



PE curriculum EYFS, KS1 and KS2



PE curriculum EYFS, KS1 and KS2

At Pakeman, we are a one and a half form entry school and therefore we have a Year A / Year B cycle of topics in nursery, KS1 and KS2 (this is not needed in 2-plus or reception).

In nursery, reception, KS1 and KS2 we use the Beyond the Physical scheme of work. Children master PE skills within a phase so children revisit skills over the Year A and Year B cycles, or in the case of EYFS in nursery and in reception. For each PE unit of work, children should be taught the **key knowledge**, **key skills** and **key vocabulary**. Please ensure that this information is fully covered in the series of lessons that you plan. As children move through the school, they will build on prior knowledge, skills and vocabulary.

Throughout the Early Years Foundation Stage (EYFS), children engage in a wide variety of activities that support the development of both fine motor and gross motor skills on a daily basis. These skills are nurtured through purposeful play and structured experiences, both indoors and outdoors. Fine motor skills, such as hand-eye coordination, dexterity, and precision, are developed through tasks like drawing, building with small blocks, or using tools for creative activities. Gross motor skills, including balance, coordination, and strength, are fostered through physical activities like running, jumping, climbing, and playing with large equipment.

Contents

- Pages 3 to 4 **PE Topic Map EYFS, KS1 and KS2 (Year A / Year B cycle)**
- Page 5 **PE curriculum 2-Plus**
- Pages 6 to 7 **PE curriculum Nursery (Year A and Year B)**
- Pages 8 to 10 **PE curriculum Reception**
- Pages 11 to 16 **PE curriculum Year 1/2 Year A**
- Pages 17 to 22 **PE curriculum Year 1/2 Year B**
- Pages 23 to 29 **PE curriculum Year 3/4 Year A**
- Pages 30 to 36 **PE curriculum Year 3/4 Year B**
- Pages 37 to 43 **PE curriculum Year 5/6 Year A**
- Pages 44 to 50 **PE curriculum Year 5/6 Year B**

PE Topic Map EYFS, KS1 and KS2 (Year A / Year B cycle)

The Beyond the Physical **units** of work are listed below for nursery, reception, KS1 and KS2. PE is taught twice per week in KS1 and KS2, which means that two units are taught each half-term. **The first unit in each half-term is highlighted in yellow** and **the second unit in each half-term is highlighted in green**. Throughout the Early Years Foundation Stage (EYFS), children engage in a wide variety of activities that support the development of both fine motor and gross motor skills on a daily basis. In addition to this, nursery and reception take part in weekly PE lessons with a specialist teacher, using the Beyond the Physical scheme.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|--|---|
| 2-Plus | <i>Children engage in a wide variety of activities that support the development of both fine motor and gross motor skills on a daily basis. Please see 'Physical development throughout EYFS' in the 2-Plus section on page 5)</i> | | | | | |
| Nursery (Year A and Year B) | Unit 1: Play, move, explore (tailored for nursery) | Unit 2: Move, match, magic (tailored for nursery) | Unit 3: Explore, evade, escape (tailored for nursery) | Unit 4: Search, steal, share (tailored for nursery) | Unit 5: Crawl, climb, collect (tailored for nursery) | Unit 6: Hands, feet, equipment (tailored for nursery) |
| Reception | Unit 1: Play, move, explore | Unit 2: Move, match, magic | Unit 3: Explore, evade, escape | Unit 4: Search, steal, share | Unit 5: Crawl, climb, collect | Unit 6: Hands, feet, equipment |
| Year 1 and year 2 (Year A) | Unit 1: Agility, balance, coordination (Yr1) | Unit 3: Throw, prepare, catch (Yr 2) | Unit 5: Jump, shape, create (Yr 1) | Unit 7: Duel, win, lose (Yr 2) | Unit 9: Run, jump, throw (Yr 1) | Unit 11: Target, control, combine (Yr 2) |
| | Unit 2: Look, run, avoid (Yr 1) | Unit 4: Hands, feet, equipment (Yr 2) | Unit 6: Fair, share, dare (Yr 1) | Unit 8: Inspire, create, perform (Yr 2) | Unit 10: React, roll, retrieve (Yr 1) | Unit 12: Send, receive, return (Yr 2) |
| Year 1 and year 2 (Year B) | Unit 1: Agility, balance, coordination (Yr 2) | Unit 3: Throw, prepare, catch (Yr 1) | Unit 5: Jump, shape, create (Yr 2) | Unit 7: Duel, win, lose (Yr 1) | Unit 9: Run, jump, throw (Yr 2) | Unit 11: Target, control, combine (Yr 1) |
| | Unit 2: Look, run, avoid (Yr 2) | Unit 4: Hands, feet, equipment (Yr 1) | Unit 6: Fair, share, dare (Yr 2) | Unit 8: Inspire, create, perform (Yr 1) | Unit 10: React, roll, retrieve (Yr 2) | Unit 12: Send, receive, return (Yr 1) |

| | | | | | | |
|--|---|--|--|--|---|---|
| <p>Year 3 and year 4 (Year A)</p> | <p>Unit 1: Look run avoid (Yr 3)</p> <p>Unit 2: Agility, balance, coordination (Yr 3)</p> | <p>Unit 3: Fair, share, dare (Yr 4)</p> <p>Unit 4: Hands, feet, equipment (Yr 4)</p> | <p>Unit 5: Inspire, create, perform (Yr 3)</p> <p>Unit 6: Duel, win, lose (Yr 3)</p> | <p>Unit 7: Symmetry, balance, travel (Yr 4)</p> <p>Unit 8: Pass, position, patience (Yr 4)</p> | <p>Unit 9: Strike, react, rally (Yr 3)</p> <p>Unit 10: Accuracy, power, distance (Yr 3)</p> | <p>Unit 11: Run, jump, throw (Yr 4)</p> <p>Unit 12: React, roll, retrieve (Yr 4)</p> |
| <p>Year 3 and year 4 (Year B)</p> | <p>Unit 1: Look, run, avoid (Yr 4)</p> <p>Unit 2: Target, control, combine (Yr 4)</p> | <p>Unit 3: Jump, shape, create (Yr 3)</p> <p>Unit 4: Hands, feet, equipment (Yr 3)</p> | <p>Unit 5: Inspire, create, perform (Yr 4)</p> <p>Unit 6: Duel, win, lose (Yr 4)</p> | <p>Unit 7: Fair, share, dare (Yr 3)</p> <p>Unit 8: Pass, position, patience (Yr 3)</p> | <p>Unit 9: Strike, react, rally (Yr 4)</p> <p>Unit 10: Accuracy, power, distance (Yr 4)</p> | <p>Unit 11: Run, jump, throw (Yr 3)</p> <p>Unit 12: React, roll, retrieve (Yr 3)</p> |
| <p>Year 5 and year 6 (Year A)</p> | <p>Unit 1: Fair, share, dare (Yr 5)</p> <p>Unit 2: Evade, invade, capture (Yr 5)</p> | <p>Unit 3: Inspire, create, perform (Yr 6)</p> <p>Unit 4: Tag rugby (Yr 6)</p> | <p>Unit 5: Watch, move, connect (Yr 5)</p> <p>Unit 6: Symmetry, Balance, Travel (Yr 5)</p> | <p>Unit 7: Explore, solve, challenge (Yr 6)</p> <p>Unit 8: Basketball (Yr 6)</p> | <p>Unit 9: Aim, strike, retrieve (Yr 5)</p> <p>Unit 10: Run, jump, throw (Yr 5)</p> | <p>Unit 11: Speed, distance, strength (Yr 6)</p> <p>Unit 12: Volleyball (Yr 6)</p> |
| <p>Year 5 and year 6 (Year B)</p> | <p>Unit 1: Evade, invade, capture (Yr 6)</p> <p>Unit 2: Football (Yr 6)</p> | <p>Unit 3: Inspire, create, perform (Yr 5)</p> <p>Unit 4: Block, guard, support (Yr 5)</p> | <p>Unit 5: Symmetry, balance, travel (Yr 6)</p> <p>Unit 6: Dodgeball (Yr 6)</p> | <p>Unit 7: Serve, set, slam (Yr 5)</p> <p>Unit 8: Explore, solve, challenge (Yr 5)</p> | <p>Unit 9: Run, jump, throw (Yr 6)</p> <p>Unit 10: Cricket (Yr 6)</p> | <p>Unit 11: Speed, distance, strength (Yr 5)</p> <p>Unit 12: Lend, move, score (Yr 5)</p> |

Pakeman Primary School

PE curriculum – 2-Plus

| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|--------------------------------------|--|-----------------|-------------------|-----------------|------------------|-----------------|
| Topic | All About Me | Nursery Rhymes | Favourite Stories | Transport | Down at the Farm | Under the Sea |
| Physical development throughout EYFS | Throughout the Early Years Foundation Stage (EYFS), children engage in a wide variety of activities that support the development of both fine motor and gross motor skills on a daily basis. These skills are nurtured through purposeful play and structured experiences, both indoors and outdoors. Fine motor skills, such as hand-eye coordination, dexterity, and precision, are developed through tasks like drawing, building with small blocks, or using tools for creative activities. Gross motor skills, including balance, coordination, and strength, are fostered through physical activities like running, jumping, climbing, and playing with large equipment. In addition to this, nursery and reception take part in weekly PE lessons with a specialist teacher, using the Beyond the Physical scheme. | | | | | |
| Key skills | <p>Gross Motor Development</p> <ul style="list-style-type: none"> • Begin to run safely on different surfaces • Jump with both feet leaving the ground • Climb low steps and structures with support • Start to kick and throw large balls with some control <p>Fine Motor Development</p> <ul style="list-style-type: none"> • Explore different ways to grasp and manipulate objects • Use hands to push, pull, pat and hold small objects <p>Balance, Agility & Coordination</p> <ul style="list-style-type: none"> • Attempt to stand on one foot with support • Walk with increasing stability • Push, pull, and carry objects with control <p>Teamwork & Social Skills</p> <ul style="list-style-type: none"> • Begin to participate in simple group activities • Copy and respond to actions from adults or peers <p>Health & Fitness</p> <ul style="list-style-type: none"> • Show awareness of body movements (stretching, bending) • Start to recognise physical changes (breathing faster, feeling tired) | | | | | |
| Key knowledge | <ul style="list-style-type: none"> • Awareness of movement and how the body can move in different ways • Recognition of basic actions such as running, jumping, and rolling • Exploration of movement in response to sounds, objects, and people • Understanding that physical activity can be fun and enjoyable | | | | | |
| Key vocabulary | run, jump, roll, walk, push, pull, catch, climb, throw, kick, exercise, fast, slow, stretch, bend, safe | | | | | |

Pakeman Primary School
PE curriculum – Nursery (Year A and Year B)

| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|---|--|--|--|--|---|--|
| Year A Topic | Marvellous Me | Building & Construction | Making Music | Pirates | Shopping | Pets |
| Year B Topic | Marvellous Me | Building & Construction | Songs and Rhymes | Dinosaurs | People Who Help Us | On Safari |
| Physical development throughout EYFS | Throughout the Early Years Foundation Stage (EYFS), children engage in a wide variety of activities that support the development of both fine motor and gross motor skills on a daily basis. These skills are nurtured through purposeful play and structured experiences, both indoors and outdoors. Fine motor skills, such as hand-eye coordination, dexterity, and precision, are developed through tasks like drawing, building with small blocks, or using tools for creative activities. Gross motor skills, including balance, coordination, and strength, are fostered through physical activities like running, jumping, climbing, and playing with large equipment. In addition to this, nursery and reception take part in weekly PE lessons with a specialist teacher, using the Beyond the Physical scheme. | | | | | |
| PE Unit of Work | In the nursery setting, a tailored version of the Reception units from <i>Beyond the Physical</i> is used, adapting key concepts and activities to suit the developmental stage of younger children. This approach ensures that foundational skills are introduced in a playful, engaging manner, fostering curiosity and early learning. | | | | | |
| | Unit 1: Play, move, explore (tailored for nursery) | Unit 2: Move, match, magic (tailored for nursery) | Unit 3: Explore, evade, escape (tailored for nursery) | Unit 4: Search, steal, share (tailored for nursery) | Unit 5: Crawl, climb, collect (tailored for nursery) | Unit 6: Hands, feet, equipment (tailored for nursery) |
| Key skills | <p>Gross Motor Development</p> <ul style="list-style-type: none"> • Run safely, adjusting speed and direction • Jump off low objects and land safely • Throw, catch and kick a large ball with increasing coordination • Pedal tricycles and use ride-on toys with control <p>Fine Motor Development</p> <ul style="list-style-type: none"> • Develop control in using one-handed tools and equipment • Build strength for writing through play (e.g. squeezing, rolling, threading) <p>Balance, Agility & Coordination</p> <ul style="list-style-type: none"> • Climb low apparatus independently • Balance on different body parts • Change direction when moving <p>Teamwork & Social Skills</p> <ul style="list-style-type: none"> • Take turns in simple physical activities • Begin to follow basic rules in movement games | | | | | |

| | | | | | | |
|---------------------------------------|--|--|---|--|---|---|
| | Health & Fitness <ul style="list-style-type: none"> Recognise the effects of exercise on their bodies Engage in active play daily | | | | | |
| Key knowledge (Overarching) | <ul style="list-style-type: none"> Recognise how different movements feel (fast, slow, big, small) Awareness of basic equipment (balls, beanbags, hoops) Understanding that physical activity can be part of play Recognise that being active makes them feel good | | | | | |
| Key knowledge (Topic specific) | <p>1. We can move our bodies in different ways, like crawling, walking, or stretching</p> <p>2. We can play games with friends, taking turns and sharing toys like rolling or kicking a ball</p> <p>3. We can use kind words and help each other have fun while exploring how to move and play</p> | <p>1. We can move our bodies in different ways, like hopping, jumping, or turning</p> <p>2. We can practice moving carefully to stay steady and balanced</p> <p>3. We can play together, share toys, and use our imagination to have fun</p> | <p>1. We can move our bodies in different ways, like jumping, running, or crawling, to explore</p> <p>2. We can move our bodies to avoid bumping into things or people</p> <p>3. We can play with friends, share space, and have fun together</p> | <p>1. We can move our bodies in different ways, like running, jumping, or bending, to find things</p> <p>2. We can move carefully and safely around others and objects</p> <p>3. We can share with friends and take turns to play together</p> | <p>1. We can crawl, climb, and walk to move around and explore different places</p> <p>2. We can use our hands and feet to stay steady when climbing or crawling</p> <p>3. We can play together, share, and help each other find and collect things</p> | <p>1. We can move and control objects, like rolling, throwing, or kicking a ball</p> <p>2. We can use our hands, feet, or toys to move objects in fun ways</p> <p>3. We can try new challenges, like rolling a ball to a friend or kicking it in different ways</p> |
| Key vocabulary | play turn help space make share move kind | travel space copy pick throw make | explore steady hear move start stop play | find look move dodge share play help | crawl hands feet climb help together find | carry move hit kick roll push play |

Pakeman Primary School
PE curriculum - Reception

| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|---|--|-----------------------------------|---------------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|
| Topic | Who Am I? | Bears | What We Eat | Traditional Tales | Spring | Adventures |
| Physical development throughout EYFS | Throughout the Early Years Foundation Stage (EYFS), children engage in a wide variety of activities that support the development of both fine motor and gross motor skills on a daily basis. These skills are nurtured through purposeful play and structured experiences, both indoors and outdoors. Fine motor skills, such as hand-eye coordination, dexterity, and precision, are developed through tasks like drawing, building with small blocks, or using tools for creative activities. Gross motor skills, including balance, coordination, and strength, are fostered through physical activities like running, jumping, climbing, and playing with large equipment. In addition to this, nursery and reception take part in weekly PE lessons with a specialist teacher, using the Beyond the Physical scheme. | | | | | |
| PE Unit of Work | Unit 1: Play, move, explore | Unit 2: Move, match, magic | Unit 3: Explore, evade, escape | Unit 4: Search, steal, share | Unit 5: Crawl, climb, collect | Unit 6: Hands, feet, equipment |
| Key skills | <p>Gross Motor Development</p> <ul style="list-style-type: none"> • Negotiate space successfully when playing movement games • Move with confidence in different ways (hopping, skipping, galloping) • Develop increasing control when throwing, catching and kicking • Climb and balance on larger apparatus <p>Fine Motor Development</p> <ul style="list-style-type: none"> • Show accuracy and care when using small equipment (e.g. balls, beanbags) • Develop hand-eye coordination for controlled movements <p>Balance, Agility & Coordination</p> <ul style="list-style-type: none"> • Move with control and coordination in different ways • Balance on one foot for short periods • Explore simple movement sequences <p>Teamwork & Social Skills</p> <ul style="list-style-type: none"> • Play simple team games, understanding basic rules • Respond to instructions in movement activities <p>Health & Fitness</p> <ul style="list-style-type: none"> • Recognise why physical activity is important • Talk about how exercise affects the body | | | | | |

| | | | | | | |
|---------------------------------------|--|--|---|--|--|---|
| Key knowledge (Overarching) | <ul style="list-style-type: none"> • Understanding of how to move safely in a space • Recognition of different types of movements (hopping, skipping, galloping) • Awareness of how the body feels before and after exercise • Introduction to simple rules in games | | | | | |
| Key knowledge (Topic specific) | <ol style="list-style-type: none"> 1. We can move our bodies in different ways, including jumping, crawling, hopping, running, and sliding 2. Games have simple rules, like taking turns, a space to play in, and equipment like balls, hoops, or cones 3. We can be kind to our friends by sharing, taking turns, and using kind words to help everyone have fun 4. We can roll, throw, catch, and kick a ball to practice moving and controlling objects with our hands and feet | <ol style="list-style-type: none"> 1. We can move our bodies in different ways, like hopping, collecting, and turning 2. Using our bodies carefully helps us stay steady and move in a smooth way 3. We can listen to words or look at pictures to help us copy movements 4. Working together means sharing and playing with friends, using our imagination to make up fun games | <ol style="list-style-type: none"> 1. We can move in different ways, like running, jumping, or crawling, to explore the space around us 2. Moving our bodies helps us avoid people or things by changing direction or jumping out of the way 3. When playing, we can think about how to move around obstacles and avoid bumping into things or people 4. Working with friends in group activities helps us share space and cooperate, while encouraging each other to have fun and enjoy the game | <ol style="list-style-type: none"> 1. We can make different movements in activities, like running, jumping, bending, and stretching to find and collect objects 2. We can move quickly and safely around people and obstacles by looking where we are going and keeping space around us 3. Games with others can have challenges, like sharing objects or deciding whose turn it is 4. We can solve simple problems, like finding missing objects or helping a friend, by working together or thinking carefully | <ol style="list-style-type: none"> 1. We can crawl, climb, and walk to explore different areas and move around obstacles 2. We can crawl and climb carefully by using our hands and feet to stay safe and steady 3. When crawling and climbing, we think about where to put our hands and feet to help us stay balanced 4. Trying new activities can make us feel happy, excited, or unsure, and it's okay to talk about how we feel and understand how our friends feel too | <ol style="list-style-type: none"> 1. We can control objects using basic movements like rolling, throwing, catching, kicking, and bouncing 2. We can use our hands, feet, and equipment like balls or hoops to move and control objects in different ways 3. We can set goals, like trying to roll a ball to a friend or catch it without dropping it, and work hard to achieve them 4. We can choose different tasks or equipment, like using a smaller ball or standing further away, to make activities more challenging |

| | | | | | | |
|-----------------------|--|---|--|---|--|--|
| Key vocabulary | participate rules instructions space create compete send travel fair | travel space direction copy collect sort perform throw create | explore balance listen evade start stop react escape destroy flee | find seek hunt capture dodge avoid collaborate cooperate rescue | crawl feet hands climb together choose collect search find | carry dribble move hit kick swat roll push power |
| Week 1 | LO: To use my body to move in different ways | LO: To travel with different locomotion movements | LO: To move around the playing area using different movements | LO: To run to specific spaces | LO: To move my body confidently while crawling | LO: To move objects using hands, feet and equipment |
| Week 2 | LO: To follow the rules and instructions in an activity | LO: To follow a verbal instruction | LO: To find new ways to move and explore, using my imagination to make it fun | LO: To describe a challenge within an activity | LO: To figure out how to crawl through different spaces | LO: To add extra challenges into my activity |
| Week 3 | LO: To explore different ways of moving when playing a game | LO: To move to match different objects | LO: To quickly change direction to avoid others or obstacles | LO: To run to collect objects avoiding others | LO: To use my hands and feet to climb without losing my balance | LO: To strike an object with hands, feet and equipment |
| Week 4 | LO: To suggest a new rule or instruction in an activity | LO: To follow a visual instruction | LO: To watch where others are and decide the best way to avoid them | LO: To say what is easy for me and what is tricky | LO: To decide where to put my hands and feet to navigate safely | LO: To choose to use equipment which could be challenging |
| Week 5 | LO: To try new ways of moving myself and objects | LO: To move my body with control in creative ways | LO: To throw objects at a target and move safely | LO: To pull and carry objects with a partner | LO: To collect objects while crawling and move them to a different place | LO: To send an object with hands, feet and equipment |
| Week 6 | LO: To say three things which will make our activity fair | LO: To perform movements which match an image | LO: To select and collect equipment with other people | LO: To keep trying to find solutions to a challenge | LO: To think about the best way to collect items quickly and safely | LO: To work with a friend to set our own level of challenge |

Pakeman Primary School
PE curriculum - Year 1/2
Year A

| <u>Year A</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------------|---|---|--|---|--|---|
| Topic | Heroes (BHM focus) | Toys | Celebrations | Kings and Queens | Minibeasts | Classroom adventures |
| PE Unit of Work | Unit 1: Agility, balance, coordination (Yr1) Unit 2: Look, run, avoid (Yr 1) | Unit 3: Throw, prepare, catch (Yr 2) Unit 4: Hands, feet, equipment (Yr 2) | Unit 5: Jump, shape, create (Yr 1) Unit 6: Fair, share, dare (Yr 1) | Unit 7: Duel, win, lose (Yr 2) Unit 8: Inspire, create, perform (Yr 2) | Unit 9: Run, jump, throw (Yr 1) Unit 10: React, roll, retrieve (Yr 1) | Unit 11: Target, control, combine (Yr 2) Unit 12: Send, receive, return (Yr 2) |
| Key skills | <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> Develop balance, agility, and coordination in various activities Master basic movements such as running, jumping, throwing, and catching Perform simple movement patterns in dance <p>Games & Sport</p> <ul style="list-style-type: none"> Participate in team games using basic tactics for attacking and defending Apply basic movement skills to different activities <p>Dance & Movement</p> <ul style="list-style-type: none"> Perform simple movement sequences in response to music Explore different ways to move rhythmically <p>Health & Fitness</p> <ul style="list-style-type: none"> Recognise the importance of staying active for health and wellbeing Understand how exercise affects the body | | | | | |
| Key knowledge | <ul style="list-style-type: none"> Understanding of fundamental movement skills (running, jumping, throwing, catching) Recognition of balance, agility and coordination in movement Awareness of simple tactics in team games Understanding of how to participate safely in physical activity | | | | | |
| | Unit 1: Agility, balance, coordination (Yr1) | Unit 3: Throw, prepare, catch (Yr 2) | Jump, shape, create (Yr 1) | Unit 7: Duel, win, lose (Yr 2) | Unit 9: Run, jump, throw (Yr 1) | Unit 11: Target, control, combine (Yr 2) |

| | | | | | | |
|--|---|--|---|--|---|---|
| | <p>1. Agility is the ability to move quickly and easily, balance means staying steady and not falling, and coordination is the skill of using different parts of your body together smoothly</p> <p>2. We can improve agility, balance, and coordination by practicing simple movements, like hopping, jumping, and balancing on one foot, during our exercises</p> <p>3. Activities like running races, balancing on beams, and jumping through hoops all help to develop these skills and make us better at moving our bodies</p> <p>4. By practicing agility, balance, and coordination, we can become better at</p> | <p>1. You can use different types of throws depending on what you need, like a gentle underarm throw for accuracy or a strong overarm throw for distance</p> <p>2. Catching is easier when you keep your eyes on the ball and hold your hands in the right position to catch it</p> <p>3. You can change how you throw or catch depending on what you're playing with, like gripping a small ball lightly or holding a bigger ball firmly</p> <p>4. When playing in a team, it helps to encourage each other and share ideas to improve your throwing and catching</p> <p>Unit 4: Hands, feet, equipment (Yr 2)</p> | <p>1. There are different shapes you can make with your body while jumping, including tuck (knees to chest), straddle (legs apart), star (arms and legs stretched out), and straight (body in a line)</p> <p>2. Shapes can also be held while standing still, like the pike (legs straight out in front while sitting) or the V-sit (forming a V shape with your body and legs)</p> <p>3. Simple movements like a star jump followed by a tuck jump can be put together in a sequence to create a short routine</p> <p>4. Your body can be used as a tool to create different shapes and movements,</p> | <p>1. In games, winning means scoring more points than the other team, but it's important to try your best no matter the result</p> <p>2. Losing is part of playing games, and it helps us learn how to improve and try again next time</p> <p>3. Fair play means following the rules, taking turns, and being kind to others, whether you win or lose</p> <p>4. In tagging games, you need to move quickly and change direction to avoid being caught or to catch someone else</p> <p>Unit 8: Inspire, create, perform (Yr 2)</p> <p>1. Movements can match the beat of music, like clapping in time or stepping</p> | <p>1. Running with short, quick steps or longer strides helps us move at different speeds and control our movements</p> <p>2. Jumping in different ways, like two feet together or one foot at a time, helps us improve balance and coordination</p> <p>3. Throwing underarm and overarm helps us aim better and send objects different distances</p> <p>4. Using balance and agility helps us change direction quickly and stay in control while moving</p> <p>Unit 10: React, roll, retrieve (Yr 1)</p> <p>1. You can roll a ball by controlling it with your hands or feet, aiming for a target</p> | <p>1. Different types of throwing techniques can be used to develop coordination e.g. an overarm throw helps with distance, while an underarm throw is better for accuracy</p> <p>2. We can adjust our throwing and catching techniques depends on the equipment we use e.g. using a ball may require different techniques compared to using a beanbag or hoop</p> <p>3. Throwing and catching are important in cooperative games and these skills help us work together to achieve success</p> <p>4. Offering suggestions and encouraging each other builds a supportive environment for skill development</p> |
|--|---|--|---|--|---|---|

| | | | | | | |
|--|---|--|---|--|---|---|
| | <p>playing games, sports, and even doing everyday activities like jumping, skipping, and climbing</p> <p>Unit 2: Look, run, avoid (Yr 1)</p> <ol style="list-style-type: none"> 1. Running and turning are important skills that help us move around the playing area and avoid being tagged or caught 2. In games, we need to look for space, which is an area where we can move without getting too close to other players 3. In a simple invasion game, we try to move the ball or ourselves past defenders to score by reaching a target or goal 4. When playing a simple game, we use | <ol style="list-style-type: none"> 1. Dribbling with different types of equipment, like balls or beanbags, helps us practice controlling objects with our hands and feet 2. Using different parts of our bodies, like our feet for football or hands for basketball, improves our ability to move objects in a controlled way 3. Dribbling through obstacles or around cones helps us develop better coordination and control of the ball or equipment 4. When we practice dribbling, we can transfer the skills to games like football, basketball, or any game that involves controlling objects | <p>showing imagination and creativity in how you move and pose.</p> <p>Unit 6: Fair, share, dare (Yr 1)</p> <ol style="list-style-type: none"> 1. Giving your best effort helps your team succeed 2. Taking turns ensures everyone gets a chance to play 3. Being a good teammate means helping others and being kind 4. Playing fairly makes the game enjoyable for everyone. | <p>to the rhythm of a drum</p> <ol style="list-style-type: none"> 2. Dancers need to move carefully in a space without bumping into others, using directions (forwards, backwards, sideways) and levels (high, medium, low) 3. Movements can show feelings, like stomping for anger, swaying for calm, or jumping for excitement. 4. A sequence of movements, like three claps and a spin, can be copied and repeated to form part of a dance | <ol style="list-style-type: none"> 2. You can quickly react to a ball that is rolling towards you by getting into the right position to stop it 3. Watching how the ball moves helps you know where it will go, so you can be ready to catch or stop it 4. Staying focused and keeping a positive attitude helps you enjoy the game, even if things don't go perfectly | <p>Unit 12: Send, receive, return (Yr 2)</p> <ol style="list-style-type: none"> 1. You can send an object to a target or partner by using different movements, like throwing, hitting, or rolling 2. You can catch or receive an object by positioning your hands or body in the right way to stop it 3. You can track the path of a moving object by following its direction and speed 4. You can adjust how hard or soft you send or receive an object depending on the distance or target |
|--|---|--|---|--|---|---|

| | | | | | | |
|-----------------------|---|---|---|--|---|--|
| | running, turning, and teamwork to avoid defenders and try to score points | | | | | |
| Key vocabulary | <p>Unit 1: Agility, balance, coordination (Yr1) agility speed direction balance stable hold coordination body control</p> <p>Unit 2: Look, run, avoid (Yr 1) search space turn speed timing challenge dodge agility awareness</p> | <p>Unit 3: Throw, prepare, catch (Yr 2) throw target aim prepare ready body catch react predict</p> <p>Unit 4: Hands, feet, equipment (Yr 2) bounce control transfer position dribble direction explore coordination manipulate</p> | <p>Jump, shape, create (Yr 1) jump land absorb shape level hold create invent imagination</p> <p>Unit 6: Fair, share, dare (Yr 1) fair rules respect share plan teamwork dare risk reward</p> | <p>Unit 7: Duel, win, lose (Yr 2) duel direction change win celebrate respect lost learn persevere</p> <p>Unit 8: Inspire, create, perform (Yr 2) motif choreography action sequence travelling level matching unison timing performance</p> | <p>Unit 9: Run, jump, throw (Yr 1) agility balance coordination running jumping throwing catching</p> <p>Unit 10: React, roll, retrieve (Yr 1) respond quick reactions direction target aim send collect return</p> | <p>Unit 11: Target, control, combine (Yr 2) aim direction accuracy coordination position communicate collaborate compete cooperate</p> <p>Unit 12: Send, receive, return (Yr 2) send strike control aim receive react prepare watch return rally direction</p> |
| Week 1 | LO 1: To explore and perform a range of agility-based activities | LO 1: To use different techniques when throwing | LO 1: To explore jumping in different ways | LO 1: To use my fundamentals of movement to help me compete against others | LO 1: To run with speed and control LO 2: To run quickly in different directions | LO 1: To use my rolling skills to hit a target LO 2: To recognise when I need to |

| | | | | | | |
|---------------|---|--|--|--|--|---|
| | LO 2: To identify three different agility activities and their benefits | LO 2: To recognise which type of throw works best | LO 2: To identify the types of jumps I can perform well | LO 2: To recognise how play a game within the set rules | | change my technique to be more successful |
| Week 2 | LO 3: To explore and perform a range of balance-based activities LO 4: To identify three different balance activities and their benefits | LO 3: To use different techniques when being ready to catch LO 4: To recognise when I need to be ready to catch | LO 3: To explore jumping and creating different shapes LO 4: To identify movements that can be performed that match a theme | LO 3: To use my fundamentals of movement to help me compete against others LO 4: To recognise how play a game within the set rules | LO 3: To jump in different ways with control LO 4: To change the way I jump depending on the task | LO 3: To use my rolling skills to be able to send an object to a partner/team mate LO 4: To recognise when I need to change tactics to allow me and my partner to be more successful |
| Week 3 | LO 5: To explore and perform a range of coordination-based activities LO 6: To identify three different coordination activities and their benefits | LO 5: To use different techniques when catching LO 6: To recognise where an object might be travelling to | LO 5: To explore creating shapes that match a stimulus LO 6: To identify shapes I can make that link together | LO 5: To use my fundamentals of movement to allow me to be a challenging opponent LO 6: To recognise the challenges in need to overcome within a game to be able to improve | LO 5: To throw an object with control LO 6: To adapt the distance of my throw | LO 5: To use different levels of power in my rolling to combine with teammates LO 6: To recognise that my team needs to change tactics to be more successful |
| Week 4 | LO 1: To explore turning skills to be able to move into space LO 2: To identify spaces to move into | LO 1: To use my dribbling skills to control an object with my hands, feet and equipment LO 2: To recognise how to change my | LO 1: To explore what it is to be fair within a game LO 2: To identify when something is not fair | LO 1: To use a variety of dance actions including gestures, jumps and turns LO 2: To recognise actions which most suit a theme | LO 1: To explore reacting quickly to different stimulus LO 2: To identify when and where to move to react effectively | LO 1: To use a range of techniques to send an object LO 2: To recognise the most suitable way an of sending an object |

| | | | | | | |
|---------------|---|---|---|--|--|---|
| | | dribbling technique to avoid obstacles | | | | |
| Week 5 | <p>LO 3: To explore running skills to be able to move into a space</p> <p>LO 4: To identify when best to move into a space</p> | <p>LO 3: To use my dribbling skills to control an object with my hands, feet and equipment</p> <p>LO 4: To recognise how and when to change direction to shield an object from a defender</p> | <p>LO 3: To explore the importance of turn taking in a game</p> <p>LO 4: To identify when sharing is needed</p> | <p>LO 3: To use different travelling actions working at different levels</p> <p>LO 4: To recognise which travelling actions I can best perform at different levels</p> | <p>LO 3: To explore rolling a ball at different targets</p> <p>LO 4: To identify different ways to roll an object at a target</p> | <p>LO 3: To use a range of techniques to receive an object</p> <p>LO 4: To recognise the most suitable way of receiving an object</p> |
| Week 6 | <p>LO 5: To explore turning and running skills to avoid others</p> <p>LO 6: To identify when to move to avoid the defenders</p> | <p>LO 5: To use my dribbling skills to control an object with my hands, feet and equipment</p> <p>LO 6: To recognise the importance of keeping the object close to me</p> | <p>LO 5: To explore new activities, new challenges and new games</p> <p>LO 6: To identify when to take a risk in a game or activity</p> | <p>LO 5: To use actions with a partner to create a simple sequence</p> <p>LO 6: To recognise which actions can be best performed in a paired sequence</p> | <p>LO 5: To explore retrieving a ball by moving quickly towards it and picking it up smoothly</p> <p>LO 6: To identify the quickest route to retrieve the ball</p> | <p>LO 5: To use a range of techniques to return an object</p> <p>LO 6: To recognise the most suitable way of returning an object</p> |

Pakeman Primary School
PE curriculum - Year 1/2
Year B

| <u>Year B</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------------|---|---|--|---|--|---|
| Topic | This is Me! | Animals | Explorers | The Circus | Inventions | Holidays |
| PE Unit of Work | Unit 1: Agility, balance, coordination (Yr 2) Unit 2: Look, run, avoid (Yr 2) | Unit 3: Throw, prepare, catch (Yr 1) Unit 4: Hands, feet, equipment (Yr 1) | Unit 5: Jump, shape, create (Yr 2) Unit 6: Fair, share, dare (Yr 2) | Unit 7: Duel, win, lose (Yr 1) Unit 8: Inspire, create, perform (Yr 1) | Unit 9: Run, jump, throw (Yr 2) Unit 10: React, roll, retrieve (Yr 2) | Unit 11: Target, control, combine (Yr 1) Unit 12: Send, receive, return (Yr 1) |
| Key skills | <p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> Develop balance, agility, and coordination in various activities Master basic movements such as running, jumping, throwing, and catching Perform simple movement patterns in dance <p>Games & Sport</p> <ul style="list-style-type: none"> Participate in team games using basic tactics for attacking and defending Apply basic movement skills to different activities <p>Dance & Movement</p> <ul style="list-style-type: none"> Perform simple movement sequences in response to music Explore different ways to move rhythmically <p>Health & Fitness</p> <ul style="list-style-type: none"> Recognise the importance of staying active for health and wellbeing Understand how exercise affects the body | | | | | |
| Key knowledge | <ul style="list-style-type: none"> Understanding of fundamental movement skills (running, jumping, throwing, catching) Recognition of balance, agility and coordination in movement Awareness of simple tactics in team games Understanding of how to participate safely in physical activity | | | | | |
| | Unit 1: Agility, balance, coordination (Yr 2) | Unit 3: Throw, prepare, catch (Yr 1) | Unit 5: Jump, shape, create (Yr 2) | Unit 7: Duel, win, lose (Yr 1) | Unit 9: Run, jump, throw (Yr 2) | Unit 11: Target, control, combine (Yr 1) |

| | | | | | | |
|--|---|--|--|---|--|---|
| | <p>1. Agility, balance, and coordination are important for many activities, including sports like football, gymnastics, and even dancing</p> <p>2. To improve these skills, we can practice movements like zig-zag running, hopping, or balancing while moving forward or sideways</p> <p>3. When we practice these skills, it helps us perform better in different activities and keeps us safe by improving our control of movement</p> <p>4. When tasks feel tricky, it's important to keep trying and not give up—this perseverance helps us improve over time and become more confident in our abilities</p> | <p>1. In a game, you can pick the type of throw that works best, like a soft throw for accuracy or a harder throw for getting the ball further</p> <p>2. You'll catch better when you watch the ball closely and make sure your body is in the right position</p> <p>3. By helping each other and giving tips, you can make playing together more fun and improve your throwing and catching</p> <p>4. You can change how you throw and catch depending on the equipment, like holding a small ball gently or gripping a bigger ball more firmly</p> <p>Unit 4: Hands, feet, equipment (Yr 1)</p> | <p>1. Balancing is important when making static shapes, like holding a V-sit without wobbling or standing in a star shape with arms and legs stretched evenly</p> <p>2. Movements can be combined with shapes, like jumping into a tuck shape and landing softly without losing balance</p> <p>3. Smoothly moving from one shape to another, such as transitioning from a straight shape to a straddle jump, makes routines look polished and flowing</p> <p>4. Shapes and movements can be created at different levels, such as low (sitting in a pike shape), medium (standing in a star</p> | <p>1. Being a good sportsperson means cheering for others, playing by the rules, and not giving up, even if things don't go your way</p> <p>2. Winning feels great, but it's important to stay humble and congratulate others for trying their best</p> <p>3. Tagging games help us practise speed, balance, and teamwork while having fun with friends</p> <p>4. Knowing when to run, stop, and change direction can help you play better and enjoy the game more</p> <p>Unit 8: Inspire, create, perform (Yr 1)</p> <p>1. There are a range of dance</p> | <p>1. Practising running, jumping, and throwing helps us get better at controlling our movements in games and races</p> <p>2. Balancing on one foot or moving around objects carefully helps us stay steady and focused</p> <p>3. Throwing with the right technique, like stepping forward and aiming, helps us be more accurate</p> <p>4. We can use running, jumping, and throwing together to play fun games and challenges with our friends</p> <p>Unit 10: React, roll, retrieve (Yr 2)</p> <p>1. You can roll a ball accurately by thinking about how</p> | <p>1. By focusing on the target and adjusting our direction, we improve accuracy</p> <p>2. Controlling the ball or object is essential in passing it to others</p> <p>3. We adjust our technique based on the type of game we're playing e.g. a short throw may require a different approach than a long-distance pass</p> <p>4. By supporting teammates and offering positive feedback, we create a motivating environment</p> <p>Unit 12: Send, receive, return (Yr 1)</p> <p>1. You can return an object back to a partner or target by using your body or equipment,</p> |
|--|---|--|--|---|--|---|

| | | | | | | |
|--|---|---|---|---|---|--|
| | <p>Unit 2: Look, run, avoid (Yr 2)</p> <ol style="list-style-type: none"> 1. Changing direction quickly during a game helps us get away from defenders and find better positions to receive the ball 2. Effective space is when we find areas on the field where we can move easily to help our team score 3. In a basic invasion game, we work together to pass, move, and avoid defenders to reach the goal 4. Playing a simple invasion game means knowing when to run into space and when to pass the ball to a teammate | <ol style="list-style-type: none"> 1. Practising dribbling in different ways, such as bouncing a ball or rolling it, helps us improve our hand-eye coordination 2. Changing the speed or direction while dribbling helps us keep control and adapt to the game 3. Dribbling with both feet or hands, and using soft touches, gives us better control when playing games 4. Dribbling around other players in games allows us to practise moving with control while avoiding being blocked | <p>shape), or high (jumping into a tuck shape)</p> <p>Unit 6: Fair, share, dare (Yr 2)</p> <ol style="list-style-type: none"> 1. Trying your best makes the game more fun for everyone 2. Listening to others and taking turns keeps the game fair 3. Sharing ideas helps the team work together to succeed 4. Respecting others helps keep the game fun, even when things don't go as planned | <p>movements, including jumping, twisting, stretching, and turning, which can be combined to create a simple routine</p> <ol style="list-style-type: none"> 2. The body can make shapes like a star, a straight line, or a curled-up ball, which can be used in dance 3. Simple patterns, like "step-step-jump," can be created and performed to make dances easy to remember 4. Holding hands with a partner or following their movements helps dancers work together as a team | <p>hard to push it and where it needs to go</p> <ol style="list-style-type: none"> 2. Getting into a good position when a ball rolls towards you helps you stop or catch it faster 3. Knowing where the ball is going helps you plan your next move and get ready to react quickly 4. Being confident and encouraging others keeps the game fun, even when you make mistakes | <p>depending on what you're playing</p> <ol style="list-style-type: none"> 2. You can decide the best way to send or return an object based on where your partner is and how the object is moving 3. You can use your body position to help you send or receive objects with more control and accuracy 4. You can practise different ways of sending and receiving objects to become more confident and improve your skills |
|--|---|---|---|---|---|--|

| | | | | | | |
|------------------------------|--|---|---|---|---|--|
| <p>Key vocabulary</p> | <p>Unit 1: Agility, balance, coordination (Yr 2) agility speed direction balance stable hold coordination body control</p> <p>Unit 2: Look, run, avoid (Yr 2) search space turn speed timing challenge dodge agility awareness</p> | <p>Unit 3: Throw, prepare, catch (Yr 1) throw target aim prepare ready body catch react predict</p> <p>Unit 4: Hands, feet, equipment (Yr 1) bounce control transfer position dribble direction explore coordination manipulate</p> | <p>Unit 5: Jump, shape, create (Yr 2) jump land absorb shape level hold create invent imagination</p> <p>Unit 6: Fair, share, dare (Yr 2) fair rules respect share plan teamwork dare risk reward</p> | <p>Unit 7: Duel, win, lose (Yr 1) duel direction change win celebrate respect lost learn persevere</p> <p>Unit 8: Inspire, create, perform (Yr 1) motif choreography action sequence travelling level matching unison timing performance</p> | <p>Unit 9: Run, jump, throw (Yr 2) agility balance coordination running jumping throwing catching</p> <p>Unit 10: React, roll, retrieve (Yr 2) respond quick reactions direction target aim send collect return</p> | <p>Unit 11: Target, control, combine (Yr 1) aim direction accuracy coordination position communicate collaborate compete cooperate</p> <p>Unit 12: Send, receive, return (Yr 1) send strike control aim receive react prepare watch return rally direction</p> |
| <p>Week 1</p> | <p>LO 1: To use my agility to complete activities with speed</p> <p>LO 2: To recognise how different activities develop skills that can be applied to other activities</p> | <p>LO 1: To explore different ways of throwing an object</p> <p>LO 2: To identify the best type of throw to use for different activities</p> | <p>LO 1: To use different jumping techniques</p> <p>LO 2: To recognise which jumping techniques I can improve</p> | <p>LO 1: To explore the physical skills needed to successful when competing against a partner</p> <p>LO 2: To identify how to score points in a game activity</p> | <p>LO 1: To run with speed and control</p> <p>LO 2: To run quickly in different directions</p> | <p>LO 1: To explore ways of being able to hit a target</p> <p>LO 2: To identify how to change my technique to be more successful</p> |

| | | | | | | |
|----------------------|---|--|--|---|---|--|
| <p>Week 2</p> | <p>LO 3: To use my balance skills to complete activities with control and stability</p> <p>LO 4: To recognise how different activities develop skills that can be applied to other activities</p> | <p>LO 3: To explore different ways of being ready to catch</p> <p>LO 4: To identify when I need to be ready to make a catch</p> | <p>LO 3: To use different techniques for jumping and creating shapes</p> <p>LO 4: To recognise which movements I can make</p> | <p>LO 3: To explore the physical skills needed to win when playing a game</p> <p>LO 4: To identify how to win a game</p> | <p>LO 3: To jump in different ways with control</p> <p>LO 4: To change the way I jump depending on the task</p> | <p>LO 3: To explore ways of being able to move an object to a partner with control</p> <p>LO 4: To identify strategies to allow me and my partner to be more successful and accurate</p> |
| <p>Week 3</p> | <p>LO 5: To use coordination to complete activities with success and control</p> <p>LO 6: To recognise how different activities develop skills that can be applied to other activities</p> | <p>LO 5: To explore different ways of catching an object</p> <p>LO 6: To predict and move to where an object will be</p> | <p>LO 5: To use my body to create shapes to match a stimulus</p> <p>LO 6: To recognise shapes I can make that link well together</p> | <p>LO 5: To explore the physical skills I need to improve to be more successful</p> <p>LO 6: To identify the rules which mean I have lost within a game</p> | <p>LO 5: To throw an object with control</p> <p>LO 6: To adapt the distance of my throw</p> | <p>LO 5: To explore how to adapt the power I use when rolling or throwing an object</p> <p>LO 6: To identify tactics that will help my team be successful</p> |
| <p>Week 4</p> | <p>LO 1: To use my turning skills to move into space</p> <p>LO 2: To recognise the best spaces to move into</p> | <p>LO 1: To explore dribbling with my hands, feet and equipment</p> <p>LO 2: To identify which sporting activities require dribbling an object</p> | <p>LO 1: To use fairness in game situations</p> <p>LO 2: To recognise when others are not playing by the rules</p> | <p>LO 1: To explore basic dance actions including jumps and turns.</p> <p>LO 2: To identify actions which can match a theme</p> | <p>LO 1: To use my reaction skills to move effectively in different situations</p> <p>LO 2: To recognise how my movements may need to change based on what I have to react to</p> | <p>LO 1: To explore a range of ways to send an object towards a target or partner</p> <p>LO 2: To identify the most suitable way an of sending an object</p> |

| | | | | | | |
|----------------------|--|--|---|---|--|---|
| <p>Week 5</p> | <p>LO 3: To use my running skills to move into space</p> <p>LO 4: To recognise when to move quickly into a space</p> | <p>LO 3: To explore dribbling with my hands, feet and equipment</p> <p>LO 4: To identify a range of ways to dribble with my body</p> | <p>LO 3: To use my sharing skills when playing games</p> <p>LO 4: To recognise when it is important to take turns in a game</p> | <p>LO 3: To explore different ways of travelling</p> <p>LO 4: To identify actions which can be made into travelling movements</p> | <p>LO 3: To use my rolling skills to send a ball with control and accuracy towards a target</p> <p>LO 4: To recognise the best way to roll the ball depending on the distance and target</p> | <p>LO 3: To explore a range of ways to receive an object from a partner</p> <p>LO 4: To identify the most suitable way of receiving an object</p> |
| <p>Week 6</p> | <p>LO 5: To use my turning and running skills to avoid others</p> <p>LO 6: To recognise my best movements to avoid the defenders</p> | <p>LO 5: To explore dribbling with hands, feet and equipment</p> <p>LO 6: To identify what characteristics ensure successful dribbling</p> | <p>LO 5: To use new activities as an opportunity to improve</p> <p>LO 6: To recognise the importance of taking risks in games</p> | <p>LO 5: To explore simple movements with a partner</p> <p>LO 6: To identify actions I can perform effectively with a partner</p> | <p>LO 5: To use retrieval skills to retrieve the ball efficiently by using a quick and coordinated movement</p> <p>LO 6: To recognise how to retrieve the ball in the most efficient way</p> | <p>LO 5: To explore a range of ways to return an object towards a target or partner</p> <p>LO 6: To identify the most suitable way of returning an object</p> |

Pakeman Primary School
PE curriculum - Year 3/4
Year A

| <u>Year A</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------------|--|---|---|---|--|---|
| Topic | Stone Age to Iron Age | Journeys | Anglo Saxons | Mountains | Time-travellers | Rainforests |
| PE Unit of Work | Unit 1: Look run avoid (Yr 3) Unit 2: Agility, balance, coordination (Yr 3) | Unit 3: Fair, share, dare (Yr 4) Unit 4: Hands, feet, equipment (Yr 4) | Unit 5: Inspire, create, perform (Yr 3) Unit 6: Duel, win, lose (Yr 3) | Unit 7: Symmetry, balance, travel (Yr 4) Unit 8: Pass, position, patience (Yr 4) | Unit 9: Strike, react, rally (Yr 3) Unit 10: Accuracy, power, distance (Yr 3) | Unit 11: Run, jump, throw (Yr 4) Unit 12: React, roll, retrieve (Yr 4) |
| Key skills | <p>Applying and Developing Skills</p> <ul style="list-style-type: none"> Develop and apply a broader range of movement skills Link actions together to create movement sequences <p>Games & Sport</p> <ul style="list-style-type: none"> Play competitive games with a greater understanding of attacking and defending Use skills such as passing, dribbling, and shooting in different sports <p>Dance & Movement</p> <ul style="list-style-type: none"> Perform dance routines using a wider range of movement patterns Work collaboratively to create movement sequences <p>Outdoor & Adventurous Activities</p> <ul style="list-style-type: none"> Take part in team-based challenges that require problem-solving Develop confidence in outdoor environments <p>Health & Fitness</p> <ul style="list-style-type: none"> Recognise how different exercises contribute to fitness Begin to set personal goals for improvement | | | | | |

| | | | | | | |
|-----------------------------|---|--|---|---|--|---|
| <p>Key knowledge</p> | <ul style="list-style-type: none"> • Understanding of how to combine movement skills effectively • Awareness of teamwork and communication in sports and activities • Recognition of key rules and strategies in competitive games • Knowledge of how to improve performance through practice | | | | | |
| | <p>Unit 1: Look run avoid (Yr 3)</p> <p>1. Changing speed and direction helps us lose defenders and create space for teammates to receive the ball or make a play</p> <p>2. To avoid a defender, we can use strategies like feinting, sharp turns, and quick sprints to change direction and break free</p> <p>3. Being ambitious means trying new moves and strategies, such as attempting a difficult pass or making a fast run to confuse the defence</p> | <p>Unit 3: Fair, share, dare (Yr 4)</p> <p>1. Team games help everyone practice cooperation and get better at physical skills</p> <p>2. Fair play means following the rules, which makes the game fair and fun for everyone</p> <p>3. Supporting your teammates with encouragement helps build a positive team atmosphere</p> <p>4. When things don't go your way, staying calm helps keep the game respectful</p> <p>Unit 4: Hands, feet, equipment (Yr 4)</p> <p>1. Dribbling with control means keeping the ball close to your body while</p> | <p>Unit 5: Inspire, create, perform (Yr 3)</p> <p>1. Dance actions include leaps, spins, balances, and gestures, which can be linked together smoothly</p> <p>2. Different types of music, such as fast drumming or slow violin, can inspire matching movements</p> <p>3. A dance can tell a story e.g. showing a rainstorm with fluttering fingers and jumping puddles</p> <p>4. Groups can create dances by deciding on movements together, such as all spinning at the same time or moving in a wave</p> <p>Unit 6: Duel, win, lose (Yr 3)</p> | <p>Unit 7: Symmetry, balance, travel (Yr 4)</p> <p>1. Symmetrical shapes are the same on both sides (like a star), while asymmetrical shapes are uneven (like one arm stretched and one bent). Both can be used creatively in routines</p> <p>2. Counter-balance involves working with a partner to balance by leaning away from each other, while counter-tension uses pulling forces to stay balanced</p> <p>3. Different types of jumps, like a half-turn jump or a straddle jump, and rolls, like a forward or teddy bear roll, can add variety to gymnastics routines</p> <p>4. Routines become more dynamic when shapes, balances, and travels are</p> | <p>Unit 9: Strike, react, rally (Yr 3)</p> <p>1. You can use different techniques like a forehand, backhand, or volley to strike a ball effectively, depending on the game</p> <p>2. You can react to a moving ball by positioning your body and adjusting your grip on the equipment, such as a racket or bat, to make accurate returns</p> <p>3. You can anticipate the ball's path by tracking its flight and adjusting your footwork to position yourself for the best strike</p> | <p>Unit 11: Run, jump, throw (Yr 4)</p> <p>1. Running with speed and control means using quick feet and good posture to move efficiently</p> <p>2. Jumping in different ways, like hopping, leaping, and bounding, helps us adjust to different challenges</p> <p>3. Throwing with control means adjusting power and direction to reach different targets</p> <p>4. Good agility helps us move quickly in different directions without losing balance</p> <p>Unit 12: React, roll, retrieve (Yr 4)</p> <p>1. You can use good body position to roll</p> |

| | | | | | | |
|--|---|--|--|--|---|--|
| | <p>4. We can make games more challenging by increasing the speed of play, shrinking the playing area, or adding more defenders</p> <p>Unit 2: Agility, balance, coordination (Yr 3)</p> <p>1. Agility is moving quickly and changing direction easily, balance is staying steady, and coordination is how we use our body parts together. These skills are important in sports like football, gymnastics, and dance</p> <p>2. To improve agility, balance, and coordination,</p> | <p>moving, using the right technique for different sports</p> <p>2. Using your feet or hands to dribble effectively depends on the type of equipment and the activity you're doing, such as football or basketball</p> <p>3. Dribbling strategies, like changing direction or pace, help you avoid defenders and maintain control of the ball or equipment</p> <p>4. In games, you can use different techniques for dribbling, like inside foot touches for football or low bounces for basketball, depending on the situation</p> | <p>1. Using fundamental movement skills like running, dodging, and reacting quickly helps to compete more effectively in tagging and invasion games</p> <p>2. Applying simple strategies, such as moving into space or staying in position, can help your team attack and defend better</p> <p>3. Good teamwork means passing, communicating, and supporting teammates to achieve a common goal in competitive games</p> <p>4. Winning and losing are both important parts of competition, and showing respect to others helps everyone enjoy the game</p> | <p>combined seamlessly, such as moving from a symmetrical balance into an asymmetrical travel</p> <p>Unit 8: Pass, position, patience (Yr 4)</p> <p>1. You can use different types of passes, like a short pass for quick movement or a long pass for more distance, to help your team advance.</p> <p>2. You can apply attacking strategies, such as creating space by running into open areas or drawing defenders away, to help your team move the ball forward</p> <p>3. You can communicate with teammates to signal when to pass and where to move, helping maintain possession and build up play effectively</p> <p>4. You can show patience by holding the ball, waiting for teammates to get into the right position before making a pass to</p> | <p>4. You can focus on your timing and technique to strike the ball with the right amount of force, whether for a short rally or a long rally</p> <p>Unit 10: Accuracy, power, distance (Yr 3)</p> <p>1. You can use different throwing techniques like an underarm throw for accuracy, an overarm throw for power, or a sidearm throw for distance, depending on the task</p> <p>2. You can select the best type of throw for a situation, such as a gentle, accurate throw for hitting a target or a strong, long throw for covering more distance</p> | <p>the ball accurately and retrieve it quickly</p> <p>2. When retrieving a rolling ball, adjusting your technique based on how fast or far the ball is helps you control it better</p> <p>3. Anticipating the ball's movement by watching its speed and direction helps you plan where to go to retrieve it</p> <p>4. Staying positive and not giving up, even when it's hard, helps you keep trying and improve your skills</p> |
|--|---|--|--|--|---|--|

| | | | | | | |
|--|---|--|--|-------------------------------------|---|--|
| | <p>we can perform exercises such as side-to-side shuffling, balancing on one leg, and jumping over obstacles. These activities make us more skilled in movement</p> <p>3. We need agility, balance, and coordination in many games. For example, in football, we need agility to change direction, balance to control the ball, and coordination to pass and shoot accurately</p> <p>4. When we work on these skills, we also learn resilience—keeping going even when it's tough. Resilience helps us push through challenges and do</p> | | | <p>maintain control of the game</p> | <p>3. You can adjust your throw based on the equipment, like using a lighter ball for accuracy or a heavier one for power and distance</p> <p>4. You can work with others to share ideas and improve your technique, helping each other practice different throws to get better</p> | |
|--|---|--|--|-------------------------------------|---|--|

| | | | | | | |
|-----------------------|--|--|---|--|---|--|
| | our best, and we can encourage others to keep trying too | | | | | |
| Key vocabulary | <p>Unit 1: Look run avoid (Yr 3) search space turn speed timing challenge dodge agility awareness</p> <p>Unit 2: Agility, balance, coordination (Yr 3) agility speed direction balance stable hold coordination body control</p> | <p>Unit 3: Fair, share, dare (Yr 4) fair rules respect share strategies teamwork dare risk brave</p> <p>Unit 4: Hands, feet, equipment (Yr 4) bounce control transfer position dribble direction explore coordination manipulate</p> | <p>Inspire, create, perform (Yr 3) motif choreography action sequence travelling improvise level pathways collaborate mirroring timing performance</p> <p>Unit 6: Duel, win, lose (Yr 3) duel direction change win celebrate respect lost learn persevere</p> | <p>Unit 7: Symmetry, balance, travel (Yr 4) symmetry asymmetrical shapes balance hold tension travel roll move</p> <p>Unit 8: Pass, position, patience (Yr 4) pass accuracy control position angle support patience timing awareness</p> | <p>Unit 9: Strike, react, rally (Yr 3) strike control send react move respond rally return teamwork</p> <p>Unit 10: Accuracy, power, distance (Yr 3) accuracy aim target power technique throw strike distance strength</p> | <p>Unit 11: Run, jump, throw (Yr 4) jumping throwing catching isolation combination flexibility strength technique control balance</p> <p>Unit 12: React, roll, retrieve (Yr 4) respond adapt reactions direction target accurate recover collect return</p> |
| Week 1 | LO 1: To develop turning in different directions to move into spaces | LO 1: To apply my ability to play fairly in a range of games and activities | LO 1: To develop use of dance actions within whole group routines | LO 1: To embed the characteristics of symmetry within my work | LO 1: To develop a range of techniques to strike an object | LO 1: To run with speed and control LO 2: To run quickly in different directions |

| | | | | | | |
|---------------|---|--|---|---|---|---|
| | LO 2: To select when to move into an effective space | LO 2: To decide when it is appropriate to increase my work rate to inspire and motivate others | LO 2: To select appropriate actions to express words in a theme | LO 2: To explain the concept of symmetry and identify symmetrical positions and movements | LO 2: To select the most suitable technique to strike an object | |
| Week 2 | LO 3: To develop running in different directions to move into spaces. LO 4: To select when I need to change my speed to move into an effective space | LO 3: To apply my ability to share in a range of games and activities LO 4: To decide when it is appropriate to share with the rest of my team | LO 3: To develop travelling movements using different pathways LO 4: To select appropriate travelling movements which link to our theme | LO 3: To embed the characteristics of balance within my work LO 4: To explain the key elements of balance and how they contribute to successful execution of gymnastics skills | LO 3: To develop a range of techniques to react to the movement of an object LO 4: To select the most suitable technique to react to the movement of an object | LO 3: To jump in different ways with control LO 4: To change the way I jump depending on the task |
| Week 3 | LO 5: To develop my turning and running skills to move past defenders LO 6: To select appropriate times and spaces to move to avoid defenders | LO 5: To apply my ability to take risks in a range of games and activities LO 6: To decide when to take risks in a game to help my team be successful | LO 5: To develop my use of dance actions alongside a partner LO 6: To select suitable actions which I can mirror with a partner | LO 5: To embed the characteristics of travel within my work LO 6: To explain how travel patterns contribute to fluidity and control in a gymnastics routine | LO 5: To develop a range of techniques to rally in a game LO 6: To select the most suitable technique to return an object in a game | LO 5: To throw an object with control LO 6: To adapt the distance of my throw |
| Week 4 | LO 1: To develop my agility skills across a range of activities LO 2: To select when to change speed and | LO 1: To apply my dribbling skills to activities which use hands, feet and equipment LO 2: To decide which techniques to use to be | LO 1: To develop my fundamentals of movement to help me compete against others LO 2: To select tactics to help me be competitive in a game | LO 1: To apply accurate passing skills with different equipment LO 2: To decide on appropriate passes to make to a teammate | LO 1: To develop my throwing skills to strike a target with accuracy LO 2: To select the best type of throw to use for accuracy | LO 1: To apply reaction skills with precision in various scenarios LO 2: To decide which movements are most effective in different scenarios |

| | | | | | | |
|---------------|---|--|--|--|---|--|
| | direction during game activities | able to dribble with close control | | | | |
| Week 5 | <p>LO 3: To develop my balancing skills across a range of activities</p> <p>LO 4: To select and transfer across balance skills I have learnt into game activities</p> | <p>LO 3: To apply my dribbling skills to activities which use hands, feet and equipment</p> <p>LO 4: To decide which parts of the foot are most effective when dribbling</p> | <p>LO 3: To develop my fundamentals of movement to help me be successful in games</p> <p>LO 4: To select tactics to be able to help me be successful in a game</p> | <p>LO 3: To apply spatial awareness to find effective positions</p> <p>LO 4: To decide the most effective positions to be in to receive a pass</p> | <p>LO 3: To develop my throwing skills to strike a target with power</p> <p>LO 4: To select the best type of throw to use for power</p> | <p>LO 3: To apply rolling techniques with consistent accuracy at a variety of targets</p> <p>LO 4: To decide which rolling technique is most effective in different scenario</p> |
| Week 6 | <p>LO 5: To develop my coordination skills across a range of activities</p> <p>LO 6: To select and transfer across coordination skills I have learnt into game activities</p> | <p>LO 5: To apply my dribbling skills to activities which use hands, feet and equipment</p> <p>LO 6: To decide which skills I can use to beat a defender</p> | <p>LO 5: To develop my fundamentals of movement to allow me to be a challenging opponent</p> <p>LO 6: To select tactics to help me outwit an opponent</p> | <p>LO 5: To apply the combination of passing and moving into space with team games</p> <p>LO 6: To decide the right time to pass to a teammate</p> | <p>LO 5: To develop my throwing skills to throw an object over a distance</p> <p>LO 6: To select the best type of throw to use for distance</p> | <p>LO 5: To apply consistent technique in order to retrieve objects efficiently</p> <p>LO 6: To decide how best to adapt to the situation in order to retrieve quickly</p> |

Pakeman Primary School
PE curriculum - Year 3/4
Year B

| <u>Year B</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|-----------------|--|---|---|---|--|---|
| Topic | Ancient Egypt | Energy and power | Romans | Active Planet | Chocolate | Europe |
| PE Unit of Work | Unit 1: Look, run, avoid (Yr 4) Unit 2: Target, control, combine (Yr 4) | Unit 3: Jump, shape, create (Yr 3) Unit 4: Hands, feet, equipment (Yr 3) | Unit 5: Inspire, create, perform (Yr 4) Unit 6: Duel, win, lose (Yr 4) | Unit 7: Fair, share, dare (Yr 3) Unit 8: Pass, position, patience (Yr 3) | Unit 9: Strike, react, rally (Yr 4) Unit 10: Accuracy, power, distance (Yr 4) | Unit 11: Run, jump, throw (Yr 3) Unit 12: React, roll, retrieve (Yr 3) |
| Key skills | <p>Applying and Developing Skills</p> <ul style="list-style-type: none"> • Develop and apply a broader range of movement skills • Link actions together to create movement sequences <p>Games & Sport</p> <ul style="list-style-type: none"> • Play competitive games with a greater understanding of attacking and defending • Use skills such as passing, dribbling, and shooting in different sports <p>Dance & Movement</p> <ul style="list-style-type: none"> • Perform dance routines using a wider range of movement patterns • Work collaboratively to create movement sequences <p>Outdoor & Adventurous Activities</p> <ul style="list-style-type: none"> • Take part in team-based challenges that require problem-solving • Develop confidence in outdoor environments <p>Health & Fitness</p> <ul style="list-style-type: none"> • Recognise how different exercises contribute to fitness • Begin to set personal goals for improvement | | | | | |

| | | | | | | |
|----------------------|---|---|---|--|--|---|
| Key knowledge | <ul style="list-style-type: none"> • Understanding of how to combine movement skills effectively • Awareness of teamwork and communication in sports and activities • Recognition of key rules and strategies in competitive games • Knowledge of how to improve performance through practice | | | | | |
| | <p>Unit 1: Look, run, avoid (Yr 4)</p> <p>1. Using changes in speed and direction allows us to stay ahead of defenders and position ourselves better for attacking</p> <p>2. Effective strategies for avoiding a defender include using sudden changes in pace, fake moves, and well-timed bursts of speed</p> <p>3. Being ambitious in a game means not hesitating to try new tactics, such as taking on a defender or setting up a teammate with a creative pass</p> <p>4. Adapting the rules of a game, such as increasing the size of the playing area or changing the scoring</p> | <p>Unit 3: Jump, shape, create (Yr 3)</p> <p>1. Build on previous shapes (tuck, straddle, star) by adding precision and control, such as ensuring pointed toes and extended limbs during jumps</p> <p>2. Combine multiple jumps and static shapes into longer, more complex sequences, like a tuck jump into a V-sit, transitioning to a straddle jump</p> <p>3. Vary the speed and force of movements, such as performing a quick star jump followed by a slower, controlled pike shape</p> <p>4. Use pathways like zigzags, curves, or straight lines to</p> | <p>Unit 5: Inspire, create, perform (Yr 4)</p> <p>1. Dance can include strong, sharp moves like punching the air or soft, flowing moves like waving arms</p> <p>2. Dancers can create zigzag, curved, or straight pathways and perform in lines, circles, or groups</p> <p>3. Making up movements on the spot, like reacting to a sudden loud sound with a jump or freeze, can be fun and creative</p> <p>4. Dancers should look at the audience and perform with clear, confident movements to make</p> | <p>Unit 7: Fair, share, dare (Yr 3)</p> <p>1. Working together as a team helps achieve goals and make the game enjoyable for everyone</p> <p>2. Fair play means making sure everyone has the same opportunity to succeed</p> <p>3. Supporting teammates during the game helps them stay positive and motivated</p> <p>4. Respecting others' feelings and following the rules helps create a fun environment</p> <p>Unit 8: Pass, position, patience (Yr 3)</p> | <p>Unit 9: Strike, react, rally (Yr 4)</p> <p>1. You can use a combination of forehand and backhand strokes to strike the ball with control, making it easier to rally</p> <p>2. You can position your body to use the correct technique, such as bending your knees for a low shot or standing tall for a high shot</p> <p>3. You can adapt your grip on the racket or bat depending on the ball's speed and direction, using a firmer</p> | <p>Unit 11: Run, jump, throw (Yr 3)</p> <p>1. Changing the way we run, such as sprinting or jogging, helps us compete in different events and improve stamina</p> <p>2. We can change how we jump by using one foot or two feet to suit different challenges</p> <p>3. Throwing accurately means knowing how much force to use for different distances</p> <p>4. Setting personal challenges in running, jumping, and throwing helps us improve our skills step by step</p> <p>Unit 12: React, roll, retrieve (Yr 3)</p> <p>1. Effective body positioning and</p> |

| | | | | | | |
|--|--|---|--|---|---|--|
| | <p>system, can create new challenges and make the game more engaging</p> <p>Unit 2: Target, control, combine (Yr 4)</p> <ol style="list-style-type: none"> 1. Positioning our body and adjusting our technique help us consistently hit targets. 2. The right amount of force and proper positioning allows us to control objects better during target games 3. Strategies like using angles, timing, and coordination improve target-based performance 4. By thinking ahead, we can use different skills like passing, aiming, and controlling to hit targets in games | <p>enhance movement sequences, demonstrating awareness of space and direction</p> <p>Unit 4: Hands, feet, equipment (Yr 3)</p> <ol style="list-style-type: none"> 1. When dribbling in different activities, adjusting the way you dribble, such as using softer or harder touches, helps you maintain control 2. Strategies like protecting the ball with your body or faking a move can help you stay ahead of defenders while dribbling 3. Maintaining focus and staying confident while dribbling helps you improve and perform better in competitive situations 4. Dribbling in team games teaches you to work with others, using techniques that | <p>their dance enjoyable to watch</p> <p>Unit 6: Duel, win, lose (Yr 4)</p> <ol style="list-style-type: none"> 1. Understanding and using tactics, such as changing direction quickly or anticipating opponents' moves, can help you succeed in competitive games 2. Being patient and thinking ahead during games allows you to make better decisions and react to what's happening around you 3. Sportsmanship means encouraging teammates, respecting opponents, and learning from mistakes to improve your skills 4. Handling both winning and losing with a positive | <ol style="list-style-type: none"> 1. You can pass the ball accurately by using techniques like a chest pass, bounce pass, or overhead pass, depending on the distance and the situation 2. You can find strategic positions to be in by reading the game, such as positioning yourself in space away from defenders to receive a pass 3. You can maintain control of the ball under pressure by using body positioning to shield it and using short, quick passes to move the ball effectively 4. You can be patient with the play by waiting for the right opportunity to make a pass, ensuring you don't rush and waste possession | <p>grip for more power or a lighter grip for control</p> <ol style="list-style-type: none"> 4. You can stay focused by maintaining eye contact with the ball, which helps you judge its speed and trajectory, improving your reaction time <p>Unit 10: Accuracy, power, distance (Yr 4)</p> <ol style="list-style-type: none"> 1. You can control the speed and direction of your throw by adjusting your body position and grip, such as holding a ball firmly for distance or loosely for accuracy | <p>adjusting your technique helps you retrieve the ball more precisely</p> <ol style="list-style-type: none"> 2. Thinking ahead about where the ball will go helps you move quickly and get in the right spot to retrieve it. 3. You can use different strategies depending on the distance or speed of the ball to retrieve it more efficiently 4. Being persistent and encouraging your team helps everyone stay motivated to keep trying, even after mistakes. |
|--|--|---|--|---|---|--|

| | | | | | | |
|--|--|--|---|--|---|--|
| | | help pass, control, and move the ball to teammates | attitude helps build confidence and makes playing more enjoyable for everyone | | <p>2. You can use your knowledge of different throws to decide which one to use in specific situations, like using an overarm throw to get the ball further or a dart throw for precision</p> <p>3. You can practice throwing for distance by using your whole body to generate power, while focusing on your aim to throw accurately for short distances</p> <p>4. You can collaborate with others by suggesting ways to improve their throws and offering feedback to</p> | |
|--|--|--|---|--|---|--|

| | | | | | | |
|----------------|--|--|--|---|--|--|
| | | | | | help everyone enhance their technique | |
| Key vocabulary | Unit 1: Look, run, avoid (Yr 4) search space turn speed timing challenge dodge agility awareness Unit 2: Target, control, combine (Yr 4) aim direction accuracy coordination position communicate collaborate compete cooperate | Unit 3: Jump, shape, create (Yr 3) jump land absorb shape level hold create invent imagination Unit 4: Hands, feet, equipment (Yr 3) bounce control transfer position dribble direction explore coordination manipulate | Unit 5: Inspire, create, perform (Yr 4) motif choreography action sequence travelling improvise level pathways collaborate mirroring timing performance Unit 6: Duel, win, lose (Yr 4) duel direction change win celebrate respect lost learn persevere | Unit 7: Fair, share, dare (Yr 3) fair rules respect share strategies teamwork dare risk brave Unit 8: Pass, position, patience (Yr 3) pass accuracy control position angle support patience timing awareness | Unit 9: Strike, react, rally (Yr 4) strike control send react move respond rally return teamwork Unit 10: Accuracy, power, distance (Yr 4) accuracy aim target power technique throw strike distance strength | Unit 11: Run, jump, throw (Yr 3) jumping throwing catching isolation combination flexibility strength technique control balance Unit 12: React, roll, retrieve (Yr 3) respond adapt reactions direction target accurate recover collect return |
| Week 1 | LO 1: To apply a range of turning skills to be able to move into space | LO 1: To develop different jumping techniques | LO 1: To apply different dance actions within whole group routines | LO 1: To develop my ability to play fairly in game situations | LO 1: To apply a range of striking techniques within a range of games | LO 1: To run with speed and control LO 2: To run quickly in different directions |

| | | | | | | |
|--------|--|--|--|---|---|--|
| | LO 2: To decide which is the most effective space to move into | LO 2: To select jumps which I can perform well and which I need further improvement | LO 2: To decide which actions best suit a word within a theme | LO 2: To select the correct fundamentals to use in game situations | LO 2: To decide which is the best technique to strike an object | |
| Week 2 | LO 3: To apply a range of running skills to be able to move past defenders LO 4: To decide how best to use my speed to move into space and avoid defenders | LO 3: To develop different techniques for jumping and creating shapes LO 4: To select movements I can perform effectively to use in sequence | LO 3: To apply a range of travelling movements using different pathways LO 4: To decide which travelling movements can be performed using specific pathways | LO 3: To develop my ability to share when appropriate LO 4: To select the opportunity to share with others | LO 3: To apply a range of techniques to allow me to react to an object LO 4: To decide which is the best technique to use to be able to react to an object | LO 3: To jump in different ways with control LO 4: To change the way I jump depending on the task |
| Week 3 | LO 5: To apply a range of turning and running skills to move past defenders LO 6: To decide on my best strategy for how to avoid a defender within the game | LO 5: To develop a range of shapes with my body to create a simple sequence LO 6: To select shapes I have created to link together in a simple sequence | LO 5: To apply different dance actions alongside a partner LO 6: To decide with a partner the most suitable actions to perform using mirroring | LO 5: To develop my ability to take risks in games LO 6: To select opportunities to take risks in games | LO 5: To apply a range of techniques to allow me to rally in a game LO 6: To decide which is the best technique to return an object in a game | LO 5: To throw an object with control LO 6: To adapt the distance of my throw |
| Week 4 | LO 1: To apply different sending techniques to reach or hit an object | LO 1: To develop my ability to dribble with my hands, feet and equipment | LO 1: To apply my fundamentals of movement to help me compete against others | LO 1: To develop accurate passing to a teammate | LO 1: To apply my throwing skills to strike a target with accuracy | LO 1: To develop my technique for reacting quickly to different stimuli |

| | | | | | | |
|--------|--|---|--|---|---|--|
| | LO 2: To decide which sending technique to use for consistent success | LO 2: To select the appropriate techniques to use depending on the activity | LO 2: To decide which strategies work best for me in a game | LO 2: To select an appropriate pass to a teammate | LO 2: To explain which type of throw is best for accuracy | LO 2: To select the correct movements to make at the right time |
| Week 5 | LO 3: To apply catching skills in various levels of challenge LO 4: To decide effective positions to be in to catch consistently | LO 3: To develop my ability to dribble with my hands, feet and equipment LO 4: To select the appropriate parts of my feet to use to ensure close control | LO 3: To apply my fundamentals of movement to help me be successful in games LO 4: To decide which strategies can help me win a game | LO 3: To develop my spatial awareness to find effective positions LO 4: To select effective positions to take up to receive a pass | LO 3: To apply my throwing skills to strike a target with power LO 4: To explain which type of throw is best for power | LO 3: To develop my ball rolling technique to be more consistently accurate LO 4: To select different rolling techniques depending on the target or purpose |
| Week 6 | LO 5: To apply combinations of effective sending and catching skills consistently LO 6: To decide strategies to combine skills to have consistent success | LO 5: To develop my ability to dribble with my hands, feet and equipment LO 6: To select the appropriate strategies to be successful whilst dribbling | LO 5: To apply my fundamentals of movement to allow me to be a challenging opponent LO 6: To decide which strategies are not working for me and my team | LO 5: To develop the combination of passing and moving into space LO 6: To select the right time to pass to a teammate | LO 5: To apply my throwing skills to throw an object over a distance LO 6: To explain which type of throw is best for distance | LO 5: To develop my ability to link actions together to retrieve more efficiently LO 6: To select best positions to be in to retrieve objects efficiently |

Pakeman Primary School
PE curriculum - Year 5/6
Year A

| <u>Year A</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------------|--|---|---|---|--|---|
| Topic | Ancient Greece | Weather and climate | Vikings | Antarctica | Windrush | Citizens of the World |
| PE Unit of Work | Unit 1: Fair, share, dare (Yr 5) Unit 2: Evade, invade, capture (Yr 5) | Unit 3: Inspire, create, perform (Yr 6) Unit 4: Tag rugby (Yr 6) | Unit 5: Watch, move, connect (Yr 5) Unit 6: Symmetry, Balance, Travel (Yr 5) | Unit 7: Explore, solve, challenge (Yr 6) Unit 8: Basketball (Yr 6) | Unit 9: Aim, strike, retrieve (Yr 5) Unit 10: Run, jump, throw (Yr 5) | Unit 11: Speed, distance, strength (Yr 6) Unit 12: Volleyball (Yr 6) |
| Key skills | <p>Applying and Developing Skills</p> <ul style="list-style-type: none"> • Use and adapt advanced movement techniques in different activities • Develop greater control, strength, and flexibility in physical performance • Combine movements with precision and fluency <p>Games & Sport</p> <ul style="list-style-type: none"> • Play competitive games with a deeper understanding of tactics and strategies • Refine attacking and defending skills in modified and full sports • Develop leadership and decision-making skills in game situations <p>Dance & Movement</p> <ul style="list-style-type: none"> • Create and perform more complex dance routines with confidence and style • Adapt movements to fit different styles and themes <p>Outdoor & Adventurous Activities</p> <ul style="list-style-type: none"> • Take part in more complex problem-solving and team-based challenges • Apply map-reading and orienteering skills in various outdoor settings <p>Health & Fitness</p> <ul style="list-style-type: none"> • Compare performances and identify areas for improvement • Understand the role of fitness training in improving physical health • Develop resilience and perseverance in physical activities | | | | | |

| | | | | | | |
|----------------------|---|---|--|---|---|--|
| Key Knowledge | <ul style="list-style-type: none"> • Understanding of more advanced movement techniques and tactics • Recognition of different ways to improve physical performance • Awareness of fitness components and how they apply to different sports • Knowledge of how to set and achieve personal fitness goals • Understanding the importance of teamwork and fair play in sports | | | | | |
| | <p>Unit 1: Fair, share, dare (Yr 5)</p> <ol style="list-style-type: none"> 1. Giving your best effort and allowing everyone to take part ensures a fair game 2. Following the rules creates a fun, respectful environment where everyone can play fairly 3. Managing emotions during difficult moments helps the team stay calm and positive 4. Encouraging your teammates, even when things don't go as planned, builds a stronger team | <p>Unit 3: Inspire, create, perform (Yr 6)</p> <ol style="list-style-type: none"> 1. Advanced movements include controlled balances, flowing transitions between poses, and dynamic leaps with precise landings 2. Dancers can match movements to the mood or lyrics of a song, like slow, heavy steps for sad music or quick, energetic steps for upbeat music 3. Dances can explore themes like friendship, nature, or celebration, using gestures and movements to represent ideas | <p>Unit 5: Watch, move, connect (Yr 5)</p> <ol style="list-style-type: none"> 1. You can track an object effectively by focusing on its movement and predicting its path, helping you catch, strike, or collect it with precision 2. You can apply the right amount of force and adjust your speed to control the movement of an object, improving your ability to catch or intercept it 3. You can move efficiently by adjusting your position and body alignment, allowing you to react quickly to an object and | <p>Unit 7: Explore, solve, challenge (Yr 6)</p> <ol style="list-style-type: none"> 1. Orienteering involves understanding symbols on maps and using a compass to find your way through a series of points in the outdoor environment 2. Critical thinking is crucial when faced with challenges; it helps us make decisions quickly and analyse different options before taking action 3. Physical skills like agility and stamina are necessary for navigating obstacles and completing tasks, especially in | <p>Unit 9: Aim, strike, retrieve (Yr 5)</p> <ol style="list-style-type: none"> 1. Accurate aiming involves using the right technique, like aligning your body and focusing on the target to improve your accuracy in games 2. Powerful striking requires correct body positioning and grip, ensuring you generate enough force to hit the ball effectively in striking and fielding games 3. Efficient retrieving means positioning yourself well to collect the ball quickly, using quick reactions and controlled movements | <p>Unit 11: Speed, distance, strength (Yr 6)</p> <ol style="list-style-type: none"> 1. You can use different running styles, like sprinting or pacing, to match the demands of speed-based activities 2. You can adjust your jumping technique by using your arms and legs effectively to achieve greater height or distance 3. You can explore how strength affects your performance by using controlled movements to generate power in throws 4. You can set personal goals and |

| | | | | | | |
|--|---|--|---|---|--|--|
| | <p>Unit 2: Evade, invade, capture (Yr 5)</p> <p>1. Marking an opponent effectively requires awareness of their movements and quick reactions to maintain a defensive position</p> <p>2. To successfully invade space and score, we need to combine techniques like running, dodging, and passing with precision to stay ahead of the defender</p> <p>3. Quick decision-making is crucial in invasion games, as we must adjust our strategy depending on the changing dynamics of the game, such as the position of the defenders or teammates</p> <p>4. By using attacking strategies like</p> | <p>4. Projecting energy, keeping movements clear, and showing emotion helps dancers engage their audience</p> <p>Unit 4: Tag rugby (Yr 6)</p> <p>1. A try is scored by placing the ball over the try line. Players are tagged when an opponent removes a tag, and the ball can only be passed backwards or sideways</p> <p>2. Players must communicate to call for the ball, signal plays, and work together in both attack and defence</p> <p>3. Lateral or backward passing is used in tag rugby, and players need to secure the ball and perform effective</p> | <p>make a successful play</p> <p>4. You can set up your own working space by considering the challenge level, using appropriate space, and selecting equipment to develop your skills further</p> <p>Unit 6: Symmetry, Balance, Travel (Yr 5)</p> <p>1. Combining symmetrical and asymmetrical shapes within a routine creates variety and helps transitions look smooth and controlled</p> <p>2. Effective counter-balance and counter-tension require strength, coordination, and teamwork to maintain stability and control</p> | <p>timed or physically demanding challenges</p> <p>4. When working independently or in teams, it's important to communicate effectively, keep track of progress, and adjust our strategy as needed to solve the challenges</p> <p>Unit 6: Basketball (Yr 6)</p> <p>1. In basketball, players score by shooting the ball through the opponent's hoop. Players cannot walk or run while holding the ball (dribbling is required) and must stay within their designated areas</p> <p>2. Effective communication is key for passing, setting screens, and calling for the ball, helping teams work</p> | <p>4. Strategic thinking is key when deciding where to aim, when to strike, and how to retrieve, depending on the situation in the game</p> <p>5. Successful aiming, striking, and retrieving depend on timing, position, and the speed of the ball</p> <p>6. Teamwork and communication are essential in fielding, as players need to work together to anticipate where the ball will go and who will retrieve it</p> <p>Unit 10: Run, jump, throw (Yr 5)</p> <p>1. Running with technique and control, including proper form and breathing, helps us maintain speed and endurance throughout a race</p> | <p>stay focused on improving your own performance through regular practice</p> <p>Unit 12: Volleyball (Yr 6)</p> <p>1. In volleyball, it's important to use the right hand position, body alignment, and movement to control the ball and play effectively</p> <p>2. To pass the ball to a teammate, you need to use the correct underarm and overarm techniques, keeping the ball controlled and accurate</p> <p>3. In modified volleyball, knowing the rules, like how to score points and where the boundaries are, helps you play the game properly</p> |
|--|---|--|---|---|--|--|

| | | | | | | |
|--|---|---|--|--|---|--|
| | <p>drawing defenders out of position and creating overloads, we can create spaces for teammates to receive the ball and score</p> | <p>tags on the ball carrier</p> <p>4. In attack, players use running lines and passing to break the defence, while defenders position themselves to prevent tries and tag the ball carrier</p> <p>5. Players show respect for opponents, teammates, and referees, following rules and promoting positive behaviour on and off the field</p> | <p>3. Performing advanced jumps, such as tuck and pike jumps, and rolls, like a backward roll to standing, adds difficulty and creativity to routines</p> <p>4. A well-structured routine links balances, travels, and changes in level and speed to create a polished and dynamic performance</p> | <p>together both offensively and defensively</p> <p>3. Players practice dribbling, passing (chest, bounce, and overhead), and shooting techniques, including how to properly aim and follow through for accuracy</p> <p>4. In attack, players use dribbling, passing, and movement to create scoring opportunities. In defence, players focus on marking their opponents, blocking shots, and forcing turnovers</p> <p>5. Players must avoid fouling their opponents by maintaining good defensive positioning and not making illegal physical contact, such as pushing or hitting</p> | <p>2. Jumping with power and precision, using techniques like the standing long jump or vertical jump, allows us to maximize height and distance</p> <p>3. Throwing with accuracy and strength requires refining grip, stance, and technique, especially for events like javelin or shot put</p> <p>4. Competing in individual and team events tests our abilities, and strategies like pacing, timing, and coordination help us achieve our best</p> | <p>4. Good volleyball tactics, like moving into the right position and timing your actions, help you support your team and create chances to score</p> <p>5. Making quick decisions during the game, like when to pass or when to go for the ball, helps your team work better together and outplay the opposition</p> |
|--|---|---|--|--|---|--|

| | | | | | | |
|------------------------------|---|---|--|--|--|--|
| <p>Key vocabulary</p> | <p>Unit 1: Fair, share, dare (Yr 5) fair rules scoring share cooperate participate dare challenge respect</p> <p>Unit 2: Evade, invade, capture (Yr 5) evade dodge communication invade body positioning confidence capture strategy attacking</p> | <p>Unit 3: Inspire, create, perform (Yr 6) motif choreography expression sequence travelling dynamics pathways canon unison formation position transition</p> <p>Unit 4: Tag rugby (Yr 6) invade dodge communication evade defend positioning passing accuracy attacking</p> | <p>Unit 5: Watch, move, connect (Yr 5) watch track strike move ready-position anticipate connect variation collaborate</p> <p>Unit 6: Symmetry, Balance, Travel (Yr 5) symmetry asymmetrical shapes balance hold tension travel roll move</p> | <p>Unit 7: Explore, solve, challenge (Yr 6) orienteering navigation instruction teamwork solution strategy communicate plan create</p> <p>Unit 6: Basketball (Yr 6) pass move space dribble possession teamwork tactics attack defence</p> | <p>Unit 9: Aim, strike, retrieve (Yr 5) accuracy trajectory consistency technique direction placement fielding positioning anticipation</p> <p>Unit 10: Run, jump, throw (Yr 5) agility coordination endurance power stability acceleration strength recovery</p> | <p>Unit 11: Speed, distance, strength (Yr 6) acceleration speed pace range length measurement power force sling</p> <p>Unit 12: Volleyball (Yr 6) bounce serve catch solve set dig strike net space</p> |
| <p>Week 1</p> | <p>LO 1: To embed my games based learning into a range of activities</p> <p>LO 2: To explain the importance of playing by the rules</p> | <p>LO 1: To embed the use of expressive actions individually within whole group choreography</p> <p>LO 2: To explain how individual actions can link to a chosen theme</p> | <p>LO 1: To embed my hand eye coordination skills into a range of activities</p> <p>LO 2: To explain how to track an object so that I can catch, strike or collect it successfully</p> | <p>LO 1: To embed the use of navigation skills to move through a course</p> <p>LO 2: To explain the importance of providing clear instructions</p> | <p>LO 1: To embed my throwing with accuracy skills within games</p> <p>LO 2: To explain factors that influence successful aiming in different scenarios</p> | <p>LO 1: To master running, jumping and throwing skills within athletic activities</p> <p>LO 2: To justify the importance of speed, distance and strength in specific athletic activities. I</p> |

| | | | | | | |
|---------------|--|--|--|---|---|---|
| | | | | | | can modify activities to stretch my level of challenge |
| Week 2 | <p>LO 3: To embed the fundamental movements of running, twisting and dribbling</p> <p>LO 4: To explain and implement strategies around point scoring</p> | <p>LO 3: To embed the use of controlled travelling movements into paired choreography</p> <p>LO 4: To explain how I can perform effective movements with a partner</p> | <p>LO 3: To embed body movements and hand eye coordination to be able to move to catch an object</p> <p>LO 4: To explain the importance of exploring a range of equipment, rules and scoring systems</p> | <p>LO 3: To embed the use of orienteering skills in finding marker points</p> <p>LO 4: To explain how to use a map to find specific marker points</p> | <p>LO 3: To embed my striking skills within games using a range of equipment</p> <p>LO 4: To explain how to react to the speed and trajectory of the incoming ball to strike it effectively</p> | <p>LO 3: To master the use of activity-specific athletic techniques</p> <p>LO 4: To justify which athletic techniques bring me the most success</p> |
| Week 3 | <p>LO 5: To embed the fundamental movements of bouncing, carrying and throwing</p> <p>LO 6: To explain the importance of challenging myself</p> | <p>LO 5: To I can embed the use of effective formations into group choreography</p> <p>LO 6: To explain how groups can show movements in different formations</p> | <p>LO 5: To coordinate movements with teammates to effectively pass and catch</p> <p>LO 6: To explain what type of pass or movement is most suitable in different situations</p> | <p>LO 5: To embed skills needed to create and navigate a chosen route</p> <p>LO 6: To explain the best routes to take in navigation challenges</p> | <p>LO 5: To embed my retrieving skills within games using a range of fielding techniques. I can explain how to anticipate where the ball will land and position myself to be able to retrieve it</p> <p>LO 6: To display the value of teamwork and communication when supporting others</p> | <p>LO 5: To master the use of activity-specific athletic techniques</p> <p>LO 6: To justify why some techniques are best suited to specific athletic activities</p> |
| Week 4 | <p>LO 1: To embed the use of dodging to evade a defender and attack space</p> | <p>LO 1: To send the ball effectively to a partner</p> | <p>LO 1: To embed the characteristics of symmetry within my work</p> | <p>LO 1: To explore a range of passing techniques</p> | <p>LO 1: To run with speed and control</p> | <p>LO 1: To serve to a partner using a one or two hand underarm serve</p> |

| | | | | | | |
|---------------|---|---|---|---|--|--|
| | LO 2: To I can explain when is an effective time to move to best evade defenders | LO 2: To decide when to run with the ball or when to pass to a teammate | LO 2: To explain the concept of symmetry and identify symmetrical positions and movements | LO 2: To decide when to apply different passes in a game situation | LO 2: To run quickly in different directions | LO 2: To select a different speed, distance, and trajectory on the serve |
| Week 5 | LO 3: To embed the use of dodging to evade multiple defenders in opposition areas LO 4: To explain what strategies I used to successfully invade the opponent's spaces | LO 3: To move while keeping an object under control LO 4: To find good positions to receive the ball from a teammate | LO 3: To embed the characteristics of balance within my work LO 4: To explain the key elements of balance and how they contribute to successful execution of gymnastics skills | LO 3: To dribble the ball effectively in isolation LO 4: To recognise when to pass and when to dribble in a game situation | LO 3: To jump in different ways with control LO 4: To change the way I jump depending on the task | LO 3: To set and dig the ball to a partner LO 4: To solve problems with my teammates to help improve our collective performance |
| Week 6 | LO 5: To embed the use of dodging to capture objects and spaces within larger team games LO 6: To explain how we can adjust strategies within games to have the most success | LO 5: To combine ball carrying and passing in a game LO 6: To understand and implement the forward pass rule | LO 5: To embed the characteristics of travel within my work LO 6: To explain how travel patterns contribute to fluidity and control in a gymnastics routine | LO 5: To move into space to receive the ball from a team mate LO 6: To apply the rules of the game effectively | LO 5: To throw an object with control LO 6: To adapt the distance of my throw | LO 5: To strike the ball over the 'net' using one or two hands LO 6: To identify spaces and gaps to strike the ball towards |

Pakeman Primary School
PE curriculum - Year 5/6
Year B

| <u>Year B</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|------------------------|--|---|--|---|--|--|
| Topic | World War 2 | Marvellous Maps | The Sikh Empire | South America | London | Food and farming |
| PE Unit of Work | Unit 1: Evade, invade, capture (Yr 6) Unit 2: Football (Yr 6) | Unit 3: Inspire, create, perform (Yr 5) Unit 4: Block, guard, support (Yr 5) | Unit 5: Symmetry, balance, travel (Yr 6) Unit 6: Dodgeball (Yr 6) | Unit 7: Serve, set, slam (Yr 5) Unit 8: Explore, solve, challenge (Yr 5) | Unit 9: Run, jump, throw (Yr 6) Unit 10: Cricket (Yr 6) | Unit 11: Speed, distance, strength (Yr 5) Unit 12: Lend, move, score (Yr 5) |
| Key skills | <p>Applying and Developing Skills</p> <ul style="list-style-type: none"> • Use and adapt advanced movement techniques in different activities • Develop greater control, strength, and flexibility in physical performance • Combine movements with precision and fluency <p>Games & Sport</p> <ul style="list-style-type: none"> • Play competitive games with a deeper understanding of tactics and strategies • Refine attacking and defending skills in modified and full sports • Develop leadership and decision-making skills in game situations <p>Dance & Movement</p> <ul style="list-style-type: none"> • Create and perform more complex dance routines with confidence and style • Adapt movements to fit different styles and themes <p>Outdoor & Adventurous Activities</p> <ul style="list-style-type: none"> • Take part in more complex problem-solving and team-based challenges • Apply map-reading and orienteering skills in various outdoor settings <p>Health & Fitness</p> <ul style="list-style-type: none"> • Compare performances and identify areas for improvement • Understand the role of fitness training in improving physical health • Develop resilience and perseverance in physical activities | | | | | |

| | | | | | | |
|----------------------|--|---|---|---|---|--|
| Key Knowledge | <ul style="list-style-type: none"> • Understanding of more advanced movement techniques and tactics • Recognition of different ways to improve physical performance • Awareness of fitness components and how they apply to different sports • Knowledge of how to set and achieve personal fitness goals • Understanding the importance of teamwork and fair play in sports | | | | | |
| | <p>Unit 1: Evade, invade, capture (Yr 6)</p> <p>1. In invasion games, evading skills like dodging and quick changes of direction are essential to lose defenders and create space</p> <p>2. Spatial awareness and positioning are key to maintaining control of the game, helping us find open spaces and avoid getting marked by an opponent</p> <p>3. Attacking tactics such as fakes, feints, and timing runs allow us to break through defensive lines and create scoring opportunities</p> | <p>Unit 3: Inspire, create, perform(Yr 5)</p> <p>1. Techniques like unison (everyone moving together), canon (each dancer starts one after the other), and contrast (big vs. small movements) make dances more interesting</p> <p>2. Performances can include diagonal pathways, weaving patterns, and using levels to create depth and interest</p> <p>3. A good dance has a beginning, middle, and end, with planned transitions and moments of stillness for impact</p> | <p>Unit 5: Symmetry, balance, travel (Yr 6)</p> <p>1. Using symmetrical and asymmetrical balances at different levels, such as low, medium, and high, can make a routine more visually interesting and challenging</p> <p>2. Maintaining body tension and correct posture is key to holding balances with control and accuracy</p> <p>3. Linking different types of travels, such as leaps, turns, and step patterns, with balances can improve the flow and creativity of a routine</p> | <p>Unit 7: Serve, set, slam (Yr 5)</p> <p>1. You can strike with your hands or equipment, using proper form and coordination to send the ball effectively in net/wall games</p> <p>2. You can apply strategies like positioning, timing, and shot selection to make quick decisions that help you outmanoeuvre your opponent</p> <p>3. You can understand and follow the essential rules of net/wall games, knowing when and where to position yourself to gain an advantage</p> | <p>Unit 9: Run, jump, throw (Yr 6)</p> <p>1. Improving our running skills involves learning techniques for different race types, such as sprinting, middle-distance, or relay events, to enhance speed and stamina</p> <p>2. Jumping with technique, such as using the correct takeoff and landing positions, helps improve performance in both height and distance jumps</p> <p>3. Throwing for distance and accuracy requires understanding the mechanics of the movement, like body</p> | <p>Unit 11: Speed, distance, strength (Yr 5)</p> <p>1. You can refine your running technique by focusing on elements like stride length, arm drive, and reaction time to improve your speed</p> <p>2. You can evaluate your jumping and throwing techniques by identifying strengths and areas to improve for better performance</p> <p>3. You can understand how power, endurance, and coordination work together to achieve success in athletics activities</p> <p>4. You can take responsibility for</p> |

| | | | | | | |
|--|---|---|---|---|--|--|
| | <p>4. In team games, good communication, cooperation, and determination are essential for maintaining team spirit and working together towards success</p> <p>Unit 2: Football (Yr 6)</p> <p>1. Balance, coordination, and proper foot positioning are essential when dribbling a football, as they help you maintain control and improve your agility</p> <p>2. Dribbling with control involves using the inside and outside of both feet to move the ball smoothly while avoiding obstacles</p> <p>3. Basic attacking tactics in football, like positioning and teamwork, help</p> | <p>4. Dancers can give helpful feedback, like “Your jump was high, but your landing could be softer,” to help improve routines</p> <p>Unit 4: Block, guard, support (Yr 5)</p> <p>1. Defending in invasion games requires fundamental skills such as blocking (using your body to prevent progress), guarding (staying close to an opponent to limit their options), and supporting (positioning yourself to help teammates)</p> <p>2. Effective execution of defensive skills includes maintaining a low stance for balance, quick footwork to stay with an opponent, and using your arms</p> | <p>4. Exploring different movement pathways, like zig-zag, curved, and straight, helps to make routines more engaging and well-structured</p> <p>Unit 8: Dodgeball (Yr 6)</p> <p>1. Effective movements in dodgeball involve using quick running, turning, and dodging to avoid being hit while positioning yourself strategically</p> <p>2. Running, turning, and throwing are key skills that help you both defend yourself and target opponents in dodgeball</p> <p>3. To succeed in dodgeball, it’s important to avoid being hit by staying aware of where the ball is and using quick, controlled</p> | <p>4. You can create and compete in fair competitions by using agreed-upon scoring systems and showing respect towards your opponents</p> <p>Unit 8: Explore, solve, challenge (Yr 5)</p> <p>1. In outdoor adventure activities, physical skills such as coordination, balance, and endurance are essential to overcoming different types of challenges</p> <p>2. Using maps and basic navigation skills allows us to orient ourselves, follow routes, and locate checkpoints or destinations effectively</p> <p>3. Problem-solving strategies, like breaking down a</p> | <p>rotation and follow-through</p> <p>4. Reflecting on our performance and adjusting techniques in running, jumping, and throwing allows us to continually challenge ourselves and track progress</p> <p>Unit 10: Cricket (Yr 6)</p> <p>1. Key skills in cricket include batting, bowling, catching, and fielding, and each requires practice to perform with control, accuracy, and consistency</p> <p>2. Batting requires the ability to select the right shot for the ball being bowled, while bowling involves using correct technique to deliver the ball with precision</p> | <p>tracking your progress and adapting your training to achieve new personal bests</p> <p>Unit 12: Lend, move, score (Yr 5)</p> <p>1. The key principles of invasion games include maintaining possession, creating space, and applying pressure to opponents through strategic positioning and teamwork</p> <p>2. Effective passing and moving involve techniques like accurate chest passes, leading runs to receive the ball, and quick changes of direction to evade defenders and create scoring opportunities</p> <p>3. Strategies and tactics for scoring include using overlaps to outnumber defenders, exploiting open spaces, and</p> |
|--|---|---|---|---|--|--|

| | | | | | | |
|----------------|--|---|---|---|--|--|
| | <p>create space and allow your team to move the ball forward effectively</p> <p>4. Defensive tactics, such as marking an opponent and positioning yourself well, help prevent the opposing team from scoring</p> <p>5. During small-sided games, applying strategies to create space and pass the ball effectively helps your team maintain possession and build attacks</p> | <p>to block passes without fouling</p> <p>3. Key defensive strategies include marking players closely, creating defensive formations like a line or zone, and applying pressure to force mistakes from opponents</p> <p>4. In-game analysis helps players identify opportunities to intercept, block, or reposition. Informed decisions, like choosing when to double-team or drop back to defend the goal, strengthen overall team performance</p> | <p>movements to dodge</p> <p>4. Working as a team in dodgeball involves communicating with teammates, helping to protect each other, and strategising together to outplay the opposition</p> <p>5. Respecting the rules of the game and being respectful to all players ensures a fair and enjoyable experience for everyone involved</p> | <p>challenge into smaller steps, help us to stay focused and find solutions efficiently</p> <p>4. Collaborating with others is important for success in outdoor activities, as we can share ideas, plan our approach, and support each other to achieve the challenge</p> | <p>3. Fielding skills like catching and throwing accurately are essential for preventing runs and getting the opposition out</p> <p>4. Tactics in cricket, like field placement and shot selection, help the team to outplay the opposition and increase the chance of success</p> <p>5. Working as a team, communicating well, and applying strategies during modified games can significantly improve a team's performance</p> | <p>timing attacks to catch opponents off guard</p> <p>4. Analysing team performance involves identifying strengths and weaknesses in areas such as communication, positioning, and decision-making, then using this insight to refine gameplay and improve results</p> |
| Key vocabulary | <p>Unit 1: Evade, invade, capture (Yr 6)</p> <p>evade dodge communication invade body</p> | <p>Unit 3: Inspire, create, perform (Yr 5)</p> <p>motif choreography expression sequence travelling dynamics</p> | <p>Unit 5: Symmetry, balance, travel (Yr 6)</p> <p>symmetry asymmetrical shapes balance hold tension</p> | <p>Unit 7: Serve, set, slam (Yr 5)</p> <p>serve strike target set net court</p> | <p>Unit 9: Run, jump, throw (Yr 6)</p> <p>agility coordination endurance power stability acceleration</p> | <p>Unit 11: Speed, distance, strength (Yr 5)</p> <p>acceleration speed pace range length</p> |

| | | | | | | |
|---------------|---|---|--|--|--|--|
| | positioning confidence capture strategy attacking Unit 2: Football (Yr 6) pass move communication control tactics body positioning combine technique score | pathways canon unison formation position transition Unit 4: Block, guard, support (Yr 5) block challenge mark guard position share support teamwork together | travel roll move Unit 8: Dodgeball (Yr 6) accuracy position tactic evade block collaboration communicate challenge motivation | slam points competition Unit 8: Explore, solve, challenge (Yr 5) orienteering navigation instruction teamwork solution strategy communicate plan create | strength recovery Unit 10: Cricket (Yr 6) batting direction shot-selection throw catch fielding bowling accuracy technique | measurement power force sling Unit 12: Lend, move, score (Yr 5) lend pass teamwork move space support score points tactics |
| Week 1 | LO 1: To master the use of dodging to evade a defender and attack space LO 2: To justify why I moved when I did and to which part of the playing area | LO 1: To embed the use of expressive actions individually within whole group choreography LO 2: To explain how individual actions can link to a chosen theme | LO 1: To master the characteristics of symmetry within my work I can justify the symmetrical balances I have used within my work. LO 2: To... | LO 1: To embed the use of hand and racquet striking into target areas. I can explain strategies for where I want to strike a ball. LO 2: To... | LO 1: To run with speed and control I can run quickly in different directions LO 2: To... | LO 1: To embed running, jumping and throwing skills within athletic activities. I can explain how speed, distance and strength relate to the athletic activities. LO 2: To... |
| Week 2 | LO 3: To master the use of dodging to effectively evade multiple defenders in opposition areas LO 4: To justify the strategies I used to | LO 3: To embed the use of controlled travelling movements into paired choreography LO 4: To explain how I can perform | LO 3: To master the characteristics of balance within my work LO 4: To justify the types of balance I | LO 3: To embed the use of throwing and striking in continuous gameplay LO 4: To explain the key rules created | LO 3: To jump in different ways with control LO 4: To change the way I jump depending on the task | LO 3: To embed the use of activity-specific athletic techniques LO 4: To explain which athletic techniques used bring me the most success |

| | | | | | | |
|---------------|--|--|---|--|---|--|
| | successfully invade the opponent's spaces | effective movements with a partner | have used within my work | within a net-based game | | |
| Week 3 | LO 5: To master the use of dodging to capture objects and spaces with larger team games LO 6: To justify the reasons for adjusting strategies within games to have the most success | LO 5: To embed the use of effective formations into group choreography LO 6: To explain how groups can show movements in different formations | LO 5: To master the characteristics of travel within my work LO 6: To justify the methods of travel I have used within my work | LO 5: To embed the use of throwing and striking to score points in competitive gameplay LO 6: To explain my strategy for scoring points within a net-based game | LO 5: To throw an object with control LO 6: To adapt the distance of my throw | LO 5: To embed the use of activity-specific athletic techniques LO 6: To explain which techniques are best suited to specific athletic activities |
| Week 4 | LO 1: To show control in my dribbling and passing LO 2: To decide when to pass to a teammate or dribble with the ball | LO 1: To embed the use of tracking movements to block an opponent LO 2: To explain effective positions to take up to defend an area | LO 1: To move to evade objects thrown towards me LO 2: To use positions on the pitch successfully | LO 1: To embed the use of navigation skills to move through a course LO 2: To explain the importance of providing clear instructions | LO 1: To use a bat/racquet to strike a ball to a target LO 2: To adapt the direction I strike the ball | LO 1: To embed a range of passing techniques which allow me to pass to a team-mate LO 2: To explain when I might pass and when I might need to dribble |
| Week 5 | LO 3: To stay on the ball using close control with different parts of my foot LO 4: To suggest tactics to improve my teams performance | LO 3: To embed the use of tracking movements to guard people and spaces LO 4: To explain how different defending strategies can be implemented in games | LO 3: To move to evade, block and guard LO 4: To use blocking tactics within a game | LO 3: To embed the use of orienteering skills in finding marker points LO 4: To explain how to use a map to find specific marker points | LO 3: To catch an object thrown or struck at me or into an area LO 4: To move into suitable positions to successfully make a catch | LO 3: To embed the ability to move into space to support my team-mates LO 4: To explain my positioning and why it might help our team to create scoring chances |

| | | | | | | |
|----------------------|--|--|--|--|---|--|
| <p>Week 6</p> | <p>LO 5: To combine with a teammate to score/attempt to score a goal</p> <p>LO 6: To choose appropriate techniques during a game situation</p> | <p>LO 5: To embed the use of tracking movements to guard multiple opponents</p> <p>LO 6: To explain strategies we can use as a collective group to defend within games</p> | <p>LO 5: To throw accurately to attack within a game</p> <p>LO 6: To attack within games to gain success for my team</p> | <p>LO 5: To embed skills needed to create and navigate a chosen route</p> <p>LO 6: To explain the best routes to take in navigation challenges</p> | <p>LO 5: To accurately bowl a ball at a target</p> <p>LO 6: To adapt the line and length I bowl to hit specific targets</p> | <p>LO 5: To embed passing and moving skills into my game to be able to create scoring chances</p> <p>LO 6: To explain our team's tactics and strategies and why they might help our team be successful</p> |
|----------------------|--|--|--|--|---|--|