



# Yorke Mead Primary School

## PE Curriculum



Year 1 Dance and gymnastics taught across 5 half terms (2 gymnastics/ 3 dance)		
Key Themes: Real PE 1 & Dance (AUT 1) Real PE 2 & Gymnastics (AUT 2)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Enjoy working on simple tasks with help</p> <p>Can play with others and take turns and share with help</p>	<p><b>Real PE 1 &amp; 2</b></p> <p>Follow instructions, practice safely and work on simple tasks by themselves</p> <p>Can work sensibly with others, taking turns and sharing</p>	<p>Try several times if at first they don't succeed and ask for help when appropriate.</p> <p>Help, praise and encourage others in their learning.</p>
<p>I can show that I understand tactics and composition by starting to vary how I respond.</p> <p>I can give reasons why warming up before an activity is important and why physical activity is good for my health.</p>	<p><b>Dance – Across the school year</b></p> <p>Chooses appropriate movements for different dance ideas.</p> <p>Remembers and repeats short dance phrases and simple dances.</p> <p>Share and create dance phrases with a partner and in a small group</p> <p>Repeat, remember and perform these phrases in a dance</p> <p>Understand the importance of warming up and cooling down</p> <p>Recognise and talk about the movements used and the expressive</p> <p>Qualities of dance</p> <p>Select and use skills, actions and ideas appropriately applying them with coordination and control.</p>	<p>I can see how my work is similar to and different from others' and use this understanding to improve my own performance.</p> <p>Improvise freely, translating ideas from a stimulus into movement</p> <p>Create dance phrases that communicate ideas</p> <p>Suggest improvements to their own and other people's dances work and use this understanding to improve my own performance.</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control</p>



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	<b>Gymnastics (Gymnastics made simple KS1)</b>	
<p>To explore basic movement skills and to be able to copy travel suggestions from one point to another including across small apparatus.</p> <p>To remember repeat previously learned movements and develop a range of jumping movements.</p> <p>To develop basic balancing skills on the floor and copy individual balances on simple apparatus and describe what they have done.</p> <p>To observe and understand the concept of rolling and attempt basic rolls. To be able to perform basic gymnastic skills with accuracy and construct a short sequence.</p>	<p>To explore basic movement skills and to be able to perform travel from one point to another including across small apparatus.</p> <p>To remember repeat previously learned movements and to include skills in a sequence develop a range of jumping movements and link previously taught skills.</p> <p>To develop basic balancing skills on the floor and to understand how to perform individual balances. To copy individual balances on simple apparatus and describe what they have done.</p> <p>To be introduced to the concept of rolling and attempt basic rolls. To be able to perform basic gymnastic skills with accuracy and link a variety of skills into a short sequence.</p>	<p>To explore and develop basic movement skills and to be able to perform travel from one point to another linking a variety of travelling movements using a small apparatus.</p> <p>To remember, repeat and improve quality of previously learned movements and to include a range of skills in a sequence develop a range of jumping movements and link previously taught skills.</p> <p>To develop basic balancing skills on the floor and to understand how to perform individual balances effectively. To create individual balances using simple apparatus and describe what they have done and how to improve their own work.</p> <p>To introduce and explore the concept of rolling and use basic rolls in a short sequence. To be able to perform a variety of basic gymnastic skills with accuracy and control and link a variety of skills into a short sequence.</p>

<b>Year 1</b>		
<b>Key Theme : Real PE 3 &amp; Dance (SPR1) Real PE 4 &amp; Gymnastics (SPR 2)</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Can follow simple instructions</p> <p>Can observe and copy others</p>	<p><b>Real PE 3 &amp; 4</b></p> <p>Can understand and follow simple rules and can name some things they are good at.</p> <p>Can explore and describe different movements.</p>	<p>Can begin to order instructions, movements and skills. With help can recognise similarities and differences in performances and can explain why someone is working or performing well.</p> <p>Can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p>



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<p>Observe and copy different ways of travelling on a variety of different body parts.</p> <p>To attempt a variety of different jumps and shapes.</p> <p>Develop speed through movement.</p> <p>To work safely onto apparatus.</p> <p>Know different ways to balance.</p>	<p style="text-align: center;"><b>Dance</b> <i>See above</i></p> <p style="text-align: center;"><b>Gymnastics</b></p> <p>Think of different ways of travelling on a variety of different body parts.</p> <p>To practise a variety of different jumps and shapes.</p> <p>Develop speed through controlled movement.</p> <p>To link two balances together.</p> <p>To adapt floor work safely onto apparatus.</p> <p>Know and understand different ways to balance.</p> <p>To Identify and link elements together.</p> <p>Know and understand how to link floor and apparatus movements together.</p>	<p>Travel confidently and competently on different parts of the body including hands.</p> <p>To hold still balances positions on large or small body parts.</p> <p>Partner work. Know and understand the terms 'balance' and 'link'. Know and understand the term 'elements'. Creating a balanced position for your partner to carefully slide under or step over.</p> <p>To be able to perform at least one type of roll without any assistance.</p> <p>All these ideas should be transferred to apparatus at every stage of development, on/against/underneath/over.</p> <p>Develop lower and upper body strength and understand benefits of flexibility and suppleness.</p> <p>To be able to land jumps safely, on both the floor and when from moving from higher apparatus to lower apparatus.</p>
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<b>Year 1</b>		
<b>1 unit of athletics – practising events in preparation for sports day (Running, jumping, throwing)</b>		
<b>Key Theme : Real PE 5 &amp; Dance (SUM 1) Real PE 6 &amp; Sports Day prep (SUM 2)</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
Can move confidently in different ways	<b>Real PE 5&amp;6</b>	



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<p>Aware of the changes to the way they feel when they exercise</p>	<p>Perform a single skill or movement with some control. Can perform a small range of skills and link two movements together.</p> <p>Aware of why exercise is important for good health</p>	<p>Can perform a range of skills with some control and consistency. Can perform a sequence of movements with some changes in level, direction or speed.</p> <p>Can say how their body feels before, during and after exercise. Use equipment appropriately. Moving and landing safely</p>
<p>Children get the opportunity to practice the Key Skills activities carried out by the Year 6 children on sports day. Events are adapted to give children the chance to practice and also utilise the same skills in a game format.</p>	<p style="text-align: center;"><b>Dance</b> <i>See above</i></p> <p style="text-align: center;"><b>Sports day preparation</b></p> <p>Children get the opportunity to practice the Key Skills activities carried out by the Year 6 children on sports day, understanding what needs to be done to get the best score possible. Events are adapted to give children the chance to practice and also utilise the same skills in a game format.</p>	<p>Children get the opportunity to practice the Key Skills activities carried out by the Year 6 children on sports day, understanding and adjusting what they need to do to consistently get the best score possible. Events are adapted to give children the chance to utilise and apply the same skills successfully in a game format.</p>

<p><b>Year 2</b> <span style="float: right;"><b>Dance and gymnastics taught across 5 half terms (2 gymnastics/ 2 dance)</b></span></p> <p><b>Key Theme : Real PE 1 &amp; Gymnastics (AUT 1) Real PE 2 &amp; Dance (AUT 2)</b></p>		
<p style="text-align: center;"><b>Previous Learning</b> To be reinforced</p>	<p style="text-align: center;"><b>Core Learning Intentions</b> Age Related</p>	<p style="text-align: center;"><b>Extension Opportunities</b> Next steps</p>
<p>I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>I can work sensibly with others, taking turns and sharing.</p>	<p style="text-align: center;"><b>Real PE 1&amp;2</b></p> <p>Try several times if at first they don't succeed and ask for help when appropriate</p> <p>Can help praise and encourage others in their learning</p>	<p>Knowing where they are with their learning and have begun to challenge themselves</p> <p>Shows patience and support others, listening well to them about the work and shares ideas clearly</p>
<p>Chooses appropriate movements for different dance ideas.</p>	<p style="text-align: center;"><b>Dance – Across the school year</b></p> <p>Improvise freely, translating ideas from a stimulus into movement</p>	



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<p>Remembers and repeats short dance phrases and simple dances.</p> <p>Share and create dance phrases with a partner and in a small group</p> <p>Repeat, remember and perform these phrases in a dance</p> <p>Understand the importance of warming up and cooling down</p> <p>Recognise and talk about the movements used and the expressive</p> <p>Select and use skills, actions and ideas appropriately applying them with coordination and control.</p> <p>To explore basic movement skills and to be able to perform travel from one point to another including across small apparatus.</p> <p>To remember repeat previously learned movements and to include skills in a sequence develop a range of jumping movements and link previously taught skills.</p> <p>To develop basic balancing skills on the floor and to understand how to perform individual balances. To copy individual balances on simple apparatus and describe what they have done.</p>	<p>Create dance phrases that communicate ideas</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control</p> <p>Suggest improvements to their own and other people's dances</p> <p>Can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I can show that my performance has precision, control and fluency and that I understand tactics and composition.</p> <p>Use dynamic, rhythmic and expressive qualities clearly and with control</p> <p>Quality of dance and performance</p> <p><b>Gymnastics (Gymnastics made simple KS1)</b></p> <p>To explore and develop basic movement skills and to be able to perform travel from one point to another linking a variety of travelling movements using a small apparatus.</p> <p>To remember, repeat and improve quality of previously learned movements and to include a range of skills in a sequence develop a range of jumping movements and link previously taught skills.</p> <p>To develop basic balancing skills on the floor and to understand how to perform individual balances effectively. To create individual balances using simple apparatus and describe what they have done and how to improve their own work.</p>	<p>Can compare and comment on skills and techniques and the ways they are applied in their own and others' work and use this understanding to improve my own performance.</p> <p>Can explain and apply basic safety principles in preparing for exercise and describe what effects exercise has on my body and how it is valuable to my fitness and health.</p> <p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.</p> <p>To explore and develop basic movement skills and to be able to perform travel from one point to another linking a variety of travelling movements. To explore travelling movements on small apparatus and develop skills and actions with increasing control.</p> <p>To remember, repeat and improve quality of previously learned movements consistently and to include a range of skills in a sequence develop a range of jumping movements and link previously taught skills in a variety of ways.</p> <p>To develop basic balancing skills on the floor and to understand how to confidently perform individual balances effectively. To create individual balances on simple apparatus and describe what they have done and how to improve their own and others' work.</p>
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Introduced to the concept of rolling and attempt basic rolls. To be able to perform basic gymnastic skills with accuracy and link a variety of skills into a short sequence.	To introduce and explore the concept of rolling and use basic rolls in a short sequence. To be able to perform a variety of basic gymnastic skills with accuracy and control and link a variety of skills into a short sequence.	To introduce and explore the concept of rolling and use different basic rolls in a short sequence along with a variety of basic gymnastic skills with accuracy and control. They should also consider how to link these skills in a logical way when planning a short sequence.
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<b>Year 2</b> <span style="float: right;"><b>Dance and gymnastics taught across 5 half terms (2 gymnastics/ 2 dance)</b></span>		
<b>Key Theme : Real PE 3 &amp; Gymnastics (SPR 1) Real PE 4 &amp; Dance (SPR 2)</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<p>Can understand and follow simple rules and can name some things they are good at.</p> <p>Can explore and describe different movements.</p>	<p style="text-align: center;"><b>Real PE 3 &amp;4</b></p> <p>Can begin to order instructions, movements and skills. With help can recognise similarities and differences in performances and can explain why someone is working or performing well</p> <p>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>Understand the simple tactics of attacking and defending. Can explain what they are doing well and beginning to identify areas for improvement.</p> <p>Can make up their own rules and versions of activities. Can respond differently to a variety of tasks or music and can recognise similarities and differences in movements and expression.</p>
<p>Different ways of travelling on a variety of different body parts.</p> <p>To practise a variety of different jumps and shapes.</p> <p>Develop speed through controlled movement.</p> <p>To link two balances together.</p> <p>To adapt floor work safely onto apparatus.</p> <p>Know and understand different ways to balance.</p>	<p style="text-align: center;"><b>Dance</b> <i>See above</i></p> <p style="text-align: center;"><b>Gymnastics (Yorke Mead KS1 Scheme of work)</b></p> <p>Travel confidently and competently on different parts of the body including hands.</p> <p>To hold still balances positions on large or small body parts. Partner work. Know and understand the terms 'balance' and 'link'. Know and understand the term 'elements'. Creating a balanced position for your partner to carefully slide under or step over.</p> <p>To be able to perform at least one type of roll without any assistance.</p>	<p>To be able to use appropriate vocabulary to describe what they and others are doing.</p> <p>To be able to complete and perform at least 2 different types of gymnastics roll movements</p> <p>Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination (ABC's). Engagement through the use of Questions and answers throughout the unit.</p>



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<p>Self-confidence, enjoyment and engagement:</p> <p>To Identify and link elements together.</p> <p>Know and understand how to link floor and apparatus movements together.</p>	<p>All these ideas should be transferred to apparatus at every stage of development, on/against/underneath/over.</p> <p>Develop lower and upper body strength and understand benefits of flexibility and suppleness.</p> <p>To be able to land jumps safely, on both the floor and when from moving from higher apparatus to lower apparatus.</p>	<p>Exploration and identification of body parts capable of taking weight for balancing. Which are the small body parts? Balancing on different combinations of small body parts. Identifying large body parts and balancing upon them.</p> <p>Perform a movement that 'flows'.</p>
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<p><b>Year 2</b></p> <p><b>1 unit of athletics – practising events in preparation for sports day</b> (Running, jumping, throwing)</p> <p><b>Key Theme : Indoor athletics &amp; Team games (SUM 1) Real PE 5/6 &amp; Sports day prep (SUM 2)</b></p>		
<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> Next steps</p>
<p>Perform a single skill or movement with some control. Can perform a small range of skills and link two movements together.</p> <p>Aware of why exercise is important for good health</p>	<p style="text-align: center;"><b>Real PE 5 &amp; 6</b></p> <p>Can perform a range of skills with some control and consistency. Can perform a sequence of movements with some changes in level, direction or speed.</p> <p>Can say how their body feels before, during and after exercise. Use equipment appropriately. Moving and landing safely.</p>	<p>Perform and repeat longer sequences with clear shapes and controlled movement. Can select and apply a range of skills with good control and consistency.</p> <p>Can describe how and why their body feels during and after exercise. Can explain why we need to warm up and cool down.</p>
<p>Children get the opportunity to practice the events that take place during the indoor athletics competition. Events are adapted to give children the chance to practice the same skills in a game format-participating in a mini-competition at the end of the unit.</p> <p>Children participate in stand-alone sessions which prepare them for competitive sports in KS2. Children are introduced to travelling with a ball in hockey, basketball rugby, and football. They will also develop throwing skills in handball and dodgeball activities.</p>	<p style="text-align: center;"><b>Indoor athletics</b></p> <p>Children get the opportunity to practice the events that take place during the indoor athletics competition, understanding what they need to do in order to achieve the best score possible. Events are adapted to give children the chance to practice and also utilise the same skills in an engaging game format. The unit culminates in a mini competition to apply the skills covered.</p> <p style="text-align: center;"><b>Team Skills</b></p> <p>Children participate in stand-alone sessions which prepare them for competitive sports in KS2. Children are introduced to travelling with a ball in hockey, basketball rugby, and football showing a good understanding of the techniques covered. They will also develop throwing skills in handball and dodgeball activities in a competitive game.</p>	<p>Children get the opportunity to practice the events that take place during the indoor athletics competition, understanding and adjusting what they need to do to the best score possible. Events are adapted to give children the chance to utilise and apply the same skills successfully in an engaging game format. The unit culminates in a mini competition to apply the skills covered, choosing events that demonstrate their strengths.</p> <p>Children participate in stand-alone sessions which prepare them for competitive sports in KS2. Children develop apply existing skills to travel with a ball in hockey, basketball, rugby, and football showing a good understanding of the techniques consistently.</p>





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<p>Children get the opportunity to practice the Key Skills activities carried out by the Year 6 children on sports day. Events are adapted to give children the chance to practice and also utilise the same skills in a game format.</p>	<p style="text-align: center;"><b>Sports day preparation</b></p> <p>Children get the opportunity to practice the Key Skills activities carried out by the Year 6 children on sports day, understanding what needs to be done to get the best score possible. Events are adapted to give children the chance to practice and also utilise the same skills in a game format.</p>	<p>They will also develop their throwing and catching skills in handball and dodgeball activities in a competitive game.</p> <p>Children get the opportunity to practice the Key Skills activities carried out by the Year 6 children on sports day, understanding and adjusting what they need to do to consistently get the best score possible. Events are adapted to give children the chance to utilise and apply the same skills successfully in a game format.</p>
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<p><b>Year 3</b></p> <p><b>Key Theme :</b> Real PE 1 &amp; 2 (AUT) – Gymnastics, Netball, Health &amp; fitness, Rapid fire cricket</p>		
<p style="text-align: center;"><b>Previous Learning</b> To be reinforced</p>	<p style="text-align: center;"><b>Core Learning Intentions</b> Age Related</p>	<p style="text-align: center;"><b>Extension Opportunities</b> Next steps</p>
<p>I try several times if at first I don't succeed and ask for help when appropriate. I can help praise and encourage others in their learning</p>	<p style="text-align: center;"><b>Real PE 3 &amp; 4</b></p> <p>I know where I am with my learning and I have begun to challenge myself. 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. 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>Understand the concept of invasion games, and apply basic skills of passing and marking in order compete within small-sided games.</p> <p>Understand that exercise affects the body in the short and long term, why physical activity is good for their health and well- being, and how diet and exercise contribute to leading a healthy lifestyle.</p>	<p style="text-align: center;"><b>Gymnastics</b></p> <p>Compose and evaluate a sequence using large apparatus in control, including working in unison and canon. Feedback should identify a positive and area to improve.</p> <p style="text-align: center;"><b>Netball</b></p> <p>Understand the aim of invasion games, and apply specific netball skills covered and apply them within small sided games highlighting own strengths.</p> <p style="text-align: center;"><b>Health and fitness</b></p> <p>Understand that exercise affects the body in the short and long term, how to warm up in order to prepare appropriately for different activities and how to cool down, why physical</p>	<p>Compose and evaluate a sequence using large apparatus showing control, fluidity and precision, including working in unison and canon. Feedback should identify a positive and area to improve using appropriate language.</p> <p>Understand the aim of invasion games, and apply all specific netball skills and tactics. Beginning to consider the rules and contribute within small sided games highlighting own and others strengths.</p> <p>Understand that exercise affects the body in the short and long term, how and why to warm up in order to prepare appropriately for different activities and how to cool down. Why physical activity is good for their health</p>





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<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>activity is good for their health and well-being, and how diet and exercise contribute to leading a healthy lifestyle.</p> <p style="text-align: center;"><b>Rapid Fire Cricket</b></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>and well-being, demonstrating a clear drive to push themselves. How diet and exercise contribute to leading a healthy lifestyle with examples that could be done at home.</p> <p>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>
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<p><b>Year 3</b></p>		
<p><b>Key Theme :</b> Real PE 3 &amp; 4 (SPR) – Orienteering, Dance, football, Dodgeball</p>		
<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> 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. 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;"><b>Real PE 5 &amp; 6</b></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. 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 understanding 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. 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>To understand the concept of a map or plan, reinforcing the concept that a map is like a picture. To understand the use of symbols and learning the basic orienteering symbols and colours.</p> <p>To encourage team support, introducing a competitive element and improving Agility, Balance and Co-ordination</p>	<p style="text-align: center;"><b>Orienteering</b></p> <p>To understand the use of symbols and a key on a map. To learn the basic orienteering symbols and colours and familiarise children with orienteering equipment: control cards, punches, orienteering markers. Understand that control cards must be punched in the correct numbered box. To develop the skills of map orientation.</p> <p>To develop spatial awareness of the relationship of shapes to each other by transferring information on a plan to reality. To encourage cooperation and discussion. Demonstrate all the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map.</p>	<p>Taking on leadership roles; communicate in a positive and constructive manner. Creating own maps and routes to extend.</p> <p>Volunteering ideas/suggestions to support others. Attempting more challenging tasks in relation to distance travelled or time limit.</p>



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<p>Understand and perform a dance routine using unison and cannon</p> <p>To take part in a small-sided match using the correct rules and begin apply simple skills of passing and tackling during a small sided match.</p> <p>Reinforce and put previous skills of throwing and catching into practice in a modified game Situation understanding the rules of the sport.</p>	<p style="text-align: center;"><b>Dance</b></p> <p>Understand and perform a dance routine using unison and cannon, incorporating creative and imaginative ideas.</p> <p style="text-align: center;"><b>Football</b></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 style="text-align: center;"><b>Dodgeball</b></p> <p>Reinforce and put all skills covered (throwing, catching, dodging) into practice showing control and accuracy in a modified game situation understanding the rules of the sport.</p>	<p>Understand and perform a dance routine using unison and cannon, incorporating complex and creative phrases and actions.</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. Providing verbal and physical support to help other team members.</p> <p>Reinforce and put all skills covered (throwing, catching, dodging) into practice showing consistent control and accuracy in a modified game situation understanding the rules of the sport while applying tactics to outwit opponents..</p>
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<p><b>Year 3</b></p> <p><b>Key Theme :</b> Real PE 5 &amp; 6 (SUM) – Softball, Indoor athletics, Tennis, Sports day prep</p>		
<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> 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;"><b>Real PE 5&amp;6</b></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>
<p>Demonstrate the skills within the unit including batting, fielding and catching showing knowledge of techniques and rules</p>	<p style="text-align: center;"><b>Softball</b></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>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>



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<p>Children get the opportunity to practice the track and field events that take place during the indoor athletics competition. Events are adapted to give children the chance to practice and also utilise the same skills in a game format- participating in a mini-competition at the end of the unit.</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 reinforce and put previous skills into practice in a modified competitive situation (sports day)</p>	<p style="text-align: center;"><b>Indoor Athletics</b></p> <p>Children get the opportunity to practice the track and field events that take place during the indoor athletics competition, understanding what they need to do in order to achieve the best score possible. Events are adapted to give children the chance to practice and also utilise the same skills in a competitive game format. The unit culminates in a mini competition to build teamwork and apply the skills covered.</p> <p style="text-align: center;"><b>Tennis</b></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;"><b>Sports Day Athletics</b></p> <p>To apply the rules and regulations of all athletic events in a competitive setting (Sports day)</p>	<p>Children get the opportunity to practice the track and field events that take place during the indoor athletics competition, understanding and adjusting what they need to do to consistently get the best score possible. Events are adapted to give children the chance to utilise and apply the same skills successfully in a competitive game format. The unit culminates in a mini competition to build teamwork and apply the skills covered, choosing events that demonstrate their strengths.</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 work cooperatively as a team to organise and compete in a wide variety of athletic events (Sports day)</p>
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<p><b>Year 4</b></p>		
<p><b>Key Theme :</b> Real PE 1 &amp;2 (AUT) – Golf, Dance, Gymnastics, Netball</p>		
<p style="text-align: center;"><b>Previous Learning</b> To be reinforced</p>	<p style="text-align: center;"><b>Core Learning Intentions</b> Age Related</p>	<p style="text-align: center;"><b>Extension Opportunities</b> Next steps</p>
<p>I try several times if at first I don't succeed and ask for help when appropriate. I can help praise and encourage others in their learning</p>	<p style="text-align: center;"><b>Real PE 1 &amp; 2</b></p> <p>I know where I am with my learning and I have begun to challenge myself. 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. 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 ground when putting and beginning to recognise how to distribute power.</p>	<p style="text-align: center;"><b>Golf</b></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 appropriate power applied.</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 putting. Applying appropriate power and showing an understanding of how to aim for a target.</p>



# Yorke Mead Primary School

## PE Curriculum



<p>Understand and perform a class dance routine using unison and cannon, using others to support learning.</p> <p>Compose a group sequence demonstrating elements of jumping, traveling and balance using the apparatus.</p> <p>Understand the aim of invasion games, and apply basic skills of marking, passing and intercepting and attempt to apply them within small-sided games.</p>	<p style="text-align: center;"><b>Dance</b></p> <p>Understand and perform a class dance routine using unison and cannon, incorporating creative and imaginative ideas and making suggestions</p> <p style="text-align: center;"><b>Gymnastics</b></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 style="text-align: center;"><b>Netball</b></p> <p>Understand the aim of invasion games, and apply basic skills consistently within small sided games highlighting own strengths.</p>	<p>Understand and perform a class dance routine using unison and cannon, incorporating complex and creative phrases and actions – contributing ideas and modelling to support others</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> <p>Understand the aim of invasion games, and apply specific netball skills and rules consistently within small sided games, highlighting own and others strengths.</p>
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<b>Year 4</b>		
<b>Key Theme :</b> Real PE 3 & 4 (SPR) – Indoor athletics, Dance, Football, Rounders		
<p style="text-align: center;"><b>Previous Learning</b> To be reinforced</p>	<p style="text-align: center;"><b>Core Learning Intentions</b> Age Related</p>	<p style="text-align: center;"><b>Extension Opportunities</b> 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;"><b>Real PE 3&amp;4</b></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>Children get the opportunity to practice the track and field events that take place during the indoor athletics competition. Events are adapted to give children the chance to practice and also utilise the same skills in a game format- participating in a mini-competition at the end of the unit.</p>	<p style="text-align: center;"><b>Indoor Athletics</b></p> <p>Children get the opportunity to practice the track and field events that take place during the indoor athletics competition, understanding what they need to do in order to achieve the best score possible. Events are adapted to give children the chance to practice and also utilise the same skills in a competitive game format. The unit culminates in a mini competition to build teamwork and apply the skills covered.</p>	<p>Children get the opportunity to practice the track and field events that take place during the indoor athletics competition, understanding and adjusting what they need to do to consistently get the best score possible. Events are adapted to give children the chance to utilise and apply the same skills successfully in a competitive game format. The unit culminates in a mini competition to build teamwork and apply the skills covered, choosing events that demonstrate their strengths.</p>



# Yorke Mead Primary School

## PE Curriculum



<p>Understand and perform a class dance with increased complexity routine using unison and cannon, using others to support learning.</p> <p>To complete in a small sided match using the correct rules and begin apply all aspects covered including passing, dribbling, tackling and shooting</p> <p>To understand why there are different fielding positions to stop the ball, correctly grip the bat and have a basic understanding of the match rules.</p>	<p style="text-align: center;"><b>Dance</b></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;"><b>Football</b></p> <p>To successfully play a small-sided match using the correct rules and successfully apply simple tactics and skills including passing, dribbling, tackling and shooting with control during a small-sided match.</p> <p style="text-align: center;"><b>Rounders</b></p> <p>Understand how their stance can help ensure they hit the ball, use the taught techniques when fielding and have a good understanding of the rules in order to compete in games.</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> <p>To effectively contribute to a small-sided match using the correct rules and successfully apply tactics and skills including passing, dribbling, tackling and shooting consistently, providing others with support and guidance.</p> <p>Understand how their stance can help ensure they hit the ball consistently, use the taught techniques when fielding and have a good understanding of the rules in order to compete in games and apply tactics to outwit opponents.</p>
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<b>Year 4</b>		
<b>Key Theme :</b> Real PE 5 & 6 (SUM) – Swimming, Tennis, Sports day prep		
<p><b>Previous Learning</b> To be reinforced</p>	<p><b>Core Learning Intentions</b> Age Related</p>	<p><b>Extension Opportunities</b> 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 and move and land safely.</p>	<p style="text-align: center;"><b>Real PE 5&amp;6</b></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 pf 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>
<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 style="text-align: center;"><b>Swimming</b></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>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>





# Yorke Mead Primary School

## PE Curriculum



<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 reinforce and put previous skills into practice in a modified competitive situation (sports day)</p>	<p style="text-align: center;"><b>Tennis</b></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;"><b>Sports Day Athletics</b></p> <p>To apply the rules and regulations of all athletic events in a competitive setting (sports day)</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 work cooperatively as a team to organise and compete in a wide variety of athletic events (sports day)</p>
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Year 5		
Key Theme : Real PE 1 & 2 (AUT) – Netball, Gymnastics, Football, Volleyball		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<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;"><b>Real PE 1&amp;2</b></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>Understand the aim of invasion games, and apply basic skills consistently within small sided games highlighting own strengths.</p> <p>Compose a group sequence demonstrating elements within the unit using the apparatus ensuring all members contribute.</p>	<p style="text-align: center;"><b>Netball</b></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 style="text-align: center;"><b>Gymnastics</b></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 style="text-align: center;"><b>Football</b></p> <p>Be able to perform dribbling, turning and passing techniques with control during small-sided 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. Providing verbal and physical support to help others.</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 covered.</p> <p>Be able to perform dribbling, turning and passing techniques with control, accuracy and consistency</p>



# Yorke Mead Primary School

## PE Curriculum



<p>Be able to perform dribbling, turning and passing techniques during small-sided game showing a good understanding of the rules.</p> <p>Participate in the game using required shots, a scoring system and basic rules.</p>	<p>understanding their own strengths and weaknesses so that they can contribute effectively.</p> <p style="text-align: center;"><b>Volleyball</b></p> <p>Participate effectively in the game using required shots, a scoring system, basic rules and rotation system of positions.</p>	<p>during small-sided games. Giving clear verbal instructions to others and looking to give other children opportunities to be involved.</p> <p>Participate effectively in the game using required shots consistently, a scoring system, rules and rotation system of positions. Able to communicate with teammates effectively.</p>
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Year 5		
Key Theme : Real PE 3 & 4 (SPR) – Basketball, Dance, Tag rugby, Rounders		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<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 style="text-align: center;"><b>Real PE 3&amp;4</b></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>Reinforce and put previous skills into practice in a modified game situation, showing knowledge of basic techniques and some rules.</p> <p>Understand and perform a dance routine using unison and cannon</p> <p>Demonstrate elements from the unit including running, tagging, passing, attacking and defending.</p>	<p style="text-align: center;"><b>Basketball</b></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;"><b>Dance</b></p> <p>Understand and perform a dance routine using unison and cannon, incorporating creative and imaginative ideas.</p> <p style="text-align: center;"><b>Tag rugby</b></p> <p>Demonstrate elements from the unit including running, tagging, passing, attacking and defending, with accuracy and consistency.</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>Understand and perform a dance routine using unison and cannon, incorporating complex and creative phrases and actions.</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>





# Yorke Mead Primary School

## PE Curriculum



<p>To understand why there are different fielding positions to stop the ball, correctly grip the bat and have a basic understanding of the match rules.</p>	<p style="text-align: center;"><b>Rounders</b></p> <p>Understand how their stance can help ensure they hit the ball, use the taught techniques when fielding and have a good understanding of the rules in order to compete in games.</p>	<p>Understand how their stance can help ensure they hit the ball consistently, use the taught techniques when fielding and have a good understanding of the rules in order to compete in games and apply tactics to outwit opponents.</p>
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<p><b>Year 5</b></p> <p><b>Key Theme :</b> Real PE 5 &amp; 6 (SUM) – Swimming, Handball, Sports day Prep</p>		
<p style="text-align: center;"><b>Previous Learning</b> To be reinforced</p>	<p style="text-align: center;"><b>Core Learning Intentions</b> Age Related</p>	<p style="text-align: center;"><b>Extension Opportunities</b> 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;"><b>Real PE 5&amp;6</b></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>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 style="text-align: center;"><b>Swimming</b></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;"><b>Handball</b></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;"><b>Sports day Athletics</b></p> <p>To apply the rules and regulations of all athletic events in a competitive setting (sports day)</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>



# Yorke Mead Primary School

## PE Curriculum



Year 6		
Key Theme : Real PE 1 & 2 (AUT) Gymnastics, Basketball, Volleyball, Football		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<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><b>Real PE 1 &amp; 2</b></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>Compose a group sequence demonstrating elements within the unit using the apparatus.</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>Be able to perform dribbling, turning and passing techniques with control during small-sided games understanding their own strengths and weaknesses so that they can contribute effectively.</p> <p>Participate effectively in the game using required shots, a scoring system, basic rules and rotation system of positions.</p>	<p><b>Gymnastics</b></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><b>Basketball</b></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><b>Football</b></p> <p>Be able to perform dribbling, turning, passing and shooting techniques with control during small-sided games understanding their own strengths within the sport.</p> <p><b>Volleyball</b></p> <p>Participate effectively in the game using required shots consistently, a scoring system, rules and rotation system of positions. Able to communicate with teammates effectively.</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> <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>Be able to perform dribbling, turning, shooting and passing techniques with control, accuracy and consistency during small-sided games. Giving clear verbal instructions to others and looking to give other children opportunities to be involved.</p> <p>Participate effectively as a team in the game using required shots consistently, a scoring system, rules and rotation system of positions. Able to communicate with teammates effectively and constructively.</p>



# Yorke Mead Primary School

## PE Curriculum



<b>Year 6</b>		
<b>Key Theme : Real PE 3 &amp; 4 (SPR) – Indoor athletics, Dance, Hockey, Tag Rugby</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
<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 style="text-align: center;"><b>Real PE 3&amp;4</b></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>Children get the opportunity to practice the track and field events that take place during the indoor athletics competition, understanding what they need to do in order to achieve the best score possible. Events are adapted to give children the chance to practice and also utilise the same skills in a competitive game format. The unit culminates in a mini competition to build teamwork and apply the skills covered.</p> <p>Understand and perform a dance routine using unison and cannon</p> <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>Demonstrate elements from the unit including running, tagging, passing, attacking and defending, with accuracy and consistency.</p>	<p style="text-align: center;"><b>Indoor Athletics</b></p> <p>Children get the opportunity to practice the track and field events that take place during the indoor athletics competition, understanding and adjusting what they need to do to consistently get the best score possible. Events are adapted to give children the chance to utilise and apply the same skills successfully in a competitive game format. The unit culminates in a mini competition to build teamwork and apply the skills covered, choosing events that demonstrate their strengths.</p> <p style="text-align: center;"><b>Dance</b></p> <p>Understand and perform a dance routine using unison and cannon, incorporating creative and imaginative ideas.</p> <p style="text-align: center;"><b>Hockey</b></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 style="text-align: center;"><b>Tag rugby</b></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>Children get the opportunity to practice the track and field events that take place during the indoor athletics competition, understanding and adjusting what they need to do to consistently get the best score possible. Events are adapted to give children the chance to utilise and apply the same skills successfully in a competitive game format. The unit culminates in a mini competition to build teamwork and apply the skills covered, choosing events that demonstrate their strengths.</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> <p>Demonstrate elements from the unit including running, tagging, passing, attacking and defending, with accuracy and consistency. Looks for opportunities to outwit opponents. Tactics are applied and communicated with others constructively during games.</p>



# Yorke Mead Primary School

## PE Curriculum



<b>Year 6</b>		
<b>Key Theme : Real PE 5 &amp; 6 (SUM) Cricket, Handball, Ultimate Frisbee, Sports day prep</b>		
<b>Previous Learning</b> To be reinforced	<b>Core Learning Intentions</b> Age Related	<b>Extension Opportunities</b> Next steps
	<b>Real PE 5&amp;6</b>	
<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>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 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>Participate in a 7v7 game, using an appropriate structure of stacking and cutting when on offence, and forcing and marking correctly on defence.</p> <p>To reinforce and put previous skills into practice in a modified competitive situation (sports day)</p>	<p style="text-align: center;"><b>Cricket</b></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;"><b>Handball</b></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 control and accuracy in a modified game situation, while applying tactics to outwit opponents.</p> <p style="text-align: center;"><b>Ultimate Frisbee</b></p> <p>Participate in a 7v7 game, demonstrating a basic understanding of appropriate structure of stacking and cutting when on offence, and forcing and marking correctly on defence.</p> <p style="text-align: center;"><b>Sports Day Athletics</b></p> <p>To apply the rules and regulations of all athletic events in a competitive setting (sports day)</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. Able to communicate with teammates effectively and constructively.</p> <p>Participate in a 7v7 game, demonstrating an excellent understanding of appropriate structure of stacking and cutting when on offense, and forcing and marking correctly on defence. Integrating more complex principles of offense and defence in their play.</p> <p>To work cooperatively as a team to organise and compete in a wide variety of athletic events (sports day)</p>