

#### **National Curriculum Objectives**

- 1. use running, jumping, throwing and catching in isolation and in combination
- 2. play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- 3. develop flexibility, strength, technique, control and balance
- 4. perform dances using a range of movement patterns
- 5. take part in outdoor and adventurous activity challenges both individually and within a team
- 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best

#### Year 4 Only -

- 1. swim competently, confidently and proficiently over a distance of at least 25 metres
- 2. use a range of strokes effectively
- 3. perform safe self-rescue in different water-based situations.

	Skills and Behaviours: General Overview					
	Acquiring S	Skills	Personal and So	cial Development	Applying Skills	
<ol> <li>Warms up prior to exercise and is able to sustain performance over periods of time</li> <li>Has a sense of anticipation; can find space and is aware of others</li> <li>Demonstrates agility, balance, coordination and precision</li> <li>Performs with control and poise</li> <li>Understands how to work alongside and against others when attacking and defending</li> <li>Links skills to perform actions and sequences of movement</li> <li>Communicates effer others</li> <li>Thinks creatively to challenges</li> <li>Works well with oth contexts</li> <li>Reflective and able self and others</li> <li>Evaluates the work technical language</li> </ol>		vely and listens to  1. Enjoys competing and challenging him/herself improve 2. Applies skills effectively in different situations a within a range of physical activities 3. Is self-motivated and physically confident and actively engages in competitive situations 4. Demonstrates specific tactical/performance awareness.  others using correct  5. Demonstrates understanding and interpretation rules and accepts decisions given		ely in different situations and sical activities physically confident and competitive situations ic tactical/performance		
	Acquirin	a Chilla	6. Demonstrates leadership skills		' v	
	Acquiring		Personal and Social Development		Applying Skills	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
1	Joins in warm ups enthusiastically and shares ideas with others. Can sustain intensity during physical activity.	Can lead a warm up with a partner and explain the importance of warming up. Can sustain intensity during more exacting physical activity.	Listens to the opinions of others and can communicate verbally and non-verbally to show what they want.	Listens to the opinions of others and can communicate persuasively verbally and non-verbally to show what they want.	Is a good listener and possesses a desire to improve	Is excited by new opportunities and demonstrates a good work ethic



2	Is usually in a position of readiness and focused  Doesn't crowd around the ball.  Is able to find space to receive passes.	Is often in a position of readiness. Uses the width of the pitch.	Can solve a problem independently to a solution given time to think.	Thinks imaginatively to solve a problem arriving at a solution which they can communicate to others within a group	Can work both independently and as part of a team and transfers skills seamlessly across many areas of the PE curriculum	Can work both independently and as part of a team and transfers skills seamlessly across the majority of the PE curriculum
3	Is able to change direction off either foot and can perform a range of skills accurately and consistently.	Is able to change direction off either foot.  Performs a wide range of skills accurately and consistently.	Works well with both sexes and shows support for children less able.	Enjoys being challenged even when out of their own personal comfort zone. Works well independently and within a team.	Is a team player who shows a desire to do well personally and for the team.  Enjoys the challenge of competition.	Highly self- motivated he/she is confident and enjoys competition
4	Takes time when in possession and when executing skills.	Can carry out skills efficiently without rushing.	Knows how they have performed	Able to identify Most Valuable Player based on the school games Values.	Knows what constitutes a good performance and is able to think of different ways to maximise his/her chances to perform to their optimum.	Is an astute thinker and organiser who maximises their team or group's performance by communicating and taking quick and decisive action
5	Moves forward to support at appropriate times and works hard to get behind the ball when defending.	Changes position in response to different circumstances within games knowing when teammates need support either in attack or defence.	Can explain what others have done well using some technical vocabulary.	Can say what is good and needs improving using reasoning.	Knows lots of the rules of games and abides by rules and decisions given the vast majority of the time.	Knows the rules of games and accepts that at times decisions will go for and against without allowing decisions to affect their performance.



Can perform at lea in tandem.	to other	to others whilst performing a number of skills.		able to motivate others to perform to the best of their ability keep a the factor at all times.		ilient and able to a team going in ce of adversity times displaying of games values.	best ability	ss fairly and to the of their own y whilst being ortive of others.	that	an example insisting all try their best and fairly
		S	skills an	nd Behaviours: A	Activity	Specific				
Striking and Fielding: Cricket	Outdoor Adventure Activities	Dance		Invasion Gar	nes	Net and Wal Badminton a Tennis		Athletics		Gymnastics
Batting Striking to the off side.  Different calls when running.  Knows to call when running between the wicket/ bases  Ground fielding Catching high ball.  Long barrier and overarm return with backing up.  Knows where to position self to back up effectively.	Physical activity ar map reading Basic orienteering and running activiti matching symbols Knows ordnance survey symbols an to exert self to achieve goals  Team challenges Activities when blindfolded and usi apparatus  Knows how to give very clear instruction to keep a partner safe.	Can create a sustained series actions/movement from a range of stimuli including detailed picture poems, props of pieces of music ACTION: Trave stillness, gestur jump, turn SPACE: Show changes in lever direction and pathway RELATIONSHII Individually and others; unicon	ents : g :s, or c. el, re, l with mirror	Sending  Pass over medicular distances and real away from opposition body between and opponent and services are serviced as a service of the services of the s	nove onents ose ace signal eceive	Moving around of Ready position singles. Moves in the net and behind baseline.  Knows to move into the centre of court  Racket control Bounce ball continuously on forehand and backhand  Knows how to cushion the imparand to develop a feel for the ball  Range of shots Can strike from the control of the centrol of the cent	nto nd back f the	SAQ  More complex for drills in ladders.  Knows that SAQ bring improvement in coordination  Jumps  High Jump (take of foot with scissor I)  Hurdle keeping salead leg each time and using arms to sprint between hurdles.  Knows which is to off foot  Running	can ints  off eap) ame e	Can warm up a small group of other effectively  Floor work Can perform more complex sequences with smooth transitions  Knows that working at different levels provides aesthetic variety.  Apparatus Can perform sequences that flow, displaying multiple skills and a range of dynamics



#### Year 3

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Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme: Health Related Fitness	Theme: Athletics	Theme: Gymnastics – Rolling and Travelling low	Theme: Badminton	Theme: OAA	Theme: Cricket
NC Reference: -use running, jumping,	NC Reference: -use running, jumping,	NC Reference: -develop flexibility,	NC Reference: -play competitive games,	NC Reference: -take part in outdoor	NC Reference: -play competitive games,
throwing and catching in	throwing and catching in	strength, technique,	modified where	and adventurous	modified where appropriate
isolation and in combination	isolation and in	control and balance	appropriate and apply	activity challenges	and apply basic principles
	combination		basic principles suitable		



	1	T	T	T	T
-compare their performances		-compare their	for attacking and	both individually and	suitable for attacking and
with previous ones and	- compare their	performances with	defending	within a team	defending
demonstrate improvement to	performances with	previous ones and			
achieve their personal best	previous ones and	demonstrate	-use running, jumping,	-compare their	-use running, jumping,
	demonstrate	improvement to	throwing and catching in	performances with	throwing and catching in
	improvement to achieve	achieve their personal	isolation and in	previous ones and	isolation and in combination
	their personal best	best	combination	demonstrate	
				improvement to	-compare their
				achieve their personal	performances with previous
			-compare their	best	ones and demonstrate
			performances with		improvement to achieve
			previous ones and		their personal best
			demonstrate improvement		thon poroonal boot
			to achieve their personal		
			best		
Chille	Okiller	Okiller		Okiller	Okilla
Skills: Joins in warm ups	Skills: Is able to change	Skills: Can perform at least 2	Skills: Moves forward to support	Skills: Takes time when in	Skills: Is usually in a position of
enthusiastically and shares	direction off either foot	skills in tandem.	at appropriate times and	possession and when	readiness and focused
ideas with others.	and can perform a range	Onno in tanaom.	works hard to get behind	executing skills.	
Can sustain intensity during	of skills accurately and		the ball when defending.	Listens to the opinions	Doesn't crowd around the ball.
physical activity.	consistently.	Can explain what		of others and can	
priyologi dolivity.		others have done well	Can solve a problem	communicate verbally	Is able to find space to
Knows how they have	Works well with both	using some technical	independently to a	and non-verbally to	receive passes.
performed	sexes and shows support for children less	vocabulary.	solution given time to think.	show what they want.	Is competitive and able to
	able.		UIIIIK.		motivate others to perform
Is a good listener and	45.0.	Works fairly and to the	Knows lots of the rules of	Is a team player who	to the best of their ability
possesses a desire to	Knows what constitutes	best of their own ability	games and abides by	shows a desire to do well personally and for	,
improve	a good performance and	whilst being supportive	rules and decisions given	the team.	Can work both
SAQ	is able to think of	of others.	the vast majority of the		independently and as part
More complex foot drills in	different ways to		time.	Enjoys the challenge of competition.	of a team and transfers skills seamlessly across
ladders.	maximise his/her chances to perform to		Moving around court	or competition.	many areas of the PE
iaddoi o.	their optimum.		ivioving around court		curriculum
	a.o. optimom.	1	1	l .	



Knows that SAQ can bring	040	Can warm up a small	Ready position singles.	Physical activity and	D. (f)
improvements in coordination	SAQ	group of others effectively	Moves into the net and behind baseline.	map reading	Batting
	More complex foot drills	enectively		Basic orienteering and	Striking to the off side.
<u>Jumps</u>	in ladders.		Knows to move back into	running activities	Different calls when
High Jump (take off foot with	Knows that SAQ can	Floor work	the centre of the court	matching symbols	running.
scissor leap)	bring improvements in	Can perform more	Dealest southed	Knows ordnance	rummy.
	coordination	complex sequences	Racket control	survey symbols and to	Knows to call when running
Hurdle keeping same lead leg		with smooth transitions	Bounce ball continuously	exert self to achieve	between the wicket/ bases
each time and using arms to sprint between hurdles.	lumno	Knows that working at	on forehand and backhand	goals	
sprint between nurdies.	<u>Jumps</u>	different levels	Dackilanu		Ground fielding
Knows which is take off foot	High Jump (take off foot	provides aesthetic	Knows how to cushion the		Catching high ball.
	with scissor leap)	variety.	impact and to develop a	Team challenges	Long barrier and overarm
Running	Hurdle keeping same		soft feel for the ball	Activities when	return with backing up.
Middle distance pacing and	lead leg each time and			blindfolded and using	
sprinting – starting a race,	using arms to sprint	<u>Apparatus</u>	Range of shots	apparatus	Knows where to position self to back up effectively.
good form during the race	between hurdles.	Can perform	Can strike from own feed		oon to back up choolivery.
and dip at finish.	Knows which is take off	sequences that flow,	on forehand and	Knows how to give	
	foot	displaying multiple	backhand and sometimes	very clear instructions	Bowling
Relay - transfer baton on	1001	skills and a range of dynamics	from a partner's feed.	to keep a partner safe.	Bowling for pace, with a run
move.	Running	dynamics	Knows how to get into the	Sale.	up
Knows how to transfer relay batons whilst in motion		Knows how to use	best position to return a		Manua that they need to
batons whilst in motion	Middle distance pacing and sprinting – starting a	various dynamic	ball successfully.	Problem solving	Knows that they need to bowl from close in to the
	race, good form during	effects to create	Can vary strength of	Solve problems	stumps and follow through
Throwing	the race and dip at	aesthetically pleasing	shots.	through discussion,	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Bound and coil.	finish.	movement		doing and evaluating	Wicket keeping / backstop
	Delevi transfer betan		Game play		Taking ball on off or leg
Throw from short run up	Relay - transfer baton on move.		Singles rallies.	Knows how to listen to	side
Knowe why a run un aan add			0	all ideas and plan an	0.00
Knows why a run up can add momentum to a throw	Knows how to transfer		Knows when to attack and	activity before undertaking it	
momontum to a timow	relay batons whilst in motion		when to defend	undertaking it	Knows how to step across
					to leg or off side without



Vocabulary: Aerobic Anerobic Exercise Flexibility Intensity Muscular Endurance Muscular Strength Plyometric Stamina Technique	Throwing Bound and coil.  Throw from short run up Knows why a run up can add momentum to a throw Vocabulary: Agility Balance Coordination High Jump Javelin Long jump Pull throw Push throw Relay Running Speed bounce Triple jump	Vocabulary: Agility Balance Link Movements Patches Points Posture Rolls Spins Transitions Low High Variety	Vocabulary: Accuracy Backhand Clear Backhand Serve Drop Shot Forehand Clear Overhead Clear Overhead Smash Racket Rally Server Shuttlecock	Vocabulary: Communication Compass Navigation Ordnance Survey Organisation Orienteering Problem Solutions Strategy Teamwork	Vocabulary: Batting Bowling Catching Crease Fielding Pull Shot Stumps Throwing Wicket Keeper Wickets
		Yea	ar 4		
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme: Football	Theme: Athletics	Theme: Gymnastics – Linking movements together	Theme: Vollyball	Theme: Tennis	Theme: Cricket
NC Reference: -play competitive games, modified where appropriate and apply basic principles	NC Reference: -use running, jumping, throwing and catching in isolation and in combination	NC Reference: -develop flexibility, strength, technique, control and balance	NC Reference: -play competitive games, modified where appropriate and apply basic principles suitable	NC Reference: -play competitive games, modified where appropriate and apply basic	NC Reference: - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending



suitable for attacking and defending  -use running, jumping, throwing and catching in isolation and in combination  -compare their performances with previous ones and demonstrate improvement to achieve their personal best	-compare their performances with previous ones and demonstrate improvement to achieve their personal best	-compare their performances with previous ones and demonstrate improvement to achieve their personal best	for attacking and defending  -compare their performances with previous ones and demonstrate improvement to achieve their personal best	principles suitable for attacking and defending  -use running, jumping, throwing and catching in isolation and in combination  -compare their performances with previous ones and demonstrate improvement to achieve their personal best	-use running, jumping, throwing and catching in isolation and in combination -compare their performances with previous ones and demonstrate improvement to achieve their personal best
Skills: Moves safely in response to others whilst performing a number of skills.  Is resilient and able to keep a team going in the face of adversity at all times displaying school games values.  Knows the rules of games and accepts that at times decisions will go for and against without allowing decisions to affect their performance.	Skills: Can lead a warm up with a partner and explain the importance of warming up. Can sustain intensity during more exacting physical activity. Can say what is good and needs improving using reasoning. Is excited by new opportunities and	Skills: Can carry out skills efficiently without rushing.  Enjoys being challenged even when out of their own personal comfort zone. Works well independently and within a team.  Can work both independently and as	Skills: Is able to change direction off either foot. Performs a wide range of skills accurately and consistently. Listens to the opinions of others and can communicate persuasively verbally and non-verbally to show what they want.	Skills: Is often in a position of readiness. Uses the width of the pitch.  Able to identify Most Valuable Player based on the school games Values.  Highly self- motivated he/she is confident	Skills: Changes position in response to different circumstances within games knowing when teammates need support either in attack or defence  Thinks imaginatively to solve a problem arriving at a solution which they can communicate to others within a group  Is an astute thinker and organiser who maximises their team or group's



Sending Pass over medium distances	demonstrates a good work ethic	part of a team and transfers skills seamlessly across the majority of the PE	Sets an example insisting that all try their best and play fairly	and enjoys competition	performance by communicating and taking quick and decisive action
and move away from opponents  Knows how to lose an opponent  Receiving  Moving into space	SAQ More complex foot drills in ladders.  Knows that SAQ can bring improvements in coordination	curriculum  Can warm up a small group of others effectively	Moving around court  Ready position singles.  Moves into the net and behind baseline.  Knows to move back into the centre of the court	Moving around court Ready position singles. Moves into the net and behind baseline. Knows to move back into the centre of the	Batting Striking to the off side.  Different calls when running.  Knows to call when running between the wicket/ bases
Knows how to signal when want to receive  Attacking Shielding a ball from an opponent.  Knows how to position body between and opponent and the ball to retain possession  Defending Tracking an opponent.  Defending as a team Knows how to position your body to be aware of where the ball is and where opponents are.	Jumps High Jump (take off foot with scissor leap) Hurdle keeping same lead leg each time and using arms to sprint between hurdles. Knows which is take off foot  Running Middle distance pacing and sprinting – starting a race, good form during the race and dip at finish.  Relay - transfer baton on	Eloor work Can perform more complex sequences with smooth transitions Knows that working at different levels provides aesthetic variety.  Apparatus Can perform sequences that flow, displaying multiple skills and a range of dynamics Knows how to use various dynamic effects to create	Hand control Continually be able to set ball between partner and self Knows how to cushion the impact and to develop a soft feel for the ball  Range of shots Can strike from own feed using a set shot and dig shot, and sometimes from a partner's feed. Knows how to get into the best position to return a ball successfully. Can vary strength of shots.	Racket control Bounce ball continuously on forehand and backhand  Knows how to cushion the impact and to develop a soft feel for the ball  Range of shots Can strike from own feed on forehand and backhand and sometimes from a partner's feed.  Knows how to get into the best position to	Ground fielding Catching high ball.  Long barrier and overarm return with backing up. Knows where to position self to back up effectively.  Bowling Bowling Bowling for pace, with a run up  Knows that they need to bowl from close in to the stumps and follow through  Wicket keeping / backstop Taking ball on off or leg



	Knows how to transfer relay batons whilst in motion		Game play Team rallies.	Can vary strength of shots.	Knows how to step across to leg or off side without stepping backwards to take the ball
	Throwing Bound and coil.		Knows when to attack and when to defend	Game play Singles rallies.  Knows when to attack	
	Throw from short run up Knows why a run up can add momentum to a throw			and when to defend	
Vocabulary: Drag Dribbling Hook turn Jockey Passing Receiving Retaining Shielding Striking Trapping	Vocabulary: Agility Balance Coordination High Jump Javelin Long jump Pull throw Push throw Relay Running Triple jump	Vocabulary: Arch Asymmetrical Back Support Front Support Bridge Patches Points Routine Symmetrical Unison	Vocabulary: Setter Serve Dig Spike Block Evaluate Ace Technique Rotation Rallies	Vocabulary: Backhand Backswing Forehand Rally Ready Position Return Serve Strike V grip Volley	Vocabulary: Ambidextrous Batting Bowling Crease Fielding Pull Shot Stumps Throwing Wicket Keeper Wickets

#### Additional units taught by class teachers

Year 3 – Summer A	Year 4 – Spring A

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Theme: Dance – Space	Theme: Dance - Egyptians
NC Reference: Perform dances using a range of movement patterns	NC Reference: Perform dances using a range of movement patterns
Skills:	Skills:
Can perform at least 2 skills in tandem. Can explain what others have done well using some technical vocabulary. Knows what constitutes a good performance and is able to think of different ways to maximise his/her chances to perform to their optimum.  Choreography Can create a sustained series actions/movements from a range of stimuli including	Moves safely in response to others whilst performing a number of skills.  Is resilient and able to keep a team going in the face of adversity at all times displaying school games values.  Can work both independently and as part of a team and transfers skills seamlessly across the majority of the PE curriculum.  Choreography
detailed pictures, poems, props or pieces of music.	Can create a sustained series actions/movements from a range of stimuli including detailed pictures, poems, props or pieces of music.
ACTION: Travel, stillness, gesture, jump, turn	ACTION: Travel, stillness, gesture, jump, turn
SPACE: Show changes in level, direction and pathway RELATIONSHIP: Individually and with others: unison, mirror and canon	SPACE: Show changes in level, direction and pathway
DYNAMICS: Show changes in speed, weight and expression of movement	RELATIONSHIP: Individually and with others: unison, mirror and canon
Knows how to use space and relationships between dancers	DYNAMICS: Show changes in speed, weight and expression of movement
	Knows how to use space and relationships between dancers
Performance Have the stamina, suppleness and strength to participate in dance, understanding and applying aspects of safe dance practice.  Knows how to refine and clarify movements, through movement phrases and genres.	Performance  Have the stamina, suppleness and strength to participate in dance, understanding and applying aspects of safe dance practice.
	Knows how to refine and clarify movements, through movement phrases and genres.
Vocabulary:	Vocabulary:
Travel Stillness Gesture Level	Travel Stillness Gesture Level



Direction	Direction
Pathway	Pathway
Unison	Unison
Mirror	Mirror
Cannon	Cannon
Expression	Expression
Suppleness	Suppleness
Movement phrase	Movement phrase
Movement genre	Movement genre