expresses character and explores patterning and timing. Pupils perform a well-structured in the scheme, in a well-organised structure using teamwork skills and character. To know why warming up is important. To consolidate throwing actions To suggest ideos and practices to improve their play Strike the ball using their hand or small bat. Strike the ball using their hand or small bat. Choose a range of simple tactics to use in a simple game. To develop range of striking skills suitable for net/wall type activities.	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. To demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation. To demonstrate with a partner how to solve trust challenges. 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.Pupils will know more about The Great Plague, its context and its symptoms. Pupils will be able to name and demonstrate a variety of creative techniques in creating a group dance. They will show a group dance using action, space dynamics and relationships. Pupils will perform in perfect unison. Pupils will be able to take availey of the depicts an activity in the photograph. Pupils will articulate thoughts on the aftermath for the plague pupils will perform the whole dance without teacher guidance. Pupils will have developed dance, creative and performance skills and a stronger understanding of the stages of the Great Plague, show a matroted balance with a partner. To create a sequence of gymnastic actions with a partner. To show a matroted balance with a partner. To create a sequence of gymnastic actions with a partner. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner.
Harriers Year 5/6	Year 5 invasion games – netball Year 5 Gymnastic Activities 2 Year 5 Orienteering Year 5/6 Invasion Games - Rugby 2	Year 5/6 – Dance highwayman Year 5/6 – striking and fielding – rounders Year 5/6 OAA - Teamwork and Problem Solving 1 Year 5/6 Gymnastic Activities 3	Year 5/ <mark>6</mark> – athletics Year 5/6 OAA – team building 2 Year 5/6 Gymnastic Activities 4 Year 5/6 - Creative Games
Topic outcomes (4 units)	To demonstrate passing and catching a netball with consistency, accuracy and control. To demonstrate a shoulder pass. To 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, including defending. To apply simple attacking and defending tactics when playing a netball-type game. * demonstrate bowling underarm with accuracy. To adapt and demonstrate a gymnasits sequence of at least six actions using travelling, rolling, jumping and balancing actions using the apparatus. To use the apparatus to perform jumping actions. To evaluate 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. 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. an demonstrate how to get around a simple course using the 8 points of a compas. 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 an erute on which control markers to visit and how to get there. Can record answers accurately. Can notifie to a control markers to visit and how to get there. Can record answers accurately. Can notifie to a control markers to usit and how to get there. Can record answers accurately. Can notifie to a control markers during a score event. Is apply simple tacking when playing a rugby-type game. To apply simple attacking tactics when playing a rugby-type game. To kapply simple attacking tactics when playing a rugby tapp egame. To apply simple attacking tactics when playing a	To the 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. To 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 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 bowling with accuracy in a game. To strike a ball with a bat. To use to all overarm when fielding. To demonstrate bowling underarm with accuracy. To strike a ball with a bat off a tee. 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. emonstrate working a part of a team to solve challenges. To demonstrate cooperating and working together as a team to complete challenges. To coeperating and working together as a team to complete challenges. To coeperate and work together as a team to complete challenges. To show encouragement on support to team embers. To demonstrate concise instructions To explain how they worked as a team to solve challenges. To demonstrate concern structures to a camus individual strengths. To explain how they chose their team roles. o perform shapes and balances with a partnerfo create a grunnastic sequence with counter balances and counter tension in a group. 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 in a group. To create a gymnastic sequ	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 use foot to two. To perform a pull throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sing throw. To develop running techniques at different speeds. To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To take part in an athletics event and record times and distances. Van communicate effectively Can trust and work with others to solve problems Can take responsibility for others. Can 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 neview performance and apply learning Character Problem Solving - Understand the need to review performance and apply learning Can share ideas confidently, when working as part of a team. Can review a performance and apply learning Can share ideas confidently, when working as part of a team. Can review aperformance and apply learning complete a task successfully. Can work effectively as part of a team. Can encourage others to improve performance Demonstrate a part weight bearing bolance. To create a sequence of gymnastic actions, paired and group balances using apparatus. To create and perform a sequence of gymnastic actions, paired and group balances using apparatus. To create and perform a group sequence using apparatus. To creater upby type game and select and apply tactics to outwit an opponent. To work as a team to solve a tactical problem through designing a unique invasion game. To adapt an invasion game to include positions and attacking/defending options. To apply game.