

# Primary Phase Curriculum Map 2020-21



**William Hulme's Grammar School**  
The best in everyone™  
Part of United Learning

**Subject Area:**

**PE**

The P.E. curriculum at William Hulme's Grammar School provides children with the opportunity to develop skills in four key areas: games, athletics, dance and gymnastics. This curriculum has been developed with the ambition of children achieving the Key Stage expectations, set out in the National Curriculum, by providing a year-on-year development of skills in each of the four key areas of P.E. The curriculum also aims to develop each child in two ways: through physical outcomes and emotional outcomes.

Our intent is to deliver high-quality lessons that inspire all pupils to succeed and excel in physical activities, including competitive sport, through the teaching of fundamental movement skills in the Early Years and Key Stage 1 and applying these skills to specific games in Key Stage 2. We aim to provide opportunities for pupils to become physically confident in order for them to lead healthy, active lifestyles.

We provide opportunities to compete in sport in order to build character and help to embed values, such as fairness and respect. Children will begin to develop these skills in Key Stage 1 when taking part in simple games and developing their understanding of playing with others, learning to demonstrate honesty and playing with gratitude, empathy and fairness. This further develops throughout Key Stage 2, as children have the opportunities to take part in inter and intra-school competitions, including house competitions, creating self-motivation and self-discipline and showing communication skills by encouraging others, making decisions and being reflective.

Vertical Concept	Definition	Units
Games	Developing skills using equipment, learning rules and tactics of play and applying these skills in a range of different games.	Year 1 – developing bat and ball skills and introducing simple games Year 2 – developing throwing, catching, kicking, dribbling and hitting skills and inventing simple games Year 3 – developing invasion ball skills and introducing simple net, court, wall, striking and fielding games Year 4 – developing knowledge of skills and rules for small group net, court, wall, striking, fielding and invasion games Year 5 – introduction of mini net, court, wall, invasion and target games whilst developing game specific skills Year 6 – applying skills and introducing game specific rules and tactics for hockey, football, netball, basketball and rugby
Athletics	Developing speed, strength, stamina, starting and finishing techniques and applying these to a range of sporting events.	Year 1 – developing the basics skills of changing speed, underarm throws and simple take offs and landings Year 2 – further developing the skills learnt in Year 1 and including more specific skills such as sprinting and throwing for distance Year 3 – introduction of sprinting styles, throwing for accuracy, relay races and longer endurance running Year 4 – further developing the skills learnt in Year 3 and introducing running over obstacles and using a range of equipment Year 5 – refining skills for running and throwing for different purposes and introducing timing and measuring. Year 6 – applying learnt skills to the specific events of shotput, discuss, long jump, triple jump, javelin and a range of running distances.

Vertical Concept	Definition	Units
Dance	Developing co-ordination and movement skills in order to respond to a range of different stimuli whilst showing expression.	Year 1 & 2 – using basic stimuli such as a story or characters and responding with developing basic movements Year 3 & 4 – beginning to develop control and flow when putting movements together and performing a dance routine Year 5 & 6 – developing the use of expression when choreographing short dances including improvisation and performing and evaluating other children’s performances
Gymnastics	Developing flexibility and strength whilst moving on different parts of the body and creating sequences individually and in groups.	Year 1 & 2 – beginning to develop balance, rolls and travelling and linking these to create a simple sequence Year 3 & 4 –introducing symmetrical and asymmetrical movements and improving partner work when creating a sequence using balances, rolls and travelling Year 5 & 6 – developing previously learnt skills by improving smooth links within sequences, using synchronisation and cannon when working in pairs or groups, and performing and evaluating other children's performances

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Physical development is a prime area of the Early Learning Goals, which is split into two parts: ‘moving and handling’ and ‘health and self-care’. By the end of Reception, children should show good control and co-ordination in large and small movements. They should move confidently in a range of ways, safely negotiating space. They should also know the importance for good health through physical exercise and a healthy diet and talk about ways to keep healthy.					
<b>Year 1</b>	<p><b>Games</b> <b>UNIT 1 - FOCUS ON BALL SKILLS AND GAMES</b> Familiarisation with a ball — balancing, rolling and passing the ball around different body parts. Patting and bouncing the ball and using the skills in games. Throwing, catching, rolling and receiving and developing games. Kicking the ball and dribbling. Throwing and catching using bean-bags, small balls and quoits. Using the skills to develop individual and partner target games.</p> <p><b>Gymnastics</b> <b>FLIGHT - BOUNCING, JUMPING AND LANDING</b></p>	<p><b>Games</b> <b>UNIT 2 - THROWING AND CATCHING - AIMING GAMES</b> Throwing and catching with different equipment. Pairs catching using different equipment. Throwing and catching one handed. Aiming, using different equipment. Rolling, kicking, bouncing and throwing to aim at a range of targets. Aiming onto/over lines, at targets, hoops, skittles etc. Partner aiming games — co-operative and competence.</p> <p><b>Dance</b></p>	<p><b>Games</b> <b>UNIT 3 - BAT / BALL SKILLS AND GAMES - SKIPPING</b> Running, jumping and avoiding games in warm-up. Roll and push the ball along the ground with a bat. Push and roll in different directions and weave through “slaloms”. Balance a ball on a bat with control — standing and walking. In a controlled way hit a ball upwards / downwards with a bat. Strike a ball to a partner — both along the ground and in the air. Strike a ball rolled or thrown by a partner. Strike alternately to each other along the ground - move in line with the ball to receive it. Skipping with a rope.</p>	<p><b>Games</b> <b>UNIT 4 - DEVELOPING PARTNERWORK</b> Running, skipping and avoiding games for warm-ups with emphasis on work in twos. Skipping practice with a rope. Throw, catch, roll and bounce a variety of apparatus (including hoops) individually and with a partner in a “game”. Move with hoops and through hoops. Kick and dribble a ball with control and play a game with a partner. Using a bat, strike a ball along the ground and into the air. Co-operative games are developed to practise and progress the various sending and receiving skills.</p>	<p><b>Athletics</b> <b>Unit 1</b> Developing specific basic skills of: changing speed control in picking up/putting down equipment underarm throwing simple take-offs and landings (one foot to one foot; one foot to the other foot; two feet to, travelling on different pathways, push throw</p> <p><b>Gymnastics</b> <b>ROCKING AND ROLLING</b> Which body parts can you rock upon? Different rolling actions Join together jump and roll Short sequences</p>	<p><b>Athletics</b> <b>Unit 2</b> Further developing specific basic skills of: running style jumping techniques and combination of jumps together with a partner pull throw - overarm throwing pivot turn - changing direction running in curving pathways underarm throwing, push throw</p> <p><b>Dance</b> <b>FOG AND SUNSHINE WASHING DAY HANDA’S SURPRISE</b> To know and perform the basic dance actions with some idea of mood and feeling in relation to the dance idea.</p>

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Year 2	<p>Hopping, bouncing, skipping, jumping in different directions 1 foot to 2 feet jumping</p> <p>Thin shapes, star shapes High and low levels</p>	<p><b>STREAMERS</b></p> <p><b>CONKERS PLAYING WITH A BALL</b></p> <p>To explore actions in response to stimuli.</p> <p>To know and perform basic dance skills in relation to dance ideas. To explore a range of movements suitable for the idea and link them together.</p> <p>To observe each other dancing and describe what they see.</p> <p>To know how their bodies feel after dance activities.</p>	<p><b>Gymnastics</b></p> <p><b>POINTS AND PATCHES</b></p> <p>Small body parts to balance upon - different combinations Large parts to balance upon Partner work - making a hole for partner to slide under Travelling on small "points" and on large "patches"</p> <p>Changing balances smoothly and showing different speeds</p>	<p>Children change the rules to make the games more challenging.</p> <p><b>Dance</b></p> <p><b>MARCH, MARCH, MARCH JACK AND THE BEANSTALK</b></p> <p>To respond to a range of stimuli.</p> <p>To improvise to an idea - display an immediate response.</p> <p>To choose appropriate movements made to create short phrases and simple structures.</p> <p>To show the understanding of dance, communicating ideas and unfolding characters and stories.</p>		<p>To copy and perform simple phrases and rhythm patterns. To improvise to an idea.</p> <p>To choose and link appropriate movements - recognise different rhythms, dynamics and relations.</p> <p>To observe and describe dance phrases and expressive qualities using appropriate language.</p>
	<p><b>Games</b></p> <p><b>UNIT 1 - THROWING AND CATCHING - INVENTING GAMES</b></p> <p>Running and avoiding games for warm-ups to develop safe moving and awareness of others.</p> <p>Develop throwing and catching skills using a range of equipment (different sizes, shapes, weights, textures etc.) "Beat your own record" activities to put the skill under some pressure and send _ receive using different directions and levels.</p> <p>Throw, catch and bounce in different ways. (e.g. one hand, the other hand, two hands, with different body parts, over the head, under or around different</p>	<p><b>Games</b></p> <p><b>UNIT 2 - MAKING UP A GAME</b></p> <p>Vigorous warm-ups to encourage spatial awareness, mobility, coordination and control.</p> <p>Aim at a stationary or moving target using different equipment and variety of balls. Aim, using different types of sending with hands, feet and bat.</p> <p>Developing simple strategies and tactics by bouncing, kicking or throwing a ball at different angles, heights and speeds into spaces.</p> <p>Track the path of a ball and move across it to intercept efficiently.</p>	<p><b>Games</b></p> <p><b>UNIT 3 - DRIBBLING, KICKING AND HITTING</b></p> <p>Vigorous warm-up activities which encourage mobility and awareness of space and other people.</p> <p>Dribble (with hands, feet and implement) to develop control, change of speed and change of direction.</p> <p>Work with a partner to pass, receive and strike in a variety of ways with a range of apparatus.</p> <p>With a partner strike a ball along the floor and through the air using hands and a range of implements.</p> <p>Play games with a partner, selecting and applying the skills that have been developed and putting them under pressure.</p> <p>Using a variety of equipment and different sized balls in invasion / net / striking type activities to</p>	<p><b>Games</b></p> <p><b>UNIT 4 - GROUP GAMES AND INVENTING RULES</b></p> <p>Vigorous and active warm-ups to encourage spatial awareness and safety.</p> <p>Working co-operatively in small groups to play a range of games.</p> <p>Development and extension of bouncing, kicking, throwing, catching and striking skills.</p> <p>Sending and aiming skills developing footwork and whole-body coordination.</p> <p>A range of games where children work in groups of varying sizes, in 3 v 1 situation, or 2 v 2 or 4 v 4 across a net.</p> <p>Children invent scoring systems and simple rules to make their games acceptable and fair and</p>	<p><b>Athletics</b></p> <p><b>Unit 1</b></p> <p>Further development of the specific basic skills of: push throw with two hands technique in short distance running underarm throwing (fling throw) for distance and accuracy paced running jumping with different take-offs and landings push throw with a bounce.</p> <p><b>Gymnastics</b></p> <p><b>TURNING - SPINNING - TWISTING</b></p> <p>Turning jumps - quarter, half, three-quarters, full</p> <p>Rolling on floor</p> <p>Different body parts upon which to spin</p> <p>Turning in the air and on the floor</p>	<p><b>Athletics</b></p> <p><b>Unit 2</b></p> <p>Developing basic techniques of: push-throw and push-bounce. sprinting technique - isolating different elements. throwing for distance. even pacing between obstacles. jumping for distance using different patterns and take-offs and landings, push throw with a bounce.</p> <p><b>Dance</b></p> <p><b>WORDS AND MESSAGES THREE LITTLE PIGS</b></p> <p>To demonstrate the ability to hold clear body shapes both in movement and stillness.</p> <p>To improvise to an idea.</p> <p>To perform a whole dance with a simple narrative structure.</p> <p>To observe and describe dance phrases and expressive qualities.</p>

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Year 3	<p>body parts, overarm throwing etc.) Throw and catch in a stationary position, on the move, in different ways. Make up games using throwing, catching and bouncing. Teach the game to a partner and play it co-operatively and competitively.</p> <p><b>Gymnastics</b> <b>PARTS HIGH AND PARTS LOW</b></p> <p>Travelling close to the ground and far away from the ground. Travelling with different body parts high. Which parts can travel close to the ground?</p>	<p>Run after a moving ball, field it and return. Receive the ball on the move. Make up games individually — teach to a partner and improve each other's Choose the equipment to create games with a partner. Make up rules for the games and make them more challenging.</p> <p><b>Dance</b> <b>THE CAT</b> <b>BALLOONS REACH FOR THE STARS</b></p> <p>To know and perform the basic dance actions with some idea of mood and feeling. To remember and repeat movement phrases and patterns with some level of control and co-ordination. To change and vary actions and demonstrate contrasting speeds and weights. To show an understanding of dance communicating ideas and unfolding stories. To know that they need to warm-up and cool down for dance.</p>	<p>develop simple tactics for attacking and defending.</p> <p><b>Gymnastics</b> <b>PATHWAYS, STRAIGHT, ZIG-ZAG AND CURVING</b></p> <p>Identification of different pathways - directions Size of pathways - large or small Travel different pathways with different movements Partner work - "Follow my Leader".</p>	<p>improve the quality of their game. Develop simple group tactics (e.g. work as a team to defend a "goal" or stand between the goal and the person with the ball.)</p> <p><b>Dance</b> <b>FRIENDS</b> <b>BUBBLES</b> <b>SHADOWS</b></p> <p>To work in pairs using "follow-my-leader" unison and canon. To know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea. To recognise different dance forms and compositional skills and be able to describe them and comment on quality. To understand and tell you how important it is to be active.</p>	<p>Twisting - twisting and coming back the same way, twisting and resolving. Sequences.</p>	
	<p><b>Games</b> <b>UNIT 1 - BALL SKILLS - INVASION FOCUS</b></p>	<p><b>Games</b> <b>UNIT 2 - CREATIVE GAMES MAKING</b></p>	<p><b>Games</b> <b>UNIT 3 - NET / COURT / WALL GAMES</b></p>	<p><b>Games:</b> <b>UNIT 4 - STRIKING / FIELDING GAMES</b></p>	<p><b>Athletics</b> <b>Unit 1</b> Developing techniques of:- sprinting style. throwing for accuracy (fling-throw). sprinting</p>	<p><b>Athletics</b> <b>Unit 2</b> Developing techniques of:- sprinting - use of arms and legs throwing for accuracy</p>

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	<p>Pass and receive with hands in different ways (chest bounce and shoulder) using different apparatus.</p> <p>Dribble, pass and receive with feet.</p> <p>Sequence passing.</p> <p>Signal for the bail — signal and move into a space to receive the ball.</p> <p>Pass and move to retain possession using activities which give a numerical advantage. Keep possession and progress down the pitch towards the goal.</p> <p>Co-operative and competitive games to further develop these skills and simple tactics under pressure. (Formations e.g. 2v 1, 3v 1, 3v 2, 3 v3)</p> <p>Revision of skipping skills.</p> <p><b>Gymnastics</b> <b>STRETCHING, CURLING AND ARCHING</b></p> <p>Different ways of travelling in a curled-up shape or a stretched-out shape. Stretching in balances remembering 'points and patches'. Travelling stretched/curled / stretched /curled.</p> <p>Partner work - Matching stretched shapes Follow-my-leader Matching movements "A" on floor and "B" passing over Contrasting movements "A" on floor and "B" passing over.</p>	<p>Vigorous running and tag games to warm-up and develop spatial awareness and mobility. Five creative games-making situations set into lesson form.</p> <p>An alternative presentation can be made by using "masters" of cards and presenting children with a focused problem-solving situation. Children select, apply, reinforce and develop previously learned skills in group games. Each situation has a specific objective and group numbers are predetermined. Children are offered a limited choice of equipment.</p> <p>Questions are asked to give opportunities for games to develop and evolve.</p> <p><b>Dance</b> <b>WHO AM I?</b> <b>THE LANGUAGE OF DANCE.</b></p> <p>To respond imaginatively to a simple stimulus. Use movement patterns to structure dance phrases on their own and with a partner.</p> <p>To demonstrate the ability to choose the movements which reflect the dance idea. To remember and repeat simple dance phrases.</p>	<p>Vigorous warm-ups to develop mobility and spatial awareness. Develop accurate "feeding" and throwing skills.</p> <p>Bat and ball activities and skills - "self-feed", "feed from a partner", co-operative hitting over a "net".</p> <p>Variety of balls and apparatus thrown from one court to another to develop mobility and tactical awareness.</p> <p>Aiming and aiming into spaces to make it difficult for an opponent. High barrier and low or ground level "nets" to encourage high and low throwing / hitting, quick and slow throwing.</p> <p>Games for throwing and striking a ball with hands or apparatus. To encourage understanding of principles.</p> <p><b>Gymnastics</b> <b>SYMMETRY AND ASYMMETRY</b></p> <p>Identification of symmetrical and asymmetrical</p> <p>Balancing and travelling symmetrically and asymmetrically</p> <p>Legs apart and legs together Levels of movement - high, medium and low</p> <p>Moving smoothly from one shape to another</p> <p>Partner work - perform matching sequences side-by-side</p>	<p>Vigorous running and avoiding warm-ups to encourage mobility and spatial awareness. Develop throwing and catching e.g. underarm, overarm, high, low, fast, slow.</p> <p>Develop fielding skills e.g. with ball travelling towards or to one side of the fielder or run after it to retrieve and return.</p> <p>Develop accurate "feed" - along the ground, with one bounce, with no bounce.</p> <p>Develop striking skills along the ground and in the air.</p> <p>Engage in co-operative situations to encourage skill development, consolidation and improvement.</p> <p>Small games and activities to encourage maximum activity and experiencing all roles - fielder, batsperson and bowler.</p> <p>Situations and practices to encourage pupils to think e.g. where to hit, what speed or level to hit, how to maximise scoring opportunities.</p> <p><b>Dance</b> <b>THE EXPLORERS</b> <b>THE HORN PIPE</b></p> <p>To display clarity of body shape extension, balance and footwork.</p> <p>To dance with greater control. To show appropriate dynamic qualities to express the dance idea. To use simple movement patterns to structure dance phrases on their own and in a small group.</p> <p>To perform in different group formations.</p>	<p>and changing pace. jumping - take-offs and landings (combinations). relays and simple shuttle take-over. e throwing for distance (pull-throw).</p> <p><b>Gymnastics</b> <b>PATHWAYS</b></p> <p>Flexible and direct pathways</p> <p>Choosing appropriate movements for different pathways</p> <p>Quick/slow/acceleration /deceleration</p> <p>Change of level</p> <p>Jump 1 foot to 2 feet.</p> <p>Use the jump to change the way you face.</p> <p>Travelling in the same direction constantly changing the way you face</p>	<p>jumping for distance running, jumping and throwing comparisons</p> <p>longer distances - endurance</p> <p><b>Dance</b> <b>THE EAGLE AND THE FISH</b></p> <p>To respond imaginatively to a strong stimuli.</p> <p>To create simple motifs which they can remember and repeat.</p> <p>To perform with appropriate dynamics suitable to the idea.</p> <p>To work in pairs using complementary movement.</p> <p>To observe movement against specific criteria.</p>

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		To work in unison with a partner and travel "follow-the-leader". To demonstrate an understanding of descriptive words when talking about dance.		To observe other children and describe and interpret what they see using appropriate language.		
Year 4	<p><b>Games</b> <b>UNIT 1 - NET / COURT / WALL GAMES</b> Vigorous warm-ups to develop mobility and spatial awareness and neat footwork for moving about the court. Hit with a bat to develop technique, consistency and accuracy. Develop the volley. Strike different size / weight balls and shuttles with hands and different shapes / sizes of bat. Move to hit the ball / shuttle alternately. Singles and doubles games to develop accuracy, control and consistency and develop a range of shots. Small games over a high net using a bat and throwing apparatus to encourage the use of volley and make it difficult for a partner to return the ball. Practices and activities allow pupils to consider and understand net / court / wall principles and tactics. How do we win a point? How do we lose a point?</p> <p><b>Gymnastics</b> <b>BALANCE</b> With emphasis upon size of body part supporting weight</p>	<p><b>Games:</b> <b>UNIT 2 - PROBLEM-SOLVING AND INVENTING GAMES</b> Eight game situations ranging from simple to more complex problems structured to allow experiences in open games-making and problem-solving situations with some restrictions structured situations for solving problems within a limited framework These situations allow children varying degrees of problem-solving, decision-making and making up rules. Some situations may lead children to reproduce almost exactly a game or activity they have already experienced but it is made different by modifying the rules. Questions which may be posed to help children understand principles of play and transfer them. A range of situations which allow development of games drawing on the principles, skills and tactics</p>	<p><b>Games</b> <b>UNIT 3 - INVASION GAMES</b> Development of invasion game skills in small sided games using different formations e.g. 3 v 1,3v2,3v3,4v4 Sending — passing, throwing, kicking with different implements and balls of different sizes, textures and weight, to develop and extend control, accuracy and consistency. Send, receive, gather in various ways, keeping possession (e.g. carry, bounce, dribble) Travel with the ball — run to pick up the ball and continue. Develop spatial awareness and decision making. Develop dodging, marking, signalling and interception and understand "possession". Revise and extend pass and move and forward progression down the pitch. Co-operative teamwork and communication. Develop principles and tactics for attack and defence across the activities.</p> <p><b>Gymnastics</b> <b>RECEIVING BODY WEIGHT</b> Different body parts taking weight in balance and travel Limbs together or apart</p>	<p><b>Games</b> <b>UNIT 4 - STRIKING AND FIELDING GAMES</b> Vigorous warm-up activities to develop mobility and spatial awareness. Develop striking skills and techniques (e.g. sideways to the ball and hold the bat back). Develop accuracy of striking and redirecting the ball. Speed up and develop accuracy in underarm and overarm throwing and bowling. Receive the ball from one direction and throw or strike it away in another direction. Develop fielding skills to confidently collect high, low, short deliveries and ones rolling directly towards or away from the player. Mini-games which allow children to experience all roles and positions in a striking-fielding situation and develop attacking and defensive strategies. (e.g. work as a team to field effectively.)</p> <p><b>Dance</b> <b>ELECTRICITY</b> To perform the actions of jumping with greater control. To display clarity of body shape. To link movements/sections together using appropriate</p>	<p><b>Athletics</b> <b>Unit 1</b> Developing techniques of:- Running for speed and distance. Throwing techniques-push and pull. Jumping, high and low. Sprint speed and take-over from behind. Throwing for distance and accuracy. Running over obstacles.</p> <p><b>Gymnastics</b> <b>ROLLING</b> Travelling with large parts of body touching the floor Travelling close to the floor and far away from the floor Different ways of rolling Teaching points for forward roll and teaching points for backwards roll Joining movements together including a roll</p>	<p><b>Athletics</b> <b>Unit 2</b> Developing techniques of:- Paced running for distance. Combination jumping. Relay take over-downsweep. Using different throws for accuracy. Working with a partner to count, measure, time, and engage in peer assessment.</p> <p>Using a range of equipment and techniques for throwing; exploring and combining various take-offs and landings; developing an understanding of rhythm and pace in running and learning a specific take-over technique -"down sweep".</p> <p><b>Dance</b> <b>SNOOKER</b> <b>CHAMPIONSHIPS</b> <b>RECORD AND REMEMBER</b> To understand that the ideas initiated by the stimulus can be translated into movement (symbolic) To demonstrate the ability to choose the movements and reflect the dance idea. To display how to link movements together in a logical sequence. To work with a partner showing meeting/parting and action/reaction.</p>

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	<p>Balancing the right way up or upside-down</p> <p>Different body shapes in balances</p> <p>Join movements together in a sequence</p>	<p>of different “families” of games.</p> <p><b>Dance</b></p> <p><b>THESE SHOES ARE MADE FOR WALKING</b></p> <p><b>GIRAFFES CAN’T DANCE</b></p> <p><b>INCOGNITO</b></p> <p>To understand that ideas initiated by a story can be translated into movement.</p> <p>To perform with expression and clarity of shape.</p> <p>To perform imaginatively in character.</p> <p>To demonstrate simple motifs and movement patterns.</p> <p>To work with a partner to structure a dance using unison, mirroring and “follow-my-leader”.</p> <p>To understand how dance communicates character moods, ideas and feeling.</p>	<p>Moving smoothly from one balance to another</p> <p>Continuity of movement in a sequence with a partner</p>	<p>transitional movement. To choose and use the appropriate dynamics.</p> <p>To use different group formations to interpret ideas.</p> <p>To demonstrate descriptive language when talking about dance.</p>		<p>To demonstrate a variety of descriptive language for dance.</p>
Year 5	<p><b>Games</b></p> <p><b>UNIT 1 - NET / COURT / WALL GAMES</b></p> <p>Vigorous warm-up activities to develop mobility and spatial awareness.</p> <p>Revision of net / wall / court work from year 4.</p> <p>Develop striking skills with bats and racquets over a net and at targets.</p> <p>Explore, receiving from different angles and sending into different angles on the court — attacking and defensive strategies.</p>	<p><b>Games</b></p> <p><b>UNIT 2 - INVASION AND TARGET (BALL HANDLING)</b></p> <p>Vigorous warm-up activities to develop mobility and spatial awareness.</p> <p>Reinforce and develop pass and move.</p> <p>Keep possession — principles of attack — dodge in different directions and at different speeds.</p>	<p><b>Games</b></p> <p><b>UNIT 3 - INVASION GAMES (IMPLEMENT AND KICKING)</b></p> <p>Vigorous warm-up activities to develop mobility and spatial awareness.</p> <p>Develop skills with a hockey stick — pushing and dribbling.</p> <p>Develop dribbling, kicking and controlling skills with feet.</p> <p>Encourage safe tackling through “niggle tackling” and develop the skill of shielding the ball.</p> <p>Pass and move — receive the ball on the move.</p>	<p><b>Games</b></p> <p><b>UNIT 4 - STRIKING AND FIELDING GAMES</b></p> <p>Vigorous warm-up activities to develop mobility and spatial awareness.</p> <p>Develop striking skills with rounders batons and cricket bats and encourage accuracy by using targets.</p> <p>Further develop and extend catching skills (e.g. catching high, low, bouncing, balls coming directly at or to one side of the fielder).</p>	<p><b>Athletics</b></p> <p><b>Unit 1</b></p> <p>Developing techniques of:-</p> <p>Developing rhythm in running and over obstacles.</p> <p>Throwing- “Pull” throw. Sprinting style.</p> <p>Jumping combinations</p> <p>Relay take-over- “upsweep”</p> <p>Estimating duration, distance and speed.</p> <p>Working with a partner and small group to count, measure, time and give peer assessment.</p> <p>Using a range of equipment and techniques when throwing;</p>	<p><b>Athletics</b></p> <p><b>Unit 2</b></p> <p>Developing techniques of:-</p> <p>Jumping high and long.</p> <p>Sprint starts.</p> <p>Distance running.</p> <p>Throwing for distance and accuracy.</p> <p>Relays.</p> <p>Working with a partner and small group to count, measure, time and give peer assessment.</p> <p>Using a range of equipment and techniques when throwing; jumping - with combination jumps for distance and ‘scissor’</p>

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<p>Develop a range of game situations — co-operative, competitive and creative. Develop and extend skills of striking a large ball over a high net — “volley” and “dig”. Play a basic volley ball mini-game — aiming into spaces and further develop attacking and defending strategies.</p> <p><b>Gymnastics</b> <b>BRIDGES</b></p> <p>Exploring different bridge shapes High and low bridges Travelling in bridge shapes Moving smoothly into and out of a bridge shape Join movements together smoothly into a sequence</p>	<p>Regain possession — principles of defence, including marking and interception. Advance down the pitch to progress towards the opponent’s goal. Numerical advantage — moving off the ball and supporting a player. Move, receive, pivot and pass. Move, receive, travel with ... Pass accurately and quickly in different directions and signal for the ball. A range of games to develop team co-operation and attacking and defending strategies. Common principles of invasion play are reinforced. (Change the equipment — change the game!)</p> <p><b>Dance</b> <b>RUBBISH</b></p> <p>To demonstrate the ability to translate abstract images into movement To perform with an awareness of both partner and group dances To perform with clear dynamics and precise footwork To use a variety of ways to work in a small group To develop movement using different relationships To lead appropriate “warming-up” exercises</p>	<p>Develop possession play and advancing down the pitch to progress towards the opponent’s goal. Dodge and move off the ball — “falling back”. Develop support play through numerical advantage. A range of mini-games to develop team co-operation and attacking and defending strategies. Common principles of invasion play are reinforced.</p> <p><b>Gymnastics</b> <b>FLIGHT</b></p> <p>Emphasis on jumping and landing Five basic jumps Different shapes in the air Limbs together and apart Jump, land and move into a roll Land to rebound Sequence</p>	<p>Develop different aspects of fielding (e.g. fielding a ball coming towards, attacking a ball coming towards, chase to field — support another fielder). Engage in throwing for distance, speed, accuracy. Develop bowling technique. Create games which use striking / fielding principles. Play mini-striking / fielding games to develop skills and techniques and experience all roles of batsman.</p> <p><b>Dance</b> <b>WHAT A CARD!</b> <b>WORD POWER</b></p> <p>To perform basic dance actions with increased control To explore and improvise ideas, working on their own, with a partner and in group. To compose dances by using, adapting and developing steps, formations and patterning. To perform dances expressively To work in different group formations To evaluate their own and others’ dances. To respond to a range of stimuli and accompaniment To demonstrate the ability to transfer ideas into movement To display the ability to refine their movements to improve performance To create their own work within the context of a whole dance To observe themselves and others, and comment on the compositional work.</p>	<p>jumping with combination jumps for distance; experiencing a range of rhythms and speeds when running, and understanding when to apply them approximately.</p> <p><b>Gymnastics</b> <b>SPINNING AND TURNING</b></p> <p>Turning and spinning on different body parts Around the long axis of the body Around the side to side axis of the body Around the front to back axis of the body</p>	<p>jump for. height; expanding a range of rhythms and speeds when running and understanding when to apply them appropriately; developing sprint starts.</p> <p><b>Dance</b> <b>CITY LIFE</b> <b>PLEASED TO SEE YOU</b></p> <p>To respond to a range of stimuli and accompaniment To perform with expression to convey a variety of moods and feelings To develop movement phrases and simple motifs To practise dance in order to refine the quality To demonstrate competence in actions and dynamics To comment on work in order to improve skills and performance To perform the sections of the dance showing clear changes in mood and feeling To remember and perform the whole dance To demonstrate the use of focus as a meaningful performance skill To use a variety of rhythms To change and vary the use of dynamics</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		To view short pieces of professional work in order to comment upon the use of props to create music.				
	<b>SWIMMING</b>					
<b>Year 6</b>	<p><b>Games:</b> <b>UNIT 1 - INVASION GAMES - IMPLEMENT AND KICKING (HOCKEY AND SOCCER)</b></p> <p>By this stage pupils should have developed the necessary skills and the knowledge and understanding of invasion games' principles of play. They should be able to take part in small-sided games which are either mini-versions of the major games or are games which use and develop the skills and tactics of those games. These games will either have numerical advantage or be even-sided.</p> <p>Included in this unit are practices for the skill and tactical development of children in the two identified invasion games of hockey and soccer. Also included is a variety of mini-game situations which will allow children to practise and develop these specific game skills under pressure and to develop team skills of co-operation and communication.</p> <p>Also in this unit, children improve their attacking and defending play, they think about how to use their skills, strategies</p>	<p><b>Games</b> <b>UNIT 2 - NET / COURT / WALL GAMES (VOLLEYBALL AND TENNIS)</b></p> <p>By this stage pupils should have developed the necessary skills and the knowledge and understanding of net / wall principles of play to effectively take part in small-sided games. These games can either be mini versions of the major games or games which use and develop the skills and tactics of these games. Children develop the range and quality of their skills when playing games using racquets or hands only.</p> <p>As children understand the basic common principles of play in net / wall / court games they should then identify and explore the differences between individual games and develop the specific skills and unique characteristics of them.</p> <p>They learn specific tactics and skills for the games of</p>	<p><b>Games</b> <b>UNIT 3 - STRIKING AND FIELDING GAMES</b></p> <p>Pupils should now have acquired the necessary basic skills and sufficient knowledge and understanding of basic principles of play to effectively take part in small-sided striking / fielding games.</p> <p>These games Can either be mini-versions of the major games or games which use and develop the skills and tactics of the major games.</p> <p>The games specifically developed are rounders and cricket. Children understand the basic common principles of play in striking / fielding games and keep actively involved by experiencing all the different roles.</p> <p>The games enable children to take the positions of bowler, wicketkeeper, batter and fielder. At this stage children should more specifically begin to identify the differences between the individual games and recognise their unique characteristics.</p> <p>There is included in this unit a set of detailed lesson plans for developing mini-rounders and small-sided cricket-based games. Children should use appropriate apparatus for the games.</p>	<p><b>Games</b> <b>UNIT 4 - INVASION GAMES (BALL HANDLING) (NETBALL, BASKETBALL, RUGBY)</b></p> <p>Pupils should now have sufficient basic background and understanding of the main principles of play to allow for effective participation in small-sided invasion games. These games can either be mini-versions of the major games or games which use and develop the skills and tactics of these games.</p> <p>The games used in this unit are netball, basketball and rugby. Pupils identify and explore the differences and unique characteristics of games in the "family" e.g. netball — players may not move with the ball; basketball they may move if they are dribbling the ball; rugby they can move at any time with or without the ball. Lesson plans for each of the identified major games — netball, basketball and rugby are included in this unit and include techniques and skills related specifically to each individual game.</p> <p>A variety of small-sided games is presented to allow children to</p>	<p><b>Athletics</b> <b>Unit 1</b></p> <p>Developing techniques of:- Drive and speed Throwing styles: push (shot), sling (discus) Jumping: long (long jump), combination (triple jump) Pull throw (javelin) Running over obstacles Running longer distances</p> <p><b>Gymnastics</b> <b>COUNTER-BALANCE AND COUNTER-TENSION</b></p> <p>Pushing and pulling against the floor and apparatus to hold a balanced position Pushing and pulling against a partner to create a balance Different levels and shapes Push and pull against different body parts Creating a sequence - changes in speed</p>	<p><b>Athletics</b> <b>Unit 2</b></p> <p>Developing techniques of:- Stride frequency and smooth relay take overs. (upsweep and downsweep.) Jumping for height (scissor jump.) Changing direction at speed, Pull throw (javelin). Changing speed. Working competitively in beat your own record situations and in competition with others. Working individually, in pairs and small groups to measure, time, estimate and set targets. Engaging in peer assessment and evaluating own performance.</p> <p><b>Dance</b> <b>THE RAINFOREST</b></p> <p>To display the appropriate dynamics to colour the movement To demonstrate the ability to translate ideas into movement To share their ideas with partners, small groups and whole class To demonstrate ability to change and vary the use of relationships and add different actions. To use a range of compositional devices; motif development,</p>

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<p>and tactics to outwit the opposition. It is important at this stage for children to identify and explore the difference between individual games and understand and recognise their unique characteristics.</p> <p><b>Gymnastics MATCHING AND MIRRORING AND CONTRASTING</b></p> <p>Partner work - Follow my leader Leading into matching and mirroring Different modes of travelling and exploring shapes Close to the floor and far away - levels Continuity of movement and changes of speed. Sequence in 2's</p>	<p>volleyball and (short) tennis. In order to help them do this there is included in this unit a set of detailed lesson plans for both volleyball and tennis as identified games where children have to think about how they use skills, strategies and tactics to outwit the opposition. They develop sending a ball (or other implement) towards a court or target area which their opponent is defending. They aim to get the ball to land in the target area and make it difficult for the opponent to return it.</p> <p><b>Dance THE WORLD OF SPORT</b></p> <p>To explore, improvise and combine movement ideas fluently To perform with clear intention and meaning To perform set patterns with knowledge and understanding of their meaning To work collaboratively in small and large groups To comment upon appropriate actions To value the contributions that dance makes to different cultures To prepare effectively for dancing.</p>	<p><b>Gymnastics SYNCHRONISATION AND CANON</b></p> <p>Partner work - understanding "synchronisation" and "canon" Relationship of the body to floor and apparatus Different ways of travelling Different directions Different parts of the body leading Pathways and rhythm Sequence in 2's</p>	<p>experience these unique characteristics and develop the necessary skills under pressure.</p> <p><b>Dance THESEUS AND THE MINOTAUR</b></p> <p>To work creatively and imaginatively on their own and with a partner To create and structure phrases and sections of a dance To perform expressively and sensitively to accompaniment To begin to use basic compositional principles when creating dances To perform dances fluently and with control To observe and evaluate their own and other's dances To warm up and cool down independently. To demonstrate the ability to transfer ideas into movement To perform with expression and improvise freely using a range of continual movements and patterns To work collaboratively in pairs and small groups to communicate a dance idea To create their work in the context of a whole dance To demonstrate the ability to refine their movements in order to improve performance. To remember and perform complete dances. To warm-up and cool-down independently. To observe each other in order to comment on the compositional work.</p>		<p>repetition and group organisation. To perform with expression — understand and demonstrate the intention of the dance.</p>

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		<p>To perform with increased control / fluency and accuracy</p> <p>To perform with appropriate dynamics to suit the meaning of the idea</p> <p>To perform the HAKA accurately as taught</p> <p>To develop motifs using time / space / people</p> <p>To organise small groups to suit the idea of the dance</p> <p>To suggest ways of improving performance and composition.</p>				
KS3	<p>In Key Stage 3, children will continue to improve their skills in games and athletics by taking part in the same games as they did in Year 6 and developing techniques and the understanding of rules, including becoming Young Leaders.</p> <p>They will continue to learn how to move in different ways in dance and gymnastics whilst learning a range of dance styles and increasing their gymnastic ability with the introduction of new skills and equipment such as trampettes and vaults.</p>					