



# Physical Education

Our PE curriculum enables pupils to develop their skills and knowledge from Reception through to Year 6. Each year the curriculum builds on previously taught content designed to ensure pupils' fitness, agility, coordination and stamina improve. All pupils, regardless of ability or need, are able to participate, learn and progress, and, all pupils will be able to experience inclusive sports along with traditional games. This, along with sporting opportunities and events both in and out of school, will enable all pupils to find their own passion for sport and physical activity. Our focus will not only be on the physical benefits of exercise but on building resilient, respectful and hardworking pupils. Through our PE curriculum, pupils will develop an understanding of their bodies, the importance of exercise and how to lead a healthy life to support their physical, social, mental and emotional well-being. This is promoted not just through PE lessons but also through active learning during lesson times and during break times.

*\* indicates there is a Cambridgeshire Scheme of Work available to support planning*



### Reception

#### **Knowledge and understanding of health, fitness and the body**

<p>To have fun whilst participating in physical activity To name some ways to keep a healthy diet To know what exercise is To independently take shoes and socks off and put them back on again</p>	<p><b>Healthy Exercise</b></p>
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**Assessment:**  
Observe pupils independently taking off and putting on socks and shoes, questioning throughout the lesson and observations

### Reception

	<u>Autumn 1</u>	<u>Autumn 2</u>
<b>Area of PE</b>	Gymnastics	Dance
<b>Topic</b>	<i>Fun shapes</i> *	<i>Christmas production and On Parade</i> *
<b>Objectives to cover</b>	<p>To jump and land safely To create shapes on my own and copy those shown by an adult To show control, strength, balance and coordination To negotiate space and obstacles safely, with consideration for themselves and others</p>	<p>To move different parts of my body To copy an action and perform it on my own To dance on the spot and when moving To dance in unison</p>
<b>Key Vocabulary</b>	Tall, wide	Perform
<b>Assessment</b>	Pupils link 2 or 3 shapes and can hold them when performing	Pupils perform a short dance taught by the adult

### Reception

	<u>Spring 1</u>	<u>Spring 2</u>
<b>Area of PE</b>	Dance	Games
<b>Topic</b>	<i>Toys</i> *	<i>Fundamentals 1</i> *
<b>Objectives to cover</b>	<p>To move to music with some prompts To move in different ways, energetically and safely To perform a few different actions together</p>	<p>To negotiate space and obstacles safely, with consideration for themselves and others To demonstrate strength and coordination when playing To move energetically To roll, throw (with two hands), send and receive a ball</p>



<b>Key Vocabulary</b>	Copy	Throwing, catching
<b>Assessment</b>	Performance of a dance containing different actions	Observe pupils completing multi-skills activities

<b>Reception</b>		
	<b>Summer 1</b>	<b>Summer 2</b>
<b>Area of PE</b>	Gymnastics	Games / Athletics
<b>Topic</b>	<i>Move and hold *</i>	<i>Fundamentals 2 * / Athletics</i>
<b>Objectives to cover</b>	To jump in different ways on the floor and on low apparatus To balance in different ways and show stillness To perform a short phrase	To move energetically To run towards an end goal with focus To balance a bean bag on my head To throw objects in a straight line and increase accuracy when catching
<b>Key Vocabulary</b>	Balance, Jump – straight and star	Running, skipping
<b>Assessment</b>	Observe pupils complete a movement phrase	Observe pupils completing multi-skills activities



### **Our youngest sports people should be able to**

- Show strength, balance, control and co-ordination when performing large and small movements at different speeds
- Be physically active indoors and outdoors
- Move confidently and energetically in a range of ways
- Negotiate different spaces safely
- Make healthy choices in relation to food and understand how this will keep them fit and healthy
- Understand the importance of good health, physical exercise and a healthy diet
- Talk about ways to keep healthy and safe

### **In PE, our youngest greater depth pupils will...**

- Understand how to keep fit in a variety of ways
- Have an ambition to be fit and healthy and know what they need to do to achieve this
- Know how having a balanced diet will help them be healthy and fit
- Be able to apply rules, techniques and strategies to individual and team games
- Have the skills and ability to participate in individual or team sports and games at a high standard
- Show confidence, control and coordination in their movement and performance
- Be able to support peers to develop their skills and physical fitness
- Always demonstrate qualities such as teamwork, fair play, respect



**Year 1**

**Knowledge and understanding of health, fitness and the body**

To recognise what the body feels like when it is exercising To follow simple warm up instructions and explain why it is important to warm up	<b>Balance</b> <b>Strength</b> <b>Warm-up</b>
<b>Assessment:</b> Observe pupils completing warm up and through questioning	

**Year 1**

**Autumn 1**

**Autumn 2**

Area of PE	Gymnastics	Games	Dance
<b>Topic</b>	<i>Jumping Jacks *</i>	<i>Fundamentals 1 * (whole term)</i>	<i>Christmas production</i>
<b>Objectives to cover</b>	To move along apparatus of different heights with control and to safely dismount To stretch, tense, bend, relax and move my body and create different shapes independently To rock, roll and jump with control and in different ways	To throw over arm and underarm To travel with or move a ball in different directions To aim at a target To receive a ball, pass (including rolling) or throw (over / under arm) with control and coordination	To move safely in a space To move to music independently To copy simple dance moves performed by an adult To perform a short number of movements
<b>Key Vocabulary</b>		Underarm, overarm	Speed
<b>Assessment</b>	Observe pupils completing multi-skills activities	Observe pupils completing a short movement phrase	Performance of their dance

**Year 1**

**Spring 1**

**Spring 2**

Area of PE	Dance	Games	Gymnastics
<b>Topic</b>	<i>Weather *</i>	<i>Fundamentals 2 * (whole term)</i>	<i>Rock and Roll *</i>



<b>Objectives to cover</b>	To travel across a space in different ways To link together a small number of movements To mirror an action	To participate in simple games To roll, throw and pass with greater accuracy	To rock, roll and jump with control and in different ways To stretch, tense, bend, relax and move my body and create different shapes independently To link a small number of movements together
<b>Key Vocabulary</b>	Crawl, Slide	Aim	Rock, pencil and egg roll
<b>Assessment</b>	Observe pupils choreography	Observe pupils completing multi-skills activities	Observe pupils performing their movement phrase

<b>Year 1</b>			
<b>Summer 1</b>		<b>Summer 2</b>	
<b>Area of PE</b>	<b>Games</b>	<b>Athletics</b>	<b>Dance</b>
<b>Topic</b>	<i>Fundamentals 3 – Rolling, receiving and striking*</i>	<i>Athletics (whole term)</i>	<i>Moving Words *</i>
<b>Objectives to cover</b>	To receive a ball, pass (including rolling) or throw (over / under arm) with control and coordination To aim at a target To roll, throw and pass with greater accuracy	To use arms and body position to propel forwards when sprinting To jump forwards swinging arms To run longer distance To travel a variety of objects towards a target	To move to music independently To link together a small number of movements To perform a short number of movements
<b>Key Vocabulary</b>	Target	Stop, Forwards / backwards	
<b>Assessment</b>	Set up games for pupils to perform skills in	Set up a range of different stations / activities for pupils to complete and observe	Pupils performance of their dance



### A Year 1 sports person should be able to

#### Dance:

- Move to music
- Copy dance moves
- Perform their own dance moves
- Make up a short dance
- Move safely in a space

#### Gymnastics:

- Make their body curled, tense, stretched and relaxed
- Control their body when travelling and balancing
- Copy sequences and repeat them
- Roll, curl, travel and balance in different ways

#### Games:

- Throw underarm
- Move and stop safely
- Throw and catch with both hands
- Throw and kick in different ways

#### General:

- Copy actions
- Repeat actions and skills
- Move with control and care
- Use equipment and apparatus safely

### In PE, our Year 1 greater depth pupils will...

- Understand how to keep fit in a variety of ways
- Have an ambition to be fit and healthy and know what they need to do to achieve this
- Know how having a balanced diet will help them be healthy and fit
- Be able to apply rules, techniques and strategies to individual and team games
- Have the skills and ability to participate in individual or team sports and games at a high standard
- Show confidence, control and coordination in their movement and performance
- Be able to support peers to develop their skills and physical fitness
- Always demonstrate qualities such as teamwork, fair play, respect



### Year 2

#### **Knowledge and understanding of health, fitness and the body**

<p>To identify how different physical activities make the body feel</p> <p>To explain why a warm up / cool down is important</p> <p>To stretch and develop flexibility</p> <p>To begin to identify different food groups which support the different needs of our bodies</p>	<p><b>Cool down</b></p> <p><b>Flexibility</b></p> <p><b>Breath / Breathing</b></p>
<p><b>Assessment:</b></p> <p>Through questioning, pupils demonstrations and discussions</p>	

### Year 2

#### Autumn 1

#### Autumn 2

Area of PE	Dance	Games	Dance	Games
<b>Topic</b>	<i>Folk Dance</i>	<i>Fundamentals 1 *</i>	<i>Brazilian and Samba</i>	<i>Fundamentals 2 *</i>
<b>Objectives to cover</b>	<p>To perform movements with control and coordination</p> <p>To perform movements of different speeds, levels and direction</p> <p>To independently create simple movements linked to a prompt / theme</p>	<p>To follow the rules of a simple game</p> <p>To bounce pass and throw across a longer distance</p>	<p>To perform movements with control and coordination</p> <p>To perform movements of different speeds, levels and direction</p>	<p>To apply simple tactics about attacking and defending</p> <p>To play games with others</p>
<b>Key Vocabulary</b>	Travel	Direction	Direction	
<b>Assessment</b>	Observe pupils choreography and performance which includes different sections	Choose 5 activities from multi-skills pack	Pupils to perform their routine	Choose 5 activities from multi-skills pack

### Year 2

#### Spring 1

#### Spring 2

Area of PE	Dance	Outdoor Adventurous Activities	Gymnastics	Games
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<b>Topic</b>	<i>Toys *</i>	<i>Trails, trust and Teamwork *</i>	<i>Ball, Wall and Tall *</i>	<i>Focus on striking *</i>
<b>Objectives to cover</b>	To link together actions in sequence To independently create simple movements linked to a prompt / theme	To follow simple instructions To follow simple trails To give directions To work in a team To solve simple problems	To climb up and along different apparatus To work on my own and with a partner To link different movements together in a sequence and perform them at different levels To make different shapes on the floor and apparatus	To throw, pass and catch in games To explore striking and dribbling
<b>Key Vocabulary</b>	Sequence, travelling		Twist	Move
<b>Assessment</b>	Pupils individual performance	Complete activities showing co-operation, team-work and trust	Pupils sequence including floor and apparatus	Observe pupils completing small games which cover the objectives

<b>Year 2</b>				
<b>Summer 1</b>			<b>Summer 2</b>	
<b>Area of PE</b>	<b>Gymnastics</b>	<b>Games: Cricket</b>	<b>Athletics</b>	<b>Games</b>
<b>Topic</b>	<i>Points of Contact *</i>	<i>Cricket</i>	<i>Athletics</i>	<i>Team building</i>
<b>Objectives to cover</b>	To demonstrate control and balance when moving and jumping from apparatus To link different movements together in sequence and perform at different levels To incorporate stillness and control	To follow the rules of a simple game To throw, pass and catch in games To explore striking and dribbling	To jump over low hurdles To recognise some athletics sports and equipment To think about arm and feet position when running, throwing and jumping	To follow the rules of a simple game To play games with others
<b>Key Vocabulary</b>	Core, control	Space	Sprint, energy, stretch	
<b>Assessment</b>	Create a short sequence with appropriate components	Small games and observe pupils in the different positions / roles	Set up a small circuit of different activities linked to objectives and observe pupils	Observe pupils completing small tasks / games



### A Year 2 sports person should be able to

#### Dance:

- Change rhythm, speed, level and direction in their dance
- Dance with control and co-ordination
- Make a sequence by linking sections together
- Choreograph moves based upon a given theme

#### Gymnastics:

- Plan and perform a sequence of movements
- Think of more than one way to create a sequence which follows some 'rules'
- Work on their own and with a partner
- Safely use different apparatus in a sequence

#### Games:

- Use hitting, kicking and/or rolling in a game
- Decide the best space to be in during a game
- Use a tactic in a game
- Follow rules

#### General:

- Copy and remember actions and sequences
- Talk about what is different from what they did and what someone else did

### In PE, our Year 2 greater depth pupils will...

- Understand how to keep fit in a variety of ways
- Have an ambition to be fit and healthy and know what they need to do to achieve this
- Know how having a balanced diet will help them be healthy and fit
- Be able to apply rules, techniques and strategies to individual and team games
- Have the skills and ability to participate in individual or team sports and games at a high standard
- Show confidence, control and coordination in their movement and performance
- Be able to support peers to develop their skills and physical fitness
- Always demonstrate qualities such as teamwork, fair play, respect



**Year 3**

**Knowledge and understanding of health, fitness and the body**

To explain the impact exercise can have on our body  
To begin to identify that different sports need different preparations  
To begin to name different muscles within the body

**Muscles  
Strength**

**Assessment:**

Through discussions and questioning

**Year 3**

**Autumn 1**

**Autumn 2**

Area of PE	Games	Dance	Games	Gymnastics
<b>Topic</b>	<i>Ball handling *</i>	<i>Stone Age</i>	<i>Basketball and netball</i>	<i>Patterns and pathways *</i>
<b>Objectives to cover</b>	To throw and catch with control across different distances To participate in different games and sports To move into a space to send and receive a pass	To create phrases independently To perform longer sequences To create actions from a stimuli To begin to create actions which convey a feeling To say what I liked about another performance	To play on or part of a team To move into a space to send and receive a pass To participate in different games and sports To throw and catch with control across different distances	To develop routines which show different shapes, balances and transitions To use contrasting movements when working with a partner To perform to others and give feedback To know how to adapt a routine when performing on the floor and when on or using apparatus
<b>Key Vocabulary</b>		Expression	Send, Receive, Dodge	Sequence, extension
<b>Assessment</b>	Pupils complete game from scheme	Listen to pupils discussions Observe choreography and performances	Set up a tournament / small matches and observe	Observe pupils creating and performing their sequence using both floor and apparatus

**Year 3**

**Spring 1**

**Spring 2**

Area of PE	Gymnastics	Games	Outdoor Adventurous Activities	Dance
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<b>Topic</b>	<i>Hand Apparatus *</i>	<i>Hockey</i>	<i>Co-operation, communication and consideration *</i>	<i>Frozen Planet *</i>
<b>Objectives to cover</b>	To develop routines which show different shapes, balances and transitions To perform to others and give feedback To know how to adapt a routine when performing on the floor and when on or using apparatus	To play on or part of a team To move into a space to send and receive a pass To participate in different games and sports To communicate with team players so all now what is happening	To follow a simple map in a familiar surrounding To listen carefully and work with others when problem solving To follow instructions To design their own trial	To create phrases with a partner to perform to others To perform longer sequences To create actions from a stimuli To use different pathways of travel
<b>Key Vocabulary</b>	Transition, position		Challenge, teamwork, communication	Improvisation
<b>Assessment</b>	Allow pupils to select hand apparatus and create and perform a sequence	Set up a tournament / small matches and observe	Allow pupils to independently complete a number of problem solving tasks	Observe pupils working together to choreograph a dance fitting the stimuli and observe performance

<b>Year 3</b>				
<b>Summer 1</b>			<b>Summer 2</b>	
<b>Area of PE</b>	<b>Athletics</b>	<b>Games</b>	<b>Games</b>	<b>Games</b>
<b>Topic</b>	<i>Challenges *</i>	<i>Striking and fielding *</i>	<i>Tennis* and golf</i>	Volleyball (including sitting)
<b>Objectives to cover</b>	To run at different paces and in relay To recognise a range of athletic sports and equipment To experience a three part athletic event To jump over hurdles and for distance	To use a bat, club or a racket appropriately To throw and catch with control across different distances To communicate with team players so all now what is happening To move into a space to send and receive a pass	To move into a space to send and receive a pass To use a bat, club or racket appropriately To receive and strike a ball with greater accuracy	To play on or part of a team To participate in different games and sports To play fairly and show an awareness of others To throw and catch with control across different distances To communicate with team players so all now what is happening
<b>Key Vocabulary</b>	Swing, turn, rotate	Fielders, Defend, Space	Target	Tactic, Direction



<b>Assessment</b>	Set up a triathlon (running, jumping and throwing event) for pupils to participate in	Complete game in scheme	Set up a tournament / small matches and observe	Set up a tournament / small matches and observe
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### A Year 3 sports person should be able to

#### Dance:

- Improvise freely and translate ideas from a stimulus into a movement
- Share and create phrases with a partner and small group
- Repeat, remember and perform phrases
- Give my thoughts on others performances

#### Gymnastics:

- Adapt sequences to suit different types of apparatus and criteria
- Explain how strength and suppleness affect performance
- Compare and contrast gymnastic sequences

#### Games:

- Throw and catch with control
- Be aware of space and use it to support team-mates and to cause problems for the opposition
- Know and use rules fairly

#### Athletics:

- Run at fast, medium and slow speeds; changing speed and direction
- Take part in a relay, remembering when to run and what to do

#### Outdoor and Adventurous:

- Follow a map in a familiar context
- Use clues to follow a route
- Follow a route safely

### In PE, our Year 3 greater depth pupils will...

- Know how to achieve and maintain a high level of fitness
- Take responsibility for their own fitness over time
- Understand how different food groups contribute to overall health and fitness
- Know and apply the rules, techniques and strategies of a wide range of sports
- Skilfully participate in individual or team sports at a consistently high standard including representation at local and national levels
- Use their knowledge and skills to give precise and high quality support to peers to help them develop their skills and physical fitness as well as applying this to themselves
- Be an excellent role model for peers at all times when engaged in physical activity
- Show perseverance to achieve goals and obtain skills
- To perform with focus and confidence, showing complex and a variety of movements and skills with a clear link to a theme / emotion / stimuli



**Year 4**

**Knowledge and understanding of health, fitness and the body**

To recognise different ways to warm up and cool down for different exercise types  
 To recognise where strength is needed and how to develop this  
 To name a range of muscles in the body and begin to identify which they are working on / using during physical activity  
 To have a greater understanding of the link between food and drink and exercise

**Food groups**  
**Balanced diet**

**Assessment:**

Through discussions and questioning

**Year 4**

**Autumn 1**

**Autumn 2**

Area of PE	Gymnastics	Games	Games	Dance
<b>Topic</b>	<i>Principles of balance *</i>	<i>Balls on the ground – Football *</i>	Tag Rugby	<i>Rugby and The Hakka *</i>
<b>Objectives to cover</b>	To include the floor and apparatus in routines and adapt balances when using them To create sequences which include a variety of balances and transitions To understand what the principles of balance are	To receive and pass a ball with control from both stationary and moving positions and to a given target To understand and apply the rules of different games To dribble a ball with control	To receive and pass a ball with control from both stationary and moving positions and to a given target To understand and apply the rules of different games To play a range of games and sports with some competitive	To develop and perform actions which convey a mood or feeling To choreograph and perform a dance which has different components and sections To dance in unison
<b>Key Vocabulary</b>		Attacker, defender, action	Reaction, scrum	Timing, rhythm, level
<b>Assessment</b>	Performance of sequence	Complete game from scheme	Set up a tournament / small matches and observe	Observe performance

**Year 4**

**Spring 1**

**Spring 2**

Area of PE	Games	Outdoor Adventurous Activities	Dance	Games
<b>Topic</b>	<i>Balls on the ground – Hockey *</i>	Orienteering	Romans	Handball



<b>Objectives to cover</b>	To use tactics and skill to keep possession To understand and apply the rules of different games To hold and use a range of equipment safely To dribble a ball with control	To work to complete a task within a time limit To solve small simple problems to solve a larger problem To understand keys on a map	To take the lead when working in a group To use mirror and cannon To feedback on elements I liked and those which could be altered To include a variety of speeds, levels and movement types	To understand and apply the rules of different games To throw and catch with one hand To play a range of games with some competitive
<b>Key Vocabulary</b>		Co-operation, control, resilience, improve, risk	Cannon, mirror	
<b>Assessment</b>	Complete game from scheme	Observe pupils independently solving problems	Performance of dance	Set up a tournament / small matches and observe

<b>Year 4</b>				
<b>Summer 1</b>			<b>Summer 2</b>	
<b>Area of PE</b>	<b>Games</b>	<b>Gymnastics</b>	<b>Athletics and Boccia</b>	<b>Games</b>
<b>Topic</b>	Rounders	<i>Rotation</i> *	<i>Pentathlon</i> *	<i>Net games</i> *
<b>Objectives to cover</b>	To throw and catch with one hand To receive and pass a ball with control from both stationary and moving positions and to a given target To understand and apply the rules of different games	To travel across higher apparatus in different ways To develop and improve a sequence based on feedback To control timings when working independently and with a partner To use a range of levels, direction, rotations and rolls within a performance	To develop the sling throw (discus) To refine a team (relay) running strategy To perform different jumping techniques including long jump with one step and high jump To refine sprinting and to run for distance	To understand and apply the rules of different games To receive and pass a ball with control from both stationary and moving positions and to a given target
<b>Key Vocabulary</b>		Pike, half turn, cat leap and tuck	Technique, understanding limits, combination jumps	Forehand / backhand, rally
<b>Assessment</b>	Set up a tournament / small matches and observe	Observe pupils performing their sequence	Allow pupils to compete in a pentathlon and observe	Set up a tournament / small matches and observe



### A Year 4 sports person should be able to

#### Dance:

- Take the lead when working with a partner or group
- Use dance to communicate an idea or feeling

#### Gymnastics:

- Work in a controlled way
- Include change of speed, direction and level and include a range of shapes, balances and transitions
- Work with a partner to create, repeat and improve a sequence with different phases

#### Games:

- Catch with one hand
- Throw and catch accurately
- Hit a ball accurately with control
- Keep possession of the ball
- Vary tactics and adapt skills depending on what is happening in a game

#### Athletics:

- Run over a long distance
- Sprint over a short distance
- Throw in different ways
- Jump in different ways

#### Outdoor and Adventurous:

- Find solutions to challenges
- Complete a task within a given time limit

### In PE, our Year 4 greater depth pupils will...

- Know how to achieve and maintain a high level of fitness
- Take responsibility for their own fitness over time
- Understand how different food groups contribute to overall health and fitness
- Know and apply the rules, techniques and strategies of a wide range of sports
- Skilfully participate in individual or team sports at a consistently high standard including representation at local and national levels
- Use their knowledge and skills to give precise and high quality support to peers to help them develop their skills and physical fitness as well as applying this to themselves
- Be an excellent role model for peers at all times when engaged in physical activity
- Show perseverance to achieve goals and obtain skills
- To perform with focus and confidence, showing complex and a variety of movements and skills with a clear link to a theme / emotion / stimuli





**Knowledge and understanding of health, fitness and the body**

To understand and explain the impact of a good warm up on their performance and sporting ability To understand and explain the risk of not completing a warm up and cool down To explain which muscles they need to stretch and focus on during warm up and cool downs	<b>Injury Stamina</b>
<b>Assessment:</b> Through discussion, questioning and observations	

**Year 5**

**Autumn 1**

**Autumn 2**

Area of PE	Outdoor Adventurous Activities	Dance	Gymnastics	Games
<b>Topic</b>	<i>Co-operation, communication and consideration *</i>	<i>WW2 Dances</i>	<i>Press and Go *</i>	<i>Football *</i>
<b>Objectives to cover</b>	To use a compass To use clues and a compass to navigate a map To build shelters using natural and basic resources To identify solutions to problems and challenges To create a map for someone else to follow	To use a dance I have been taught to inspire my own choreography To time my movements in line with a piece of music To dance fluently with clear and precise movements	To make use of all space To understand the concept of press and go To increase the complexity of performance To adapt routines to include apparatus	To identify tactics to gain possession To develop techniques to pass, tackle, dribble and shoot To move into spaces and to call when attacking To mark players effectively To develop the speed of passing To follow the rules of play
<b>Key Vocabulary</b>	Direction, compass	Formation, posture	Floor space	Tackle, opposition
<b>Assessment</b>	Complete problem solving tasks in different sized groups	Observe pupils choreographing and performing	Performance of a sequence which includes 6-8 actions and apparatus	Set up a tournament / small matches and observe

**Year 5**

**Spring 1**

**Spring 2**

Area of PE	Games	Swimming	Games	Dance
<b>Topic</b>	<i>Dodgeball and bench ball</i>	<i>Swimming</i>	<i>Netball *</i>	<i>Dance Styles *</i>



<b>Objectives to cover</b>	To develop the speed of passing To move into spaces and to call when attacking To follow the rules of play	To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations	To move into spaces and to call when attacking To mark players effectively and defend a space To follow the rules of play and use appropriate footwork To develop techniques to pass, tackle, dribble and shoot	To combine a variety of dance actions together showing clear changes in speed, direction and level. To use a dance I have been taught to inspire my own choreography To understand how different movements, actions and styles link to different eras To observe others and reflect on own dance making appropriate improvements
<b>Key Vocabulary</b>	Catcher, middle line, retriever	Breast stroke, front crawl, back stroke, float	Pivot	Stillness, relationship, expression
<b>Assessment</b>	Set up a tournament / small matches and observe	Pupils to complete water rescue tasks Pupils to swim independently and confidently	Set up a tournament / small matches and observe	Pupils to create and performance a dance in small groups

<b>Year 5</b>				
<b>Summer 1</b>			<b>Summer 2</b>	
<b>Area of PE</b>	<b>Gymnastics</b>	<b>Games</b>	<b>Athletics</b>	<b>Games</b>
<b>Topic</b>	<i>Pair Composition *</i>	<i>Cricket</i>	<i>Heptathlon *</i>	<i>Badminton</i>
<b>Objectives to cover</b>	To ensure performances use previously taught and new skills (canon, mirror, unison, floor, apparatus, jumps, rolls, shapes and balances) To develop sequences within a group	To develop team communication and dynamics to play games effectively To defend a space To follow the rules of play To develop techniques to pass, tackle, dribble and shoot	To triple jump To refine and further develop a variety of running, jumping and throwing techniques To set targets and monitor progress	To be able to serve To develop a rally To use forehand, backhand and overhead shots



	To use core strength to make movements extended, pointed, fluent and controlled To create movements, shapes and actions which complement and contrast		To be able to identify the correct pace / strength needed for a particular event	
<b>Key Vocabulary</b>	Straddle jump, spin, teddy bear and dish roll		Refine, develop, take off, landing	
<b>Assessment</b>	Pupils to create a perform a sequence	Set up a tournament / small matches and observe	Observe pupils completing a heptathlon	Set up a tournament / small matches and observe

**A Year 5 sports person should be able to**

**Dance:**

- Compose own dances in a creative way
- Perform to an accompaniment in time
- Dances show clarity, fluency, accuracy and consistency

**Gymnastics:**

- Make complex extended a broad range of skills, balance and shape
- Perform using core strength, control and fluidity

**Games:**

- Gain possession by working as a team
- Pass in different way
- Use forehand and backhand with a racket
- Choose a tactic for defending, attacking and fielding
- Use of number of techniques to pass, dribble and shoot

**Athletics:**

- Show control when taking off and landing
- Throw with accuracy
- Combine running and jumping
- Develop their personal performance

**Outdoor and Adventurous:**

- Create a map
- Use clues and a compass to navigate a route
- Find solutions to problems



**In PE, our Year 5 greater depth pupils will...**

- Know how to achieve and maintain a high level of fitness
- Take responsibility for their own fitness over time
- Understand how different food groups contribute to overall health and fitness
- Know and apply the rules, techniques and strategies of a wide range of sports
- Skilfully participate in individual or team sports at a consistently high standard including representation at local and national levels
- Use their knowledge and skills to give precise and high quality support to peers to help them develop their skills and physical fitness as well as applying this to themselves
- Be an excellent role model for peers at all times when engaged in physical activity
- Show perseverance to achieve goals and obtain skills
- To perform with focus and confidence, showing complex and a variety of movements and skills with a clear link to a theme / emotion / stimuli



**Year 6**

**Knowledge and understanding of health, fitness and the body**

To understand why exercise is good for their physical and mental well being  
 To independently prepare their bodies for physical activity  
 To understand how to cool down effectively after  
 To take an independence over their physical activity contribution

**Mental wellbeing**  
**Emotional wellbeing**  
**Physical well being**

**Assessment:**

Observe pupils leading their own warm up

**Year 6**

**Autumn 1**

**Autumn 2**

Area of PE	Gymnastics	Athletics	Games	Dance
<b>Topic</b>	<i>Body Symmetry *</i>	<i>Circuits</i>	<i>Tag Rugby *</i>	<i>Mexican</i>
<b>Objectives to cover</b>	To control weight, speed, timings and balance To explore symmetrical and asymmetrical shapes To develop a longer sequence to incorporate more complex moves using both floor and apparatus with clearly identifiable timings and changes in speed, level and direction	To focus on personal performance and improvement To develop a knowledge of preparing for, participating in, and recovering from a training session To create their own interval and circuit training session	To understand and follow the rules of a broad range of games To communicate with team mates to create a tactical plan To use tactics for attacking and defending To develop accuracy of hitting, kicking, shooting and passing when in time pressured game situations both in isolation and when moving	To combine different dance phrases To dance in different styles and choreograph own moves To develop and improve based upon feedback To show a journey / story through dance To use a variety of speeds, levels, directions, spaces and styles within a dance
<b>Key Vocabulary</b>	Symmetrical	Stamina, core strength	Wing, receive, try	Fluency, composition, contrasting



<b>Assessment</b>	Pupils to create and perform a floor and apparatus sequence	Observe pupils working at different stations	Set up a tournament / small matches and observe	Pupils choreograph and perform their routine
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<b>Year 6</b>				
<b>Spring 1</b>			<b>Spring 2</b>	
<b>Area of PE</b>	<b>Outdoor Adventurous Activities</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Games</b>
<b>Topic</b>	<i>Archery and Team building</i>	<i>Group Work *</i>	<i>Zumba</i>	<i>Hockey *</i>
<b>Objectives to cover</b>	To take account for safety and danger To show leadership when completing a series of problem solving activities To recognise when there is a need to adapt strategy	To control weight, speed, timings and balance To use a range of gymnastics moves To develop a longer sequence to incorporate more complex moves using both floor and apparatus with clearly identifiable timings and changes in speed, level and direction	To dance in different styles and choreograph own moves To develop and improve based upon feedback	To evaluate own and others performance To take leadership in a game situation To use tactics for attacking and defending To develop accuracy of hitting, kicking, shooting and passing when in time pressured game situations both in isolation and when moving To use tactics for attacking and defending
<b>Key Vocabulary</b>	Navigate, delegate, collaboration	Conditioned, execution	Improvisation, repetition	Back line, obstruction, clearing, dangerous play
<b>Assessment</b>	Observe pupils completing different activities independently and with others	Pupils to create and perform a group performance with at least 8 different actions	Pupils perform a routine after observing them working with others to improve this	Set up a tournament / small matches and observe

<b>Year 6</b>	
<b>Summer 1</b>	<b>Summer 2</b>



Area of PE	Games	Games	Athletics	Games
<b>Topic</b>	<i>Tennis</i>	<i>Basketball</i>	<i>Decathlon *</i>	<i>Rounders</i>
<b>Objectives to cover</b>	<p>To develop serving technique</p> <p>To use different shots</p> <p>To use tactics for attacking and defending</p> <p>To develop accuracy of hitting, kicking, shooting and passing when in time pressured game situations both in isolation and when moving</p>	<p>To understand and follow the rules of a broad range of games</p> <p>To communicate with team mates to create a tactical plan</p> <p>To use tactics for attacking and defending</p> <p>To develop accuracy of hitting, kicking, shooting and passing when in time pressured game situations both in isolation and when moving</p>	<p>To use a hammer</p> <p>To organise and participate in an athletics competition</p> <p>To develop stamina to run for a longer period of time</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>To play and participate in a range of games for enjoyment and competition</p> <p>To communicate with team mates to create a tactical plan</p>
<b>Key Vocabulary</b>	Cross court, serve, volley		Decathlon, launch	
<b>Assessment</b>	Set up a tournament / small matches and observe	Set up a tournament / small matches and observe	Allow pupils to compete in a decathlon and observe	Set up a tournament / small matches and observe



### A Year 6 sports person should be able to

#### Dance:

- Develop sequences in a specific style
- Show a journey
- Choose own music and style

#### Gymnastics:

- Combine floor and apparatus in a complex sequence
- Sequence to specific timings

#### Games:

- Play to agreed rules
- Explain rules to others
- Can umpire
- Make a team and communicate a plan
- Lead others in a game situation

#### Athletics:

- Demonstrate stamina
- Set appropriate individual targets
- Participate in a range of events

#### Outdoor and Adventurous:

- Show leadership
- Be flexible and make adaptations

### In PE, our Year 6 greater depth pupils will...

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- Skilfully participate in individual or team sports at a consistently high standard including representation at local and national levels
- Use their knowledge and skills to give precise and high quality support to peers to help them develop their skills and physical fitness as well as applying this to themselves



- Be an excellent role model for peers at all times when engaged in physical activity
- Show perseverance to achieve goals and obtain skills
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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red	Gymnastics: Fun shapes	Dance: On parade and Christmas production	Dance: Toys	Games: Fundamentals 1	Gymnastics: Move and hold	Games / Athletics: Fundamentals 2
Blue	Games: Fundamentals 1  Gymnastics: Jumping Jacks	Dance: Christmas production  Games: Continue	Dance: Weather  Games: Fundamentals 2	Gymnastics: Rock and Roll  Games: continue	Games: Fundamentals – rolling and receiving  Athletics	Dance: Moving words  Athletics
Yellow	Dance – Folk Dance  Games: Fundamentals 1	Dance: Samba and Brazilian  Games: Fundamentals 2	Dance: Toys  OAA: Trails, Trust and Teamwork	Gymnastics: Ball, wall and tall  Games: Focus on striking	Gymnastics: Points of contact  Games: Cricket	Athletics  Games: Team building
Orange	Games: Ball handling  Dance: Stone Age	Games: Basketball and netball  Gymnastics: Patterns and pathways	Games: Hockey  Gymnastics: Hand apparatus	OAA: Co-operation, communication and consideration  Dance: Frozen Planet	Athletics: Challenges  Games: striking and fielding	Games: Tennis and golf  Games: Volleyball (including sitting)
Green	Gymnastics: principles of balance	Games: Tag rugby	Gymnastics: Rotation	Dance: Romans  Swimming	Games: Rounders	Athletics: Penthalon and Boccia



	Games: Balls on the ground - football	Dance: Rugby and the Hakka	OAA: Basic orienteering		Games: Balls on the ground – hockey	Games: Net games
Purple	OAA: Co-operation, communication and consideration  Dance: WW2 dances	Gymnastics: Press and go  Games: Football	Games: Dodgeball and bench ball  Swimming	Dance: Dance Styles  Games: Netball	Gymnastics: Pair composition  Games: Cricket	Athletics: Heptathlon  Games: Badminton
Silver	Gymnastics: Body symmetry  Circuits	Games: Tag rugby  Dance: Mexican	OAA: Archery and team building  Gymnastics: Group work	Dance: Fitness routines (Zumba)  Games: Hockey	Games: Basketball  Games: Tennis	Athletics: Decathlon  Games: Rounders

Cambridgeshire scheme of work



	Dance	Gymnastics	OAA	Multiskills	Games													
					Football	Tag rugby	Dodgeball / Bench ball	Hockey	Netball	Basketball	Volleyball	Tennis	Badminton	Rounders	Cricket	Athletics	Swimming	
<b>Rec</b>	X	X		X													X	
<b>Year 1</b>	X	X		X													X	
<b>Year 2</b>	X	X	X	X													X	
<b>Year 3</b>	X	X	X	X				X	X	X	X	X			X		X	
<b>Year 4</b>	X	X	X		X	X		X					X		X		X	X
<b>Year 5</b>	X	X	X		X		X		X				X		X		X	X
<b>Year 6</b>	X	X	X			X		X		X		X		X			X	

