

Year 1 PE Curriculum

Term	Strand	National Curriculum Objective	Unit of work focus	Key Skills
Autumn 1	Gymnastics Unit 1	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<ul style="list-style-type: none"> Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry basic apparatus such as mats and benches. To recognise like actions and link. 	<ul style="list-style-type: none"> I make my body curled, tense, stretched and relaxed. i control my body when travelling and balancing. I copy sequences and repeat them. 1 roll, curl, travel and balance in different ways.
	Games Unit 1 Attack, Defend, Shoot	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<ul style="list-style-type: none"> To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve agility, balance and coordination 	<ul style="list-style-type: none"> 1 throw underarm. 1 hit a ball with a bat. 1 move and stop safely. 1 throw and catch with both hands. 1 throw and kick in different ways.
Autumn 2	Gymnastics Unit 2	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<ul style="list-style-type: none"> To perform a variety of basic gymnastics actions showing control To introduce turn, twist, spin, rock and roll and link these into movement patterns To perform longer movement phrases and link with confidence 	<ul style="list-style-type: none"> 1 make my body curled, tense, stretched and relaxed. 1 control my body when travelling and balancing. 1 copy sequences and repeat them. 1 roll, curl, travel and balance in different ways.
	Games Unit 2 Attack Defend	Master basic movements including running, jumping, throwing and catching as well as developing balance,	<ul style="list-style-type: none"> To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. 	<ul style="list-style-type: none"> 1 throw underarm. 1 hit a ball with a bat. 1 move and stop safely. 1 throw and catch with both hands.

	Shoot	agility and co-ordination and begin to apply these in a range of activities	<ul style="list-style-type: none"> © Preparing for, and explaining reasons why we enjoy, exercise 	<ul style="list-style-type: none"> 1 throw and kick in different ways.
Spring 1	Dance Unit 1	Perform dances using simple movements and patterns	<ul style="list-style-type: none"> Respond to a range of stimuli and types of music Explore space, direction, levels and speeds Experiment creating actions and performing movements with different body parts . 	<ul style="list-style-type: none"> 1 move to music. 1 copy dance moves. 1 perform my own dance moves. 1 make up a short dance. 1 move safely in a space
	Games Unit 1 Hit Catch Run	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<ul style="list-style-type: none"> Able to hit objects with hand or bat. © Track and retrieve a rolling ball. Throw and catch a variety of balls and objects. 	<ul style="list-style-type: none"> 1 throw underarm. 1 hit a ball with a bat. 1 move and stop safely. 1 throw and catch with both hands. 1 throw and kick in different ways.
Spring 2	Dance Unit 2	Perform dances using simple movements and patterns	<ul style="list-style-type: none"> Able to build simple movement patterns from given actions Compose and link actions to make simple movement phrases Respond appropriately to supporting concepts such as canon and levels 	<ul style="list-style-type: none"> 1 move to music. 1 copy dance moves. 1 perform my own dance moves. 1 make up a short dance. 1 move safely in a space
	Games Unit 2 Hit Catch Run	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination	<ul style="list-style-type: none"> Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics. 	<ul style="list-style-type: none"> 1 throw underarm. 1 hit a ball with a bat. 1 move and stop safely. 1 throw and catch with both hands. 1 throw and kick in different ways.

		and begin to apply these in a range of activities		
Summer 1	Games Unit 1 Send and Return	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<ul style="list-style-type: none"> « Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return. Sending • and returning a variety of balls. 	<ul style="list-style-type: none"> • 1 throw underarm. • 1 hit a ball with a bat. • 1 move and stop safely. • 1 throw and catch with both hands. • 1 throw and kick in different ways.
	Games Unit 2 Send and Return	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<ul style="list-style-type: none"> • Develop sending skills with a variety of balls • Track, intercept and stop a variety of objects such as balls and beanbags • Select and apply skills to beat opposition 	<ul style="list-style-type: none"> • 1 throw underarm. • 1 hit a ball with a bat. • 1 move and stop safely. • 1 throw and catch with both hands. • 1 throw and kick in different ways.
Summer 2	Games Unit 1 Run Jump Throw	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<ul style="list-style-type: none"> • Pupils will begin to link running and jumping. • To learn and refine a range of running which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances. 	<ul style="list-style-type: none"> • 1 throw underarm. • 1 hit a ball with a bat. • 1 move and stop safely. • 1 throw and catch with both hands. • 1 throw and kick in different ways.
	Games Unit 2 Run Jump Throw	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<ul style="list-style-type: none"> • Increase stamina and core strength needed to undertake athletics activities • Take part in a broad range of opportunities to extend strength, balance, agility and coordination • Cooperate with others to carry out more complex physical activities 	<ul style="list-style-type: none"> • 1 throw underarm. • 1 hit a ball with a bat. • 1 move and stop safely. • 1 throw and catch with both hands. • 1 throw and kick in different ways.

Year 2 PE Curriculum

Term	Strand	National Curriculum Objective	Unit of work focus	Key Skills
Autumn 1	Gymnastics Unit 1	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<p>Describe and explain how performers can transition and link gymnastic elements</p> <p>Perform with control and consistency basic actions at different speeds and on different levels</p> <p>Challenge themselves to develop strength and flexibility</p> <p>Create and perform a simple sequence that is judged using simple gymnastic scoring</p>	<ul style="list-style-type: none"> • 1 plan and perform a sequence of movements. • 1 improve my sequence based on feedback. • 1 think of more than one way to create a sequence which follows some 'rules'. • 1 work on my own and with a partner
	Games Unit 1 Attack, Defend, Shoot	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<p>Can send a ball using feet and can receive a ball using feet.</p> <p>Refine ways to control bodies and a range of equipment.</p> <p>Recall and link combinations of skills, e.g. dribbling and passing</p>	<ul style="list-style-type: none"> • 1 use hitting, kicking and/or rolling in a game. • 1 decide the best space to be in during a game. • 1 use a tactic in a game. • 1 follow rules.
Autumn 2	Gymnastics Unit 2	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	<p>Develop body management through a range of floor exercises</p> <p>Use core strength to link recognised gymnastics elements, e.g., back support and half twist</p> <p>Attempt to use rhythm while performing a sequence</p>	<ul style="list-style-type: none"> • 1 plan and perform a sequence of movements. • 1 improve my sequence based on feedback. • 1 think of more than one way to create a sequence which follows some 'rules'. • 1 work on my own and with a partner

	Games Unit 2 Attack Defend Shoot	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	To select and apply a small range of simple tactics Recognise good quality in self and others To work with others to build basic attacking play	<ul style="list-style-type: none"> • 1 use hitting, kicking and/or rolling in a game. • 1 decide the best space to be in during a game. • 1 use a tactic in a game. • 1 follow rules.
Spring 1	Dance Unit 1	Perform dances using simple movements and patterns	Describe and explain how performers can transition and link shapes and balances Perform basic actions with control and consistency at different speeds and on different levels Challenge themselves to move imaginatively responding to music Work as part of a group to create and perform short movement sequences to music	<ul style="list-style-type: none"> • 1 change rhythm, speed, level and direction in my dance. • 1 dance with control and coordination. • 1 make a sequence by linking sections together. • 1 use dance to show a mood or feeling
	Games Unit 1 Hit Catch Run	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	To developing hitting skills with a variety of bats Practice feeding/bowling skills Hit and run to score points in games	<ul style="list-style-type: none"> • 1 use hitting, kicking and/or rolling in a game. • 1 decide the best space to be in during a game. • 1 use a tactic in a game. • 1 follow rules.

Spring 2	Dance Unit 2	Perform dances using simple movements and patterns	Perform using more sophisticated formations as well as an individual Explore relationships through different dance formations Explain the importance of emotion and feeling in dance Use the stimuli to copy, repeat and create dance actions and motifs	<ul style="list-style-type: none"> • 1 change rhythm, speed, level and direction in my dance. • 1 dance with control and coordination. • 1 make a sequence by linking sections together. • 1 use dance to show a mood or feeling
	Games Unit 2 Hit Catch Run	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	Work on a variety of ways to score runs in the different hit, catch, run games Work in teams to field Begin to play the role of wicketkeeper or backstop	<ul style="list-style-type: none"> • 1 use hitting, kicking and/or rolling in a game. • 1 decide the best space to be in during a game. • 1 use a tactic in a game. • 1 follow rules.
Summer 1	Games Unit 1 Send and Return	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	Be able to track the path of a ball over a net and move towards it Begin to hit and return a ball using a variety of hand and racquet with some consistency Play modified net/wall games throwing, catching and sending over a net	<ul style="list-style-type: none"> • 1 use hitting, kicking and/or rolling in a game. • 1 decide the best space to be in during a game. • 1 use a tactic in a game. • 1 follow rules.
	Games Unit 2	Master basic movements including running, jumping, throwing and catching as well as developing balance,	Be able to make it difficult for their opponent to score a point	<ul style="list-style-type: none"> • 1 use hitting, kicking and/or rolling in a game.

	Send and Return	agility and co-ordination and begin to apply these in a range of activities	Begin to choose specific tactics appropriate to the situation Transfer net/wall skills to volleyball style games Improve agility and coordination and use in a game	<ul style="list-style-type: none"> • 1 decide the best space to be in during a game. • 1 use a tactic in a game. • 1 follow rules.
Summer 2	Games Unit 1 Run Jump Throw	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs	<ul style="list-style-type: none"> • 1 use hitting, kicking and/or rolling in a game. • 1 decide the best space to be in during a game. • 1 use a tactic in a game. • 1 follow rules.
	Games Unit 2 Run Jump Throw	Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities	Improve running and jumping movements, work for sustained periods of time Reflect on activities and make connections between a healthy active lifestyle Experience and improve on jumping for distance and height	<ul style="list-style-type: none"> • 1 use hitting, kicking and/or rolling in a game. • 1 decide the best space to be in during a game. • 1 use a tactic in a game. • 1 follow rules.

Year 3 PE Curriculum

Term	Strand	National Curriculum Objective	Unit of work focus	Key Skills
Autumn 1	Gymnastics Unit 1	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p>Modify actions independently using different pathways, directions and shapes</p> <p>Consolidate and improve quality of movements and gymnastics actions</p> <p>Relate strength and flexibility to the actions and movements they are performing</p> <p>To use basic compositional ideas to improve sequence work—unison</p>	<ul style="list-style-type: none"> · 1 adapt sequences to suit different types of apparatus and criteria. · 1 explain how strength and suppleness affect performance. © 1 compare and contrast gymnastic sequences.
Within Autumn Term OAA	Games Football	<p>Use runningjumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Able to show basic control skills including sending and receiving the ball.</p> <p>To send the ball with some accuracy to maintain possession and build attacking play.</p> <p>To implement the basic rules of football.</p> <p>To work with others to solve problems</p> <p>To describe their work and use different strategies to solve problems</p> <p>To lead others and be led</p>	<ul style="list-style-type: none"> © 1 throw and catch with control. · 1 am aware of space and use it to support team-mates and to cause problems for the opposition. · 1 know and use rules fairly. · 1 follow a map in a familiar context. · 1 use clues to follow a route. · 1 follow a route safely.

			To differentiate between when a task is competitive and when it is collaborative	
Autumn 2	Gymnastics Unit 2	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Identify similarities and differences in sequences Develop body management over a range of floor exercises Attempt to bring explosive moves into floor work through jumps and leaps Show increasing flexibility in shapes and balances	<ul style="list-style-type: none"> • 1 adapt sequences to suit different types of apparatus and criteria. • 1 explain how strength and suppleness affect performance. • 1 compare and contrast gymnastic sequences.
	Games Netball	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	To be able to perform basic netball skills such as passing and catching using recognised throws To use space efficiently to build attacking play To implement the basic rules of netball	<ul style="list-style-type: none"> • 1 throw and catch with control. • 1 am aware of space and use it to support teammates and to cause problems for the opposition. • 1 know and use rules fairly.
Spring 1	Dance Unit 1	perform dances using a range of movement patterns	Practise different sections of a dance aiming to put together a performance Perform using facial expressions Perform with a prop	<ul style="list-style-type: none"> • 1 improvise freely and translate ideas from a stimulus into movement. • 1 share and create phrases with a partner and small group. • 1 repeat, remember and perform phrases.

	Games Handball	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	Able to show basic passing and catching skills Learn basic defensive techniques To implement the rules of handball	<ul style="list-style-type: none"> • 1 throw and catch with control. • 1 am aware of space and use it to support team-mates and to cause problems for the opposition. • 1 know and use rules fairly.
Spring 2	Dance Unit 2	perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.	<ul style="list-style-type: none"> • 1 improvise freely and translate ideas from a stimulus into movement. • 1 share and create phrases with a partner and small group. • 1 repeat, remember and perform phrases.
	Games Cricket	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	To be able to adhere to some of the basic rules of cricket To develop a range of skills to use in isolation and a competitive context To use basic skills with more consistency including striking a bowled ball	<ul style="list-style-type: none"> • 1 throw and catch with control. • 1 am aware of space and use it to support team-mates and to cause problems for the opposition. • 1 know and use rules fairly.
Summer 1	Games Tennis	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	To identify and describe some rules of tennis. To serve to begin a game To explore forehand hitting	<ul style="list-style-type: none"> • 1 throw and catch with control. • 1 am aware of space and use it to support team-mates and to cause problems for the opposition. • 1 know and use rules fairly.

	Games Rounders	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	To be able to play simple rounders games To apply some rules to games To develop and use simple rounders skills	<ul style="list-style-type: none"> • 1 throw and catch with control. • 1 am aware of space and use it to support team-mates and to cause problems for the opposition. • 1 know and use rules fairly.
Summer 2	Games Tennis	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	To identify and describe some rules of tennis. To serve to begin a game To explore forehand hitting	<ul style="list-style-type: none"> • 1 throw and catch with control. • 1 am aware of space and use it to support team-mates and to cause problems for the opposition. • 1 know and use rules fairly.
	Games Athletics	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force	<ul style="list-style-type: none"> • 1 run at fast, medium and slow speeds; changing speed and direction. • 1 take part in a relay, remembering when to run and what to do. •

Year 4 PE Curriculum

Term	Strand	National Curriculum Objective	Unit of work focus	Key Skills
Autumn 1	Gymnastics Unit 1 and Unit 2	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	To become increasingly competent and confident to perform skills more consistently Able to perform in time with a partner and group Use compositional ideas in sequences such as changes in height, speed and direction	<ul style="list-style-type: none"> • 1 work in a controlled way. • 1 include change of speed and direction. • 1 include a range of shapes. • 1 work with a partner to create, repeat and improve a sequence with at least three phases.
	Swimming	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations	Swim short distances unaided between 5 & 20 metres using one consistent stroke Propel themselves over longer distances with the assistance of swimming aids Move with more confidence in the water including submerging themselves fully Enter and exit the water independently	Develop basic movements in water such as propelling, walking, pushing and pulling
	Within the Autumn term OAA	take part in outdoor and adventurous activity challenges both individually and within a team	Work well in a team or group within defined and understood roles Plan and refine strategies to solve problems	<ul style="list-style-type: none"> • 1 follow a map in a (more demanding) familiar context. • 1 follow a route within a time limit.

			<p>Identify the relevance of and use maps, compass and symbols</p> <p>Identify what they do well and suggest what they could do to improve</p>	
Autumn 2	<p>Games Football</p>	<p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate</p>	<p>Introduce some defensive skills</p> <p>Dribbling in different directions using different parts of their feet</p> <p>Passing for distance</p> <p>Evaluating skills to aid improvement</p>	<ul style="list-style-type: none"> • 1 hit a ball accurately with control. • 1 keep possession of the ball. • 1 vary tactics and adapt skills depending on what is happening in a game.
	<p>Swimming</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Swim short distances unaided between 5 & 20 metres using one consistent stroke</p> <p>Propel themselves over longer distances with the assistance of swimming aids</p> <p>Move with more confidence in the water including submerging themselves fully</p> <p>Enter and exit the water independently</p>	<p>Develop basic movements in water such as propelling, walking, pushing and pulling</p>
Spring 1	<p>Games Netball</p>	<p>Introduce high five netball positions</p> <p>Acquire and apply basic shooting techniques</p>	<p>Introduce high five netball positions</p> <p>Acquire and apply basic shooting techniques</p> <p>Demonstrate and implement some basic rules of high five</p> <p>Develop netball skill such as marking and footwork</p>	<ul style="list-style-type: none"> • 1 throw and catch accurately. • 1 keep possession of the ball. • 1 vary tactics and adapt skills depending on what is happening in a game.

		<p>Demonstrate and implement some basic rules of high five</p> <p>Develop netball skill such as marking and footwork</p>		
	Swimming	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Swim over greater distances, between 10 & 20 meters with confidence in shallow water</p> <p>Begin to use basic swimming techniques including correct arm and leg action</p> <p>Explore and use basic breathing patterns</p> <p>Enter and exit the water in a variety of ways</p> <p>Take part in problem-solving activities such as group floats and team challenges</p>	Develop skills further participating in increasingly challenging situations.
Spring 2	Dance Unit 1 and 2	perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>Developing choreography and devising skills in relation to a theme</p> <p>Exploring dynamic quality and formations to communicate character</p> <p>Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience</p>	<ul style="list-style-type: none"> • 1 take the lead when working with a partner or group. • 1 use dance to communicate an idea.
	Swimming	Swim competently, confidently and proficiently over a distance of at least 25 metres	Swim over greater distances, between 10 & 20 meters with confidence in shallow water	Develop skills further participating in increasingly challenging situations.

		<p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Begin to use basic swimming techniques including correct arm and leg action</p> <p>Explore and use basic breathing patterns</p> <p>Enter and exit the water in a variety of ways</p> <p>Take part in problem-solving activities such as group floats and team challenges</p>	
Summer 1	Games Tennis	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate</p>	<p>Explore different shots (forehand, backhand)</p> <p>Work to return the serve</p> <p>Positions in gameplay</p>	<ul style="list-style-type: none"> • 1 catch with one hand. • 1 throw and catch accurately. • 1 hit a ball accurately with control. • 1 keep possession of the ball • 1 vary tactics and adapt skills depending on what is happening in a game.
	Swimming	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Bring control and fluency to at least two recognised strokes</p> <p>Implement good breathing technique to allow for smooth stroke patterns</p> <p>Attempt personal survival techniques as an individual and group with success</p> <p>Link lengths together with turns and attempt tumble turn in isolation and during a stroke</p>	<p>Confident taking part in a range of water-based activity as an individual and collaborating with a group</p> <p>Be increasingly confident with a variety of stroke technique and use with control and fluency</p>
Summer 2	Games Tennis	<p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Explore different shots (forehand, backhand)</p> <p>Work to return the serve</p>	<ul style="list-style-type: none"> • 1 catch with one hand. • 1 throw and catch accurately.

		Play competitive games, modified where appropriate	Positions in gameplay	<ul style="list-style-type: none"> • 1 hit a ball accurately with control. • 1 keep possession of the ball. • 1 vary tactics and adapt skills depending on what is happening in a game.
	Swimming	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations	Bring control and fluency to at least two recognised strokes Implement good breathing technique to allow for smooth stroke patterns Attempt personal survival techniques as an individual and group with success Link lengths together with turns and attempt tumble turn in isolation and during a stroke	Confident taking part in a range of water-based activity as an individual and collaborating with a group Be increasingly confident with a variety of stroke technique and use with control and fluency

Year 5 PE Curriculum

Term	Strand	National Curriculum Objective	Unit of work focus	Key Skills
Autumn 1	Gymnastics Unit 1	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p>Create longer and more complex sequences and adapt performances</p> <p>Take the lead in a group when preparing a sequence</p> <p>Develop symmetry individually, as a pair and in a small group</p> <p>Compare performances and judge strengths and areas for improvement</p> <p>Select a component for improvement. For example— timing or flow</p>	<ul style="list-style-type: none"> • I make complex extended sequences. • I combine action, balance and shape. • 1 perform consistently to different audiences
	Games Football Within the Autumn Term OAA	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate</p> take part in outdoor and adventurous activity challenges both individually and within a team	<p>To play effectively in a variety of positions and formations on the pitch</p> <p>Relate a greater number of attacking and defensive tactics to gameplay</p> <p>Become more skilful when performing movements at speed</p> Explore ways of communicating in a range of challenging activities <p>Navigate and solve problems from memory</p> <p>Develop and use trust to complete the task and perform under pressure</p>	<ul style="list-style-type: none"> • 1 gain possession by working a team. • 1 pass in different ways. • 1 choose a tactic for defending and attacking. • 1 use a number of techniques to pass, dribble and shoot. <ul style="list-style-type: none"> • 1 follow a map into an unknown location. • 1 use clues and a compass to navigate a route. • 1 change my route to overcome a problem. • 1 use new information to change my route.

Autumn 2	<p>Gymnastics Unit 2</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Take responsibility for own warm-up including remembering and repeating a variety of stretches</p> <p>Perform more complex actions, shapes and balances with consistency</p> <p>Use information given by others to improve performance</p> <p>Remember and repeat longer sequences with more difficult actions.</p>	<ul style="list-style-type: none"> • 1 make complex extended sequences. • 1 combine action, balance and shape. • 1 perform consistently to different audiences
	<p>Games Netball</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate</p>	<p>To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills</p> <p>To begin to play efficiently in different positions on the pitch in both attack and defence</p> <p>To increase power and strength of passes, moving the ball over longer distances</p>	<ul style="list-style-type: none"> • 1 gain possession by working a team. • 1 pass in different ways. • 1 choose a tactic for defending and attacking. • 1 use a number of techniques to pass and shoot.
Spring 1	<p>Dance Unit 1</p>	<p>perform dances using a range of movement patterns</p>	<p>Perform different styles of dance fluently and clearly</p> <p>Refine & improve dances adapting them to include the use of space rhythm & expression</p> <p>Worked collaboratively in groups to compose simple dances</p> <p>Recognise and comment on dances suggesting ideas for improvement</p>	<ul style="list-style-type: none"> • 1 compose my own dances in a creative way. • 1 perform to an accompaniment. • My dance shows clarity, fluency, accuracy and consistency.

	Games Tag Rugby	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	To combine basic tag rugby skills such as catching and quickly passing in one movement To be able to select and implement appropriate skills in a game situation To begin to play effectively when attacking and defending To increase the power of passes so the ball can be moved quickly over greater distance	<ul style="list-style-type: none"> • 1 gain possession by working a team. • 1 pass in different ways. • 1 choose a tactic for defending and attacking. • 1 use a number of techniques to pass, dribble and shoot.
Spring 2	Dance Unit 2	perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities. Work with devices to add interest to action and explore different types of jumps.	<ul style="list-style-type: none"> • 1 compose my own dances in a creative way. • 1 perform to an accompaniment. • My dance shows clarity, fluency, accuracy and consistency.
	Games Hockey	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	To be able to be able to combine basic hockey skills such as dribbling and push pass To be able to select and apply skills in a game situation confidently To begin to play effectively in different positions on the pitch including in defence To increase power and strength of passes, moving the ball over longer distances	<ul style="list-style-type: none"> • 1 gain possession by working a team. • 1 pass in different ways. • 1 choose a tactic for defending and attacking. • 1 use a number of techniques to pass, dribble and shoot.
Summer 1	Games Tennis	Use running, jumping, throwing and catching in isolation and in combination	Introduce Volley shots and Overhead shots Apply new shots into game situations	<ul style="list-style-type: none"> • 1 gain possession by working a team. • 1 pass in different ways.

		Play competitive games, modified where appropriate	Play with others to score and defend points in competitive games Further, explore Tennis service rules	<ul style="list-style-type: none"> • 1 use forehand and backhand with a racket. • 1 can field. • 1 choose a tactic for defending and attacking. • 1 use a number of techniques to pass, dribble and shoot.
	Games Rounders	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance	<ul style="list-style-type: none"> • 1 pass in different ways. • 1 can field. • 1 choose a tactic for defending and attacking.
Summer 2	Games Cricket	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	Link together a range of skills and use in combination Collaborate with a team to choose, use and adapt rules in games Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance	<ul style="list-style-type: none"> • 1 gain possession by working a team. • 1 pass in different ways. • 1 use forehand and backhand with a racket. • 1 can field. • 1 choose a tactic for defending and attacking. •
	Games Athletics	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate compare their performances with previous ones and	Sustain pace over short and longer distances such as running 100m and running for 2 minutes Able to run as part of a relay team working at their maximum speed	<ul style="list-style-type: none"> • 1 am controlled when taking off and landing. • 1 throw with accuracy. • 1 combine running and jumping.

		demonstrate improvement to achieve their personal best.	Perform a range of jumps and throws demonstrating increasing power and accuracy	
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Year 6 PE Curriculum

Term	Strand	National Curriculum Objective	Unit of work focus	Key Skills
Autumn 1	Gymnastics Unit 1	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p>Lead group warm-up showing understanding of the need for strength and flexibility</p> <p>Demonstrate accuracy, consistency, and clarity of movement</p> <p>Work independently and in small groups to make up own sequences</p> <p>Arrange own apparatus to enhance work and vary compositional ideas</p> <p>Experience flight on and off of high apparatus</p>	<ul style="list-style-type: none"> • I combine my own work with that of others. • I sequences to specific timings.
	<p>Games Football</p> <p>Within the Autumn Term OAA</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Choose and implement a range of strategies to attack and defend</p> <p>To perform a wider range of more complex skills</p> <p>Recognise and describe good individual and team performances</p> <p>Suggest, plan and lead simple drills for given skills</p> <p>Use information given by others to complete tasks and work collaboratively</p> <p>Undertake more complex tasks</p> <p>Take responsibility for a role in a task</p>	<ul style="list-style-type: none"> • 1 play to agreed rules. • 1 explain rules to others. • 1 can umpire. © 1 make a team and communicate a plan. • 1 lead others in a game situation. • 1 plan a route and a series of clues for someone else. • 1 plan with others, taking account of safety and danger.

			Use knowledge of PE and physical activities to suggest design ideas & amendments to games	
Autumn 2	Gymnastics Unit 2	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Perform increasingly complex sequences Combine own ideas with others to build sequences Compose and practise actions and relate to music Show a desire to improve competency across a broad range of gymnastics actions	<ul style="list-style-type: none"> • 1 combine my own work with that of others. • 1 sequences to specific timings.
	Games Netball	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	Work as a team to improve group tactics and gameplay Play within the rules using blocking skills for shots and passes Develop defensive skills	<ul style="list-style-type: none"> • 1 play to agreed rules. • 1 explain rules to others. • 1 can umpire. • 1 make a team and communicate a plan. • 1 lead others in a game situation.
Spring 1	Dance Unit 1	perform dances using a range of movement patterns	Work collaboratively to include more complex compositional ideas Develop motifs and incorporate into self- composed dances as individuals, pairs & groups Talk about different styles of dance with understanding, using appropriate language & terminology	<ul style="list-style-type: none"> • 1 develop sequences in a specific style. * 1 choose my own music and style
	Games Tag Rugby	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	To choose and implement a range of strategies and tactics to attack and defend To combine and perform more complex skills at speed	<ul style="list-style-type: none"> • 1 play to agreed rules. • 1 explain rules to others. • 1 can umpire. • 1 make a team and communicate a plan. • 1 lead others in a game situation.

			<p>To observe, analyse and recognise good individual and team performances</p> <p>To suggest, plan and lead a warm-up as a small group</p>	
Spring 2	<p>Dance</p> <p>Unit 2</p>	<p>perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>1 can describe how dance action communicates the idea of a gang</p> <p>1 can perform dance actions which communicate the idea of a gang</p> <p>1 can create dance actions which communicate the idea of a gang</p>	<ul style="list-style-type: none"> • 1 develop sequences in a specific style. c 1 choose my own music and style
	<p>Games</p> <p>Hockey</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate</p>	<p>To choose and implement a range of strategies and tactics to attack and defend</p> <p>To combine and perform more complex skills at great speed</p> <p>To recognise and describe good individual and team performances</p> <p>To suggest, plan and lead a warm-up as a small group</p>	<ul style="list-style-type: none"> • 1 play to agreed rules. • 1 explain rules to others. • 1 can umpire. • 1 make a team and communicate a plan. • 1 lead others in a game situation.
Summer 1	<p>Games</p> <p>Tennis</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Develop backhand shots</p> <p>Introduce the lob</p> <p>Begin to use full tennis scoring systems</p> <p>Continue developing doubles play and tactics to improve</p>	<ul style="list-style-type: none"> • 1 play to agreed rules. • 1 explain rules to others. • 1 can umpire. • 1 make a team and communicate a plan. • 1 lead others in a game situation.

	Games Rounders	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	Apply rounders rules consistently in conditioned games Play small sided games using standard rounders pitch layout Use a range of tactics for attacking and defending in the role of bowler, batter and fielder	<ul style="list-style-type: none"> • 1 play to agreed rules. • 1 explain rules to others. • 1 can umpire. • 1 make a team and communicate a plan. • 1 lead others in a game situation.
Summer 2	Games Cricket	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate	Apply with consistency standard cricket rules in a variety of different styles of games Attempt a small range of recognised shots in isolation and in competitive scenarios Use a range of tactics for attacking and defending in the role of bowler, batter and fielder	<ul style="list-style-type: none"> • 1 play to agreed rules. • 1 explain rules to others. • 1 can umpire. • 1 make a team and communicate a plan. • 1 lead others in a game situation.
	Games Athletics	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Become confident and expert in a range of techniques and recognise their success Apply strength and flexibility to a broad range of throwing, running and jumping activities Work in collaboration and demonstrate improvement when working with self and others Accurately and confidently judge across a variety of activities	<ul style="list-style-type: none"> • 1 demonstrate stamina.