



Yorke Mead Primary School

PE Curriculum



Nursery Autumn		
Key Themes: Introduction to PE Unit 1		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.	<ul style="list-style-type: none"> • I am beginning to demonstrate balance. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I can explore movement skills. • I can make guided choices. • I follow instructions with support. 	<ul style="list-style-type: none"> • I can demonstrate balance. • I can make independent choices. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively and take turns with others. • I use movement skills with developing balance and co-ordination.

Nursery Spring		
Key Themes: Fundamentals Unit 1 & Dance Unit 1		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.	<ul style="list-style-type: none"> • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I am building my confidence to try new challenges. • I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. • I follow instructions with support. • I play games honestly guided by rules with support. 	<ul style="list-style-type: none"> • I am confident to try new challenges. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively, take turns and encourage others. • I play games honestly with consideration of the rules. • I use movement skills with developing balance and co-ordination when playing games.
In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children	<ul style="list-style-type: none"> • I am beginning to negotiate space safely. 	<ul style="list-style-type: none"> • I am confident to try new challenges and perform in front of others.



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<p>explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>	<ul style="list-style-type: none"> • I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. • I am building my confidence to try new challenges and perform in front of others. • I can explore movement skills. • I follow instructions with support. • I show respect towards others. 	<ul style="list-style-type: none"> • I can combine movements fluently, selecting actions in response to the task. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I show respect towards others when providing feedback. • I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
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<p>Nursery Summer</p>		
<p>Key Themes: Ball Skills Unit 1, Sports Day Prep & Games Unit 1</p>		
<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>
<p>In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p>	<ul style="list-style-type: none"> • I am beginning to explore a range of ball skills. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I can make guided choices. • I persevere with support when trying new challenges. • I play ball games guided by the rules with support. 	<ul style="list-style-type: none"> • I can make independent choices. • I can negotiate space safely with consideration for myself and others. • I persevere when trying new challenges. • I play ball games with consideration of the rules. • I play co-operatively and take turns with others. • I use ball skills with developing competence and accuracy.
<p>In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental</p>	<ul style="list-style-type: none"> • I am beginning to explore a range of ball skills. • I am beginning to negotiate space safely. • I am beginning to take turns with others. 	<ul style="list-style-type: none"> • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions.



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<p>movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	<ul style="list-style-type: none"> • I am beginning to understand how I feel in different situations. • I can explore movement skills. • I follow instructions with support. • I play games honestly guided by the rules with support. 	<ul style="list-style-type: none"> • I play co-operatively, take turns and encourage others. • I play games honestly with consideration of the rules. • I show an understanding of my feelings and can regulate my behaviour. • I use ball skills with developing competence and accuracy. • I use movement skills with developing balance and co-ordination.
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<p>Reception Autumn</p> <p>Key Themes: Introduction to PE Unit 2 & Fundamentals Unit 2</p>		
<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>
<p>In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.</p>	<ul style="list-style-type: none"> • I can make independent choices. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively and take turns with others. • I understand the rules and can explain why it is important to follow them. • I use movement skills with developing balance and co-ordination. 	<ul style="list-style-type: none"> • I can Support others • I can make suggestions for challenges • I can provide feedback
<p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for</p>	<ul style="list-style-type: none"> • I am confident to try new challenges, deciding on the skills I use to complete the task. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • I can change direction when moving at speed. • I can recognise changes in my body when I do exercise. • I can run at different speeds. • I can select my own actions in response to a task.



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improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	<ul style="list-style-type: none"> • I play co-operatively, take turns and congratulate others. • I play games honestly with consideration of the rules. • I show an understanding of my feelings and can regulate my behaviour. • I use movement skills with developing balance and co-ordination. 	<ul style="list-style-type: none"> • I can show hopping and jumping movements. • I can work co-operatively with others to complete tasks. • I show balance and co-ordination when static and moving at a slow speed.
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Reception Spring		
Key Themes: Gymnastics Unit 2 & Dance Unit 2		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p>	<ul style="list-style-type: none"> • I am confident to try new challenges. • I can combine movements, selecting actions in response to the task and apparatus. • I can confidently and safely use a range of large and small apparatus. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. • I work co-operatively with others and take turns. 	<ul style="list-style-type: none"> • I am confident to perform in front of others. • I can link simple actions together to create a sequence. • I can make my body tense, relaxed, stretched and curled. • I can recognise changes in my body when I do exercise. • I can remember and repeat actions and shapes. • I can say what I liked about someone else's performance. • I can use apparatus safely and wait for my turn.
<p>In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore</p>	<ul style="list-style-type: none"> • I am confident to try new challenges and perform in front of others. • I can combine movements, selecting actions in response to the task. • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> • I am beginning to use counts. • I can copy, remember and repeat actions. • I can move confidently and safely. • I can use different parts of the body in isolation and together. • I can work with others to share ideas and select actions. • I choose appropriate movements for different dance ideas.



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<p>dance through the world around them. They perform to others and begin to provide simple feedback.</p>	<ul style="list-style-type: none"> • I show respect towards others when providing feedback. • I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. 	<ul style="list-style-type: none"> • I say what I liked about someone else's performance. • I show some sense of dynamic and expressive qualities in my dance.
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Reception Summer Key Themes: Ball skills Unit 2, Sports Day Prep & Games Unit 2		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p>	<ul style="list-style-type: none"> • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I persevere when trying new challenges. • I play ball games with consideration of the rules. • I play co-operatively and take turns with others. • I use ball skills with developing competence and accuracy. 	<ul style="list-style-type: none"> • I am beginning to catch with two hands. • I am beginning to dribble a ball with my hands and feet. • I am beginning to understand simple tactics. • I can roll and throw with some accuracy towards a target. • I can say when someone was successful. • I can track a ball that is coming towards me. • I can work co-operatively with a partner.
<p>In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p>	<ul style="list-style-type: none"> • I can negotiate space safely with consideration for myself and others. • I follow instructions involving several ideas or actions. • I play co-operatively, take turns and encourage others. • I play games honestly with consideration of the rules. • I show an understanding of my feelings and can regulate my behaviour. • I use ball skills with developing competence and accuracy. 	<ul style="list-style-type: none"> • I can catch a beanbag and a medium-sized ball. • I can roll a ball towards a target. • I can strike a ball using my hand. • I can track a ball that is coming towards me. • I know how to score points. • I understand the rules and I am beginning to use these to play honestly and fairly. • I understand when I am successful.



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	<ul style="list-style-type: none"> I use movement skills with developing balance and co-ordination. 	
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Year 1 Autumn		
Key Themes: Fundamentals and Fitness 1 & Ball Skills and sending and receiving		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p>In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p>	<ul style="list-style-type: none"> I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I can recognise changes in my body when I do exercise. I can share my ideas with other people in the class. I can talk about what exercise does to my body. I recognise how exercise makes me feel. 	<ul style="list-style-type: none"> I show balance and co-ordination when static and moving at a slow speed. I can select my own actions in response to a task. I try my best in the challenges I am set. I understand why it is important to warm up.
<p>In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and</p>	<ul style="list-style-type: none"> I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I can roll and throw with some accuracy towards a target. I can work co-operatively with a partner. I am beginning to send and receive a ball with my feet. I can catch a ball with some success. 	<ul style="list-style-type: none"> I am beginning to understand simple tactics. I can say when someone was successful. I can track a ball that is coming towards me. I can track a ball that is coming towards me. I can work co-operatively with a partner.



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<p>in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p>	<ul style="list-style-type: none"> • I can recognise changes in my body when I do exercise. • I can roll a ball towards a target. • I can throw a ball to a partner. 	
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Year 1 Spring Key Theme: Gymnastics & Target games & Dance and net and wall games 1		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<ul style="list-style-type: none"> • I am confident to perform in front of others. • I can link simple actions together to create a sequence. • I can make my body tense, relaxed, stretched and curled. • I can recognise changes in my body when I do exercise. • I can use apparatus safely and wait for my turn. • I can recognise changes in my body when I do exercise. • I can use an overarm throw aiming towards a target. • I can roll a ball towards a target. • I can use an underarm throw aiming towards a target. 	<ul style="list-style-type: none"> • I can remember and repeat actions and shapes. • I can say what I liked about someone else's performance. • I can work co-operatively with a partner. • I understand what good technique looks like.
<p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the</p>	<ul style="list-style-type: none"> • I am beginning to use counts. • I can copy, remember and repeat actions. • I can move confidently and safely. • I can use different parts of the body in isolation and together. 	<ul style="list-style-type: none"> • I can work with others to share ideas and select actions. • I show some sense of dynamic and expressive qualities in my dance. • I choose appropriate movements for different dance ideas.



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<p>opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>	<ul style="list-style-type: none"> • I say what I liked about someone else's performance. • I can hit a ball using a racket. • I can throw a ball to land over the net and into the court area. • I can track balls and other equipment sent to me. • I recognise changes in my body when I do exercise. • I show honesty and fair play when playing against an opponent. 	<ul style="list-style-type: none"> • I can use a ready position to move to the ball. • I know how to score points.
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Year 1 Summer

Key Theme: Striking and fielding and invasion 1 & Sports day preparation and team building 1

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and</p>	<ul style="list-style-type: none"> • I can catch a beanbag and a medium-sized ball. • I can roll a ball towards a target. • I can strike a ball using my hand. • I understand the rules and I am beginning to use these to play honestly and fairly. • I understand when I am successful. • I am beginning to dribble a ball with my hands and feet. • I can change direction to move away from a defender. • I can use simple rules to play fairly. • I recognise changes in my body when I do exercise. • I understand when I am a defender and when I am an attacker. 	<ul style="list-style-type: none"> • I can track a ball that is coming towards me. • I know how to score points. • I move to stay with another player when defending. • I can recognise space when playing games. • I can send and receive a ball with hands and feet.



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<p>how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>		
<p>Introduced to new skills/events and have the opportunity to practice them in preparation for a modified competitive situation (sports day)</p>	<p>To reinforce and put previous skills into practice in a modified competitive situation (sports day)</p>	<p>To apply the rules and regulations of all athletic events in a competitive setting (Sports day).</p>
<p>In this unit pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.</p>	<ul style="list-style-type: none"> I can communicate simple instructions. I can follow instructions. I can listen to others' ideas. I can work with a partner and a small group. I understand the rules of the game 	<ul style="list-style-type: none"> I can follow path and lead others. I can suggest ideas to solve tasks.

Year 2 Autumn

Key Theme: Fundamentals & fitness 2 and Ball skills & Target Games 2

<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>
<p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-</p>	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I can describe how my body feels during exercise. I can show balance when changing direction. I can work co-operatively with a partner and a small group. I show balance and co-ordination when running at different speeds. <ul style="list-style-type: none"> I can describe how my body feels during exercise. 	<ul style="list-style-type: none"> I am beginning to turn and jump in an individual skipping rope. I can show hopping, skipping, and jumping movements with some balance and control. <ul style="list-style-type: none"> I show determination to continue working over a longer period of time.



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<p>ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p>	<ul style="list-style-type: none"> • I can show hopping and jumping movements with some balance and control. • I persevere with new challenges. • I understand that running at a slower speed will allow me to run for a longer period of time. 	<ul style="list-style-type: none"> • I work with others to turn a rope and encourage others to jump at the right time.
<p>In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p>Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.</p>	<ul style="list-style-type: none"> • I am beginning to provide feedback using key words. • I can dribble a ball with my hands and feet with some control. • I can roll and throw a ball to hit a target. • I can track a ball and collect it. • I can work co-operatively with a partner and a small group. • I am able to select the appropriate skill for the situation. • I can throw, roll kick or strike a ball to a target with some success. • I can work co-operatively with a partner and a small group. 	<ul style="list-style-type: none"> • I can send and receive a ball using both kicking and throwing and catching skills. • I am beginning to understand and use simple tactics. • I understand the principles of a target game and can use different scoring systems when playing games. • I understand what good technique looks like and can use key words in the feedback I provide.

<p>Year 2 Spring</p> <p>Key Theme: Gymnastics & Team Building 2 and Dance & Sending and receiving 2</p>		
<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>
<p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with</p>	<ul style="list-style-type: none"> • I am beginning to provide feedback using key words. • I am proud of my work and confident to perform in front of others. • I can perform the basic gymnastic actions with some control and balance. • I can use shapes when performing other skills. 	<ul style="list-style-type: none"> • I can plan and repeat simple sequences of actions. • I can use directions and levels to make my work look interesting.



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<p>and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.</p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p>	<ul style="list-style-type: none">• I can work safely with others and apparatus.• I can follow instructions carefully.• I can say when I was successful at solving challenges.• I can share my ideas and help to solve tasks.• I show honesty and can play fairly.	<ul style="list-style-type: none">• I understand how to use, follow and create a simple diagram/map.• I can work co-operatively with a partner and a small group.
<p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<ul style="list-style-type: none">• I am beginning to provide feedback using key words.• I can copy, remember, repeat and create dance phrases.• I can describe how my body feels during exercise.• I can use counts to stay in time with the music.• I can work with a partner using mirroring and unison in our actions.• I am beginning to provide feedback using key words.• I can catch a ball passed to me, with and without a bounce.• I can roll a ball to hit a target.• I can work co-operatively with a partner and a small group.• I can work safely to send a ball towards a partner using a piece of equipment.	<ul style="list-style-type: none">• I can show a character and idea through the actions and dynamics I choose.• I show confidence to perform.• I can track a ball and stop it using my hands and feet.• I can accurately throw and kick a ball to a partner.• I am beginning to trap and cushion a ball that is coming towards me.



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Year 2 Summer		
Key Theme: Invasion & net and wall 2 & Sports day preparation and invasion games 2		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p> <p>Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p>	<ul style="list-style-type: none"> • I can describe how my body feels during exercise. • I can move with a ball towards goal. • I can sometimes dribble a ball with my hands and feet. • I know how to score points and can remember the score. • I know who is on my team and I can attempt to send the ball to them. • I can defend space on my court using the ready position. • I can describe how my body feels during exercise. • I can throw accurately to a partner. • I show good sportsmanship when playing against an opponent. 	<ul style="list-style-type: none"> • I can stay with another player to try and win the ball. • I can dodge and find space away from the other team. • I can hit a ball over the net and into the court area. • I can use simple tactics to make it difficult for an opponent. • I know how to score points and can remember the score.
<p>To reinforce and put previous skills into practice in a modified competitive situation (sports day)</p> <p>In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>	<p>To apply the rules and regulations of all athletic events in a competitive setting (Sports day)</p> <ul style="list-style-type: none"> • I am beginning to provide feedback using key words. • I am developing underarm and overarm throwing skills. • I can track a ball and collect it. • I can use simple tactics. • I know how to score points and can remember the score. 	<p>To work cooperatively as a team to organise and compete in a wide variety of athletic events (Sports day)</p> <ul style="list-style-type: none"> • I can hit a ball using equipment with some consistency. • I understand the rules of the game and can use these to play fairly in a small group.



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Year 3 Autumn		
Key Theme: Real PE 1&2 - Gymnastics, football, Rapid fire cricket		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I try several times if at first I don't succeed and ask for help when appropriate.</p> <p>I can help praise and encourage others in their learning</p>	<p>Real PE 1 & 2</p> <p>I know where I am with my learning and I have begun to challenge myself.</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p>	<p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and can guide a small group through a task.</p>
<p>Compose and evaluate a sequence using large apparatus, including some gymnastic specific criteria.</p> <p>To take part in a small sided match using the correct rules and begin apply simple skills during a small sided match.</p> <p>Know where the best places are to hit the ball, the reason the ball is hit up or down, and understand the reasons of weight of throw.</p>	<p>Gymnastics</p> <p>Compose and evaluate a sequence using large apparatus, including working in unison and canon. Feedback should identify a positive and area to improve.</p> <p>Football</p> <p>To successfully play a small-sided match remembering the correct rules covered and successfully apply the skills covered during a small-sided match.</p> <p>Rapid Fire Cricket</p> <p>Know where the best places are to hit the ball, the reason the ball is hit up or down, and understand the reasons for weight of throw. Using accuracy to avoid being caught.</p>	<p>Compose and evaluate a sequence using large apparatus, including working in unison and canon. Feedback should identify a positive and area to improve using appropriate language.</p> <p>To effectively contribute to a small-sided match using the correct rules and successfully apply tactics and skills consistently covered during a small-sided match.</p> <p>To be in contention for representing the school at the event- Know where the best places are to hit the ball and doing it consistently with control, the reason the ball is hit up or down, and understand the reasons of weight of throw. Using accuracy to avoid being caught and aiming for high scoring areas.</p>
Year 3 Spring		
Key Theme: Real PE 3 & 4– Tennis, Orienteering, Dance		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in</p>	<p>Real PES 3 & 4</p> <p>I can understand simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p>	<p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p>



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<p>performance and I can explain why someone is working or performing well. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p>	<p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p>
<p>Be able to perform and understand basic hand eye coordination using shots within the unit in order to play a simple game, applying a scoring system.</p> <p>To understand how to navigate between control points marked on a unique orienteering map and decide a route in order to complete the course.</p> <p>Understand and perform a dance routine using unison and cannon. Remembers and repeats short dance phrases and simple dances. Share and create dance phrases with a partner and in a small group</p>	<p style="text-align: center;">Tennis</p> <p>Be able to perform and understand the shots within the tennis unit with accuracy in order to play a simple game using a scoring system.</p> <p style="text-align: center;">Orienteering</p> <p>To be able to navigate in sequence between control points marked on a unique orienteering map and decide the best route to complete the course in the quickest time.</p> <p style="text-align: center;">Dance</p> <p>Understand and perform a dance routine using unison and cannon, incorporating creative and imaginative ideas. Suggest improvements to their own and other people's dances. Can link skills, techniques and ideas and apply them accurately and appropriately.</p>	<p>Be able to perform and understand the shots within the unit with accuracy and precision in order to play a net/wall game using the correct tennis scoring system. They should be able to highlight their own strengths.</p> <p>To be able to lead a group in navigating in sequence between control points marked on a unique orienteering map and decide the best route to complete the course in the quickest time – ensuring participation from all members.</p> <p>Understand and perform a dance routine using unison and cannon, incorporating complex and creative phrases and actions. Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling. Quality of dance and performance.</p>

Year 3 Summer

Key Theme: Real PE 5 & 6 – Rounders, Athletics, Sports day prep and games

<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>
<p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can say how my body feels before during and after exercise. I use equipment appropriately, move, and land safely.</p>	<p style="text-align: center;">Real PE 5&6</p> <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can describe how and why my body feels during exercise. I can explain why we need to warm up and cool down.</p>	<p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.</p>



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<p>Demonstrate the skills within the unit including batting, fielding and catching showing knowledge of techniques and rules</p> <p>To have experience readdressing the skills covered in previous years, attempting each event from the competition. Taking part in events they feel comfortable completing in a competitive environment.</p> <p>To reinforce and put previous skills into practice in a modified competitive situation (sports day)</p>	<p style="text-align: center;">Rounders</p> <p>Demonstrate the skills within the unit consistently, including batting, fielding and catching showing clear knowledge of techniques and rules in order to contribute to a team's success.</p> <p style="text-align: center;">Athletics</p> <p>To have experience reinforcing the skills covered in previous years, attempting each event from the competition and demonstrating key skills. Taking part in events they feel comfortable completing in a competitive environment.</p> <p style="text-align: center;">Sports Day Athletics</p> <p>To apply the rules and regulations of all athletic events in a competitive setting (Sports day)</p> <p style="text-align: center;">Games</p> <p>Use the remaining time in the year to play intra-school competitions in the sports covered across the year.</p>	<p>Demonstrate the skills within the unit consistently, including batting, fielding and catching showing clear knowledge of techniques and rules, in order to contribute to a team's success. To instruct/support others to outwit or gain an advantage.</p> <p>Successfully reinforce the skills covered in previous years, attempting each event from the competition and demonstrating key skills effectively. Taking part in events they feel comfortable completing in a competitive environment.</p> <p>To work cooperatively as a team to organise and compete in a wide variety of athletic events (Sports day)</p>
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Year 4 Autumn		
Key Theme: Real PE 1 &2 – Golf, Dodgeball, Gymnastics,		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>I try several times if at first I don't succeed and ask for help when appropriate.</p> <p>I can help praise and encourage others in their learning</p>	<p style="text-align: center;">Real PE 1 & 2</p> <p>I know where I am with my learning and I have begun to challenge myself.</p> <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p>	<p>I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and can guide a small group through a task.</p>
<p>To hold the club comfortably understanding how to get the ball in the air when chipping and remaining on the</p>	<p style="text-align: center;">Golf</p> <p>To hold the club with the correct grip and posture showing evidence of getting the ball in the air when chipping and remaining on the ground when putting with</p>	<p>To hold the club with the correct grip and posture showing evidence of consistently getting the ball in the air when chipping and remaining on the ground when</p>



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<p>ground when putting and beginning to recognise how to distribute power.</p> <p>Reinforce and put previous skills into practice in a modified game Situation. Understand how to increase the chances of hitting an opponent.</p> <p>Compose a group sequence demonstrating elements of jumping, traveling and balance using the apparatus.</p>	<p>appropriate power applied.</p> <p style="text-align: center;">Dodgeball</p> <p>Reinforce and put previous skills into practice showing control and accuracy in a modified game situation. Understand how to increase the chances of hitting an opponent by throwing from the half way and with disguise.</p> <p style="text-align: center;">Gymnastics</p> <p>Compose a group sequence demonstrating a variety of moves at different heights, speeds and pathways showing control. Include all elements within the unit (jumping, traveling and balance) using the apparatus.</p>	<p>putting. Applying appropriate power and showing an understanding of how to aim for a target.</p> <p>Reinforce and put previous skills into practice showing consistent control and accuracy in a modified game situation, while applying tactics to outwit opponents. Understand how to increase the chances of hitting an opponent by throwing from the half way and with disguise, and using another ball as a blocker.</p> <p>Compose a group sequence demonstrating a variety of moves at different heights, speeds and pathways showing control, body tensions and fluency. Include all elements within the unit (jumping, traveling and balance) using the apparatus.</p>
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Year 4 Spring

Key Theme: Real PE 3 & 4 – Dance, Netball

<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>
<p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>	<p style="text-align: center;">Real PE 3&4</p> <p>I can understand simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression</p>	<p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p>
<p>Understand and perform a class dance with increased complexity routine using unison and cannon, using others to support learning.</p>	<p style="text-align: center;">Dance</p> <p>Understand and perform a class dance routine with increased complexity using unison and cannon, incorporating creative and imaginative ideas and making suggestions.</p> <p style="text-align: center;">Netball</p>	<p>Understand and perform a class dance routine with increased complexity using unison and cannon, incorporating complex and creative phrases and actions – contributing ideas and modelling to support others</p>



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Understand the aim of invasion games and apply basic skills and attempt to apply them within small-sided games.	Understand the aim of invasion games, and apply basic skills consistently within small sided games highlighting own strengths.	Understand the aim of invasion games, and apply specific netball skills and rules consistently within small sided games, highlighting own and others strengths.
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Year 4 Summer		
Key Theme: Real PE 5 & 6 – Swimming, Tennis, Sports day prep and games		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can say how my body feels before during and after exercise. I use equipment appropriately and move and land safely.	Real PE 5&6 I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can describe how and why my body feels during exercise. I can explain why we need to warm up and cool down.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.
Swim competently and proficiently over a distance of 1 width. Use a range of strokes (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations. Be able to perform and understand basic hand eye coordination using shots within the unit in order to play a simple game, applying a scoring system. To reinforce and put previous skills into practice in a modified competitive situation (sports day)	Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations. Tennis Be able to perform and understand the shots within the tennis unit with accuracy in order to play a simple game using a scoring system. Sports Day Athletics To apply the rules and regulations of all athletic events in a competitive setting (sports day) Games Use the remaining time in the year to play intra-school competitions in the sports covered across the year.	Swim competently, confidently and proficiently over a distance of at least 200 metres. Use a range of strokes effectively and consistently (for example, front crawl, backstroke and breaststroke) considering their breathing patterns. Perform safe self-rescue in different water-based situations. Be able to perform and understand the shots within the unit with accuracy and precision in order to play a net/wall game using the correct tennis scoring system. They should be able to highlight their own strengths. To work cooperatively as a team to organise and compete in a wide variety of athletic events (sports day)



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Year 5 Autumn		
Key Theme: Real PE 1 & 2– Basketball, Volleyball, Gymnastics		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
	Real PE 1&2	
<p>I can understand ways to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p>	<p>I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play, which will increase chances of success, and I can develop methods to outwit opponents.</p> <p>I can respond imaginatively to different situations, adopting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</p>	<p>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</p> <p>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p>
<p>Reinforce and put previous skills into practice in a modified game situation, showing knowledge of basic techniques and some rules.</p> <p>Participate in the game using required shots, a scoring system and basic rules</p> <p>Compose a group sequence demonstrating elements within the unit using the apparatus.</p>	<p style="text-align: center;">Basketball</p> <p>Reinforce and put previous skills into practice in a modified game situation, showing knowledge of various techniques most rules and how to improve performance.</p> <p style="text-align: center;">Volleyball</p> <p>Participate effectively in the game using required shots, a scoring system, basic rules and rotation system of positions.</p> <p style="text-align: center;">Gymnastics</p> <p>Compose a group sequence demonstrating a variety of moves at different heights, speeds and pathways showing control. Include all elements within the unit using the apparatus.</p>	<p>Demonstrate skills from unit in a modified game situation, showing precision and control of various techniques, knowledge of most rules and detail how to improve their own and others performance.</p> <p>Participate effectively in the game using required shots consistently using the desired technique, understand the scoring system, rules and rotation system of positions. Able to support others verbally in order for their team to succeed.</p> <p>Compose a group sequence demonstrating a variety of moves at different heights, speeds and pathways showing control, body tensions and fluency. Include all elements within</p>
Year 5 Spring		
Key Theme: Real PE 3 & 4 – Netball, Dance, Tag rugby		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
	Real PE 3&4	
		<p>I can involve others and motivate those around me to perform better.</p>



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<p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so they flow in running, jumping and throwing activities.</p>	<p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practise situations.</p>	<p>I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>
<p>Demonstrate elements from the unit including running, tagging, passing, attacking and defending.</p> <p>Understand the aim of invasion games, and apply basic skills within small sided games highlighting own strengths.</p> <p>Understand and perform a dance routine using unison and cannon.</p>	<p style="text-align: center;">Tag rugby</p> <p>Demonstrate elements from the unit including running, tagging, passing, attacking and defending, with accuracy and consistency.</p> <p style="text-align: center;">Netball</p> <p>Understand the aim of invasion games, and apply specific netball skills and tactics within small sided games highlighting own strengths and weaknesses.</p> <p style="text-align: center;">Dance</p> <p>Understand and perform a dance routine using unison and cannon, incorporating creative and imaginative ideas.</p>	<p>Demonstrate elements from the unit including running, tagging, passing, attacking and defending, with accuracy and consistency. Tactics are applied and communicated during games.</p> <p>Understand the aim of invasion games, and apply specific netball skills, rules and tactics within small sided games highlighting own and others strengths and weaknesses.</p> <p>Understand and perform a dance routine using unison and cannon, incorporating complex and creative phrases and actions.</p>
<p>Year 5 Summer</p> <p>Key Theme: Real PE 5 & 6 – Swimming, Handball, Sports day Prep and Games</p>		
<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>
<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p>	<p style="text-align: center;">Real PE 5&6</p> <p>I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p>	<p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic programme. I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p>
	<p style="text-align: center;">Swimming</p>	



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<p>Swim competently and proficiently over a distance of 1 width. Use a range of strokes (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.</p> <p>Understand how to increase the chances of scoring by moving to create space when attacking. Reinforce and put previous skills into practice in a modified game situation.</p> <p>To reinforce and put previous skills into practice in a modified competitive situation (sports day)</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Perform safe self-rescue in different water-based situations.</p> <p style="text-align: center;">Handball</p> <p>Understand how to increase the chances of scoring by moving away from defenders by changing defenders to create space when attacking. Reinforce and put previous skills into practice showing control and accuracy in a modified game situation.</p> <p style="text-align: center;">Sports day Athletics</p> <p>To apply the rules and regulations of all athletic events in a competitive setting (sports day)</p> <p style="text-align: center;">Games</p> <p>Use the remaining time in the year to play intra-school competitions in the sports covered across the year.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 200 metres. Use a range of strokes effectively and consistently (for example, front crawl, backstroke and breaststroke) considering their breathing patterns. Perform safe self-rescue in different water-based situations.</p> <p>Understand how to increase the chances of scoring by positioning players to create space when attacking. Using quick passes with disguise to increase shooting opportunities. Reinforce and put previous skills into practice showing consistent control and accuracy in a modified game situation, while applying tactics to outwit opponents.</p> <p>To work cooperatively as a team to organise and compete in a wide variety of athletic events (sports day)</p>
<p>Year 6 Autumn</p> <p>Key Theme: Real PE 1 & 2- Volleyball, Basketball, Netball,</p>		
<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>
<p>I can understand ways to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p>	<p style="text-align: center;">Real PE 1 & 2</p> <p>I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play, which will increase chances of success, and I can develop methods to outwit opponents.</p> <p>I can respond imaginatively to different situations, adopting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</p>	<p>I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.</p> <p>I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p>



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<p>Participate in the game using required shots, a scoring system and basic rules</p> <p>Understand how to outwit an opponent to create a better scoring opportunity, and how to reduce shooting opportunities when defending in isolation. Showing knowledge of basic techniques and some rules.</p> <p>Understand the aim of invasion games, apply basic skills and tactics within small sided games- able to identify own strengths.</p>	<p>Volleyball</p> <p>Participate effectively in the game using required shots, a scoring system, basic rules and rotation system of positions.</p> <p>Basketball</p> <p>Understand and demonstrate how to outwit an opponent to create a better scoring or passing opportunity when attacking, and how to reduce shooting opportunities when defending under pressure. Showing knowledge of various techniques, most rules and how to improve performance.</p> <p>Netball</p> <p>Understand the aim of invasion games, and apply specific netball skills and tactics within small sided games highlighting own and others' strengths and weaknesses.</p>	<p>Participate effectively in the game using required shots consistently, a scoring system, rules and rotation system of positions.</p> <p>Understand and demonstrate how to outwit an opponent to create a better scoring or passing opportunity when attacking, and how to reduce shooting opportunities when defending in game situations. Showing precision and control of various techniques, knowledge of most rules and detail how to improve their own and others performance.</p> <p>Understand the aim of invasion games, and apply specific netball skills, rules and tactics within small sided games highlighting own and others strengths and weaknesses – awareness of positions and restrictions.</p>
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Year 6 Spring

Key Theme: Real PE 3 & 4– Football, Dance, Hockey

<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>
<p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so they flow in running, jumping and throwing activities.</p>	<p>Real PE 3&4</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practise situations.</p>	<p>I can involve others and motivate those around me to perform better.</p> <p>I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>
<p>Be able to perform dribbling, turning and passing techniques.</p> <p>Understand and perform a dance routine using unison and cannon</p>	<p>Football</p> <p>Be able to perform dribbling, turning and passing techniques with control during small-sided games.</p> <p>Dance</p> <p>Understand and perform a dance routine using unison and cannon, incorporating creative and imaginative ideas.</p>	<p>Be able to perform dribbling, turning and passing techniques with control, accuracy and consistency during small-sided games</p>



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<p>Understand how to create a passing or scoring opportunity when attacking, and how to defend space/players. Apply principles of attacking/defending and the rules and regulations of a hockey game.</p>	<p style="text-align: center;">Hockey</p> <p>Understand how to create a better scoring or passing opportunity when attacking by creating space, and how to mark space/players when defending by decreasing space. Apply principles of attacking/defending and the rules and regulations of a hockey game.</p>	<p>Understand and perform a dance routine using unison and cannon, incorporating complex and creative phrases and actions.</p> <p>Understand how to create a better scoring or passing opportunity when attacking by creating space, and how to mark space/players when defending by decreasing space. Apply tactics at the right time in the game. Apply principles of attacking/defending and the rules and regulations of hockey game.</p>
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Year 6 Summer

Key Theme: Real PE 5 & 6 - Cricket, Handball, Sports day prep & Games

<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>
<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.</p>	<p style="text-align: center;">Real PE 5&6</p> <p>I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p>	<p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic programme. I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p>
<p>Know how many balls are bowled per over, positions of bowler, batter and WK, and how to score runs. Demonstrate the skills within the unit showing knowledge of techniques and tactics.</p> <p>Understand how to increase the chances of scoring by moving to create space when attacking. Reinforce and put previous skills into practice in a modified game situation.</p>	<p style="text-align: center;">Cricket</p> <p>Know how many balls are bowled per over, positions of bowler, batter and WK, and how to score runs effectively and set basic fields to outwit opponents. Demonstrate the skills within the unit consistently, showing clear knowledge of techniques and tactics when in small-sided games.</p> <p style="text-align: center;">Handball</p> <p>Understand how to increase the chances of scoring by moving away from defenders by changing defenders to create space when attacking. Reinforce and put previous skills into practice showing control and accuracy in a modified game situation.</p>	<p>Know how many balls are bowled per over, positions of bowler, batter and WK, and how to score runs effectively and set basic fields to outwit opponents. Demonstrate the skills within the unit consistently and accurately, showing clear knowledge of techniques and tactics when in small-sided games, and identifying their own strengths and weaknesses.</p> <p>Understand how to increase the chances of scoring by positioning players to create space when attacking. Using quick passes with disguise to increase shooting opportunities. Reinforce and put previous skills into practice showing consistent control and accuracy in a modified game situation, while applying tactics to outwit opponents.</p>



Yorke Mead Primary School

PE Curriculum



<p>To reinforce and put previous skills into practice in a modified competitive situation (sports day)</p>	<p>Sports Day Athletics To apply the rules and regulations of all athletic events in a competitive setting (sports day)</p> <p>Games Use the remaining time in the year to play intra-school competitions in the sports covered across the year.</p>	<p>To work cooperatively as a team to organise and compete in a wide variety of athletic events (sports day)</p>
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