



Yorke Mead Primary School

PE Curriculum



Nursery Autumn		
Key Themes: Introduction to PE Unit 1 & Fundamentals 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.	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <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. <p>Vocabulary: copy, move, follow, lead, space</p>	<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.
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. <p>Vocabulary: copy, move, follow, lead, space</p>	<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.



Yorke Mead Primary School

PE Curriculum



Nursery Spring		
Key Themes: Gymnastics Unit 1 & Dance Unit 1		
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 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and 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 traveling and balancing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <ul style="list-style-type: none"> • I am beginning to negotiate space safely. • I am beginning to take turns. • I am building my confidence to try new challenges. • I can explore movement skills. • I can match skills to tasks and apparatus. • I can use a range of large and small apparatus with an awareness of safety. • I follow instructions with support. <p>Vocabulary: jump, roll, balance, space, copy</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.
<p>In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children 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 negotiate space safely. • 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. <p>Vocabulary: jump, roll, balance, space, copy</p>	<ul style="list-style-type: none"> • I am confident to try new challenges and perform in front of others. • 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.



Yorke Mead Primary School

PE Curriculum



Nursery Summer		
Key Themes: Ball Skills Unit 1 & Games Unit 1		
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 '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>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</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. <p>Vocabulary: space, roll, throw, bounce, catch, kick</p>	<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 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 explore a range of ball skills. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • 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. <p>Vocabulary: space, roll, throw, bounce, catch, kick</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. • I use movement skills with developing balance and co-ordination.



Yorke Mead Primary School

PE Curriculum



Reception Autumn		
Key Themes: Introduction to PE Unit 2 & Fundamentals Unit 2		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<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>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</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. <p>Vocabulary: run, jump, skip, words to describe space e.g. between, through, above, below</p>	<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 improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</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. • 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 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. • 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.



Yorke Mead Primary School

PE Curriculum



	Vocabulary: run, jump, skip, words to describe space e.g. between, through, above, below	
--	--	--

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>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</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. <p>Vocabulary: shapes, balance, jump, roll, star, tuck, pike, levels, straight</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 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</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. 	<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.



Yorke Mead Primary School

PE Curriculum



<p>remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>	<ul style="list-style-type: none"> • 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. <p>Vocabulary: shapes, balance, jump, roll, star, tuck, pike, levels, straight</p>	<ul style="list-style-type: none"> • I can work with others to share ideas and select actions. • I choose appropriate movements for different dance ideas. • I say what I liked about someone else's performance. • I show some sense of dynamic and expressive qualities in my dance.
---	---	--

Reception	Summer		
Key Themes: Ball skills Unit 2 & 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>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</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. <p>Vocabulary: throw, catch, aim, bouncing, target, language to describe effects of exercise e.g. out of breath, hot, tired muscle.</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 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,</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. 	<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. 	



Yorke Mead Primary School

PE Curriculum



<p>keep the score, play against an opponent and play by the rules.</p>	<ul style="list-style-type: none"> • 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. <p>Vocabulary: throw, catch, aim, bouncing, targe, language to describe effects of exercise e.g. out of breath, hot, tired muscle.</p>	<ul style="list-style-type: none"> • I understand the rules and I am beginning to use these to play honestly and fairly. • I understand when I am successful.
--	--	---

<p>Year 1 Autumn</p> <p>Key Themes: Real PE 1&2, Fundamentals & ball Skills 1 and Gymnastics & Fitness 1</p>		
<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>
<p>Enjoy working on simple tasks with help</p> <p>Can play with others and take turns and share with help</p>	<p style="text-align: center;">Real PE 1 & 2</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>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 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>	<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. <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. 	<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. <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.



Yorke Mead Primary School

PE Curriculum



<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 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 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. <ul style="list-style-type: none"> • 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 can remember and repeat actions and shapes. • I can say what I liked about someone else's performance. <ul style="list-style-type: none"> • I try my best in the challenges I am set. • I understand why it is important to warm up.
--	---	--

<p>Year 1 Spring</p>		
<p>Key Theme : Real PE 3 &4 Target games & net and wall games 1, invasion 1 and Dance 1</p>		
<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>
<p>Can follow simple instructions</p> <p>Can observe and copy others</p>	<p>Real PE 3 & 4</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>
<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</p>	<ul style="list-style-type: none"> • 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 work co-operatively with a partner. • I understand what good technique looks like.



Yorke Mead Primary School

PE Curriculum



<p>importance of abiding by rules to keep themselves and others safe.</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 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.
<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 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>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 opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<ul style="list-style-type: none">• 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 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 say what I liked about someone else's performance.	<ul style="list-style-type: none">• 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. <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.



Yorke Mead Primary School

PE Curriculum



Year 1 Summer		
Key Theme : Real PE 5 & 6, sending and receiving & striking and fielding 1, sports day preparation and team building 1		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Can move confidently in different ways</p> <p>Aware of the changes to the way they feel when they exercise</p>	<p>Real PE 5&6</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>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 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> <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>	<ul style="list-style-type: none"> • I am beginning to send and receive a ball with my feet. • I can catch a ball with some success. • 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. <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. 	<ul style="list-style-type: none"> • I can track a ball that is coming towards me. • I can work co-operatively with a partner. <ul style="list-style-type: none"> • I can track a ball that is coming towards me. • I know how to score points.
<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>



Yorke Mead Primary School

PE Curriculum



<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> <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 communicate simple instructions. • I can follow instructions. • I can follow path and lead others. • I understand the rules of the game. • I can suggest ideas to solve tasks. 	<ul style="list-style-type: none"> • I can follow path and lead others. • I can suggest ideas to solve tasks. <ul style="list-style-type: none"> • I can listen to others' ideas. • I can work with a partner and a small group.
---	---	--

Year 2 Autumn

Key Theme : Real PE 1 & 2, Gymnastics & fitness 2 and fundamentals & ball skills 2

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<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;">Real PE 1&2</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>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,</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. 	<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.



Yorke Mead Primary School

PE Curriculum



<p>levels and directions. They learn to work safely with 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 will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-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 use shapes when performing other skills.• I can work safely with others and apparatus. • I can describe how my body feels during exercise.• 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 show determination to continue working over a longer period of time.• I work with others to turn a rope and encourage others to jump at the right time.
<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>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>	<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. • 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.	<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. • I can send and receive a ball using both kicking and throwing and catching skills.• I am beginning to understand and use simple tactics.



Yorke Mead Primary School

PE Curriculum



Year 2 Spring		
Key Theme : Real PE 3 & 4, Target games & net and wall games 2, Team Building 2 and dance 2		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities 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>Real PE 3 &4</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>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. 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 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. • 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 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. • 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>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</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. 	<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.



Yorke Mead Primary School

PE Curriculum



<p>with others to perform and provide feedback beginning to use key terminology.</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 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.
---	--	---

Year 2 Summer

Key Theme : Real PE 5&6, Striking and fielding & sending and receiving 2, Sports day preparation and invasion games 2

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<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 align="center"><u>Real PE 5 & 6</u></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>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>	<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. 	<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.



Yorke Mead Primary School

PE Curriculum



<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 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 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.
<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>To work cooperatively as a team to organise and compete in a wide variety of athletic events (Sports day)</p>
<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>	<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. 	<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.

Year 3

Key Theme : Real PE 1 & 2 (AUT) –Tennis, football, Rapid fire cricket gymnastics

<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 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;">Real PE 1 & 2</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</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>



Yorke Mead Primary School

PE Curriculum



	about our work. I am happy to show and tell them about my ideas.	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>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 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>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;">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;">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 style="text-align: center;">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 style="text-align: center;">Health & Fitness</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 activity is good for their health and well- being, and how diet and exercise contribute to leading a healthy lifestyle.</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 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> <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 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>

Year 3

Key Theme : Real PE 3 & 4 (SPR) – Orienteering, Dance, Dodgeball

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
	Real PES 3 & 4	
I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in	I can understand simple tactics of attacking and defending. I can explain what I am doing well and I	I can understanding ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can



Yorke Mead Primary School

PE Curriculum



<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>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>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 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 canon. Remembers and repeats short dance phrases and simple dances. Share and create dance phrases with a partner and in a small group</p> <p>Compose and evaluate a sequence using large apparatus, including some gymnastic specific criteria.</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 canon, 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 style="text-align: center;">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>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 canon, 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> <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>

Year 3		
Key Theme : Real PE 5 & 6 (SUM) – Softball, Indoor athletics, Tennis, Sports day prep		
<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related Real PE 5&6</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>



Yorke Mead Primary School

PE Curriculum



<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>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>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>Reinforce and put previous skills into practice in a modified game Situation. Understand how to increase the chances of hitting an opponent.</p>	<p style="text-align: center;">Softball/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;">Indoor 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;">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>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> <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>

Year 4		
Key Theme : Real PE 1 &2 (AUT) – Golf, Dance, Gymnastics, Netball		
<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related Real PE 1 & 2</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>



Yorke Mead Primary School

PE Curriculum



<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>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>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 and attempt to apply them within small-sided games.</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 appropriate power applied.</p> <p style="text-align: center;">Dance</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;">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 style="text-align: center;">Netball</p> <p>Understand the aim of invasion games, and apply basic skills consistently within small sided games highlighting own strengths.</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> <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>
<p>Year 4</p>		
<p>Key Theme : Real PE 3 & 4 (SPR) – Indoor athletics, Dance, Football</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 style="text-align: center;">Real PE 3&4</p>	



Yorke Mead Primary School

PE Curriculum



<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>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>To have experience attempting each event from the competition. Taking part in events, they feel comfortable completing in a competitive environment.</p> <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 style="text-align: center;">Indoor Athletics</p> <p>To have experience attempting each event from the competition and demonstrating key skills consistently. Taking part in events, they feel comfortable completing in a competitive environment.</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;">Football</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>To have experience attempting each event from the competition, showing an understanding of their own strengths. Putting themselves forward for specific event that they feel they are able to complete to a high standard.</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>Year 4</p> <p>Key Theme : Real PE 5 & 6 (SUM) – Swimming, Tennis, Sports day prep</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 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.</p> <p>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;">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.</p> <p>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.</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.</p>
	<p style="text-align: center;">Swimming</p>	



Yorke Mead Primary School

PE Curriculum



<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>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>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 activity is good for their health and well- being, and how diet and exercise contribute to leading a healthy lifestyle.</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;">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;">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;">Health and fitness</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 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>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>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> <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 and well- being and the effect it has on your BPM, 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 – making adjustments to their exercise regimen.</p>
---	--	---

Year 5		
Key Theme : Real PE 1 & 2 (AUT) – Basketball, Gymnastics, Volleyball, Football		
<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related Real PE 1&2</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. I can link actions and develop sequences of movements</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. I can respond imaginatively to different situations,</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. I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p>



Yorke Mead Primary School

PE Curriculum



that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.	adopting and adjusting my skills, movements or tactics so they are different from or in contrast to others	
<p>Reinforce and put previous skills into practice in a modified game situation, showing knowledge of basic techniques and some rules.</p> <p>Compose a group sequence demonstrating elements within the unit using the apparatus.</p> <p>Participate in the game using required shots, a scoring system and basic rules</p> <p>Be able to perform dribbling, turning and passing techniques during small side</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;">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 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;">Football</p> <p>Be able to perform dribbling, turning and passing techniques with control during small sided games.</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>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>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>Be able to perform dribbling, turning and passing techniques with control, accuracy and consistency during small sided games</p>
Year 5		
Key Theme : Real PE 3 & 4 (SPR) – Netball, Dance, Tag rugby		
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;">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>



Yorke Mead Primary School

PE Curriculum



<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>Demonstrate elements from the unit including running, tagging, passing, attacking and defending.</p>	<p>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>Dance</p> <p>Understand and perform a dance routine using unison and cannon, incorporating creative and imaginative ideas.</p> <p>Tag rugby</p> <p>Demonstrate elements from the unit including running, tagging, passing, attacking and defending, with accuracy and consistency.</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>Demonstrate elements from the unit including running, tagging, passing, attacking and defending, with accuracy and consistency. Tactics are applied and communicated during games.</p>
--	--	---

Year 5

Key Theme : Real PE 5 & 6 (SUM) – Swimming, Handball, Sports day Prep, Tennis

Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<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>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>



Yorke Mead Primary School

PE Curriculum



<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>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 using serves to begin points.</p>	<p style="text-align: center;">Swimming</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;">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 correctly – the use of serve is consistent and can perform volleyed shots.</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>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. Able to perform serves successfully, understand when to use forehand and backhand, utilising volleying to score a point.</p>
---	--	---

Year 6		
Key Theme : Real PE 1 & 2 (AUT) Volleyball, Basketball, Football, Gymnastics		
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</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,</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>



Yorke Mead Primary School

PE Curriculum



that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.	adopting and adjusting my skills, movements or tactics so they are different from or in contrast to others	
<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>Compose a group sequence demonstrating elements within the unit using the apparatus.</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;">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 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 and others' strengths and weaknesses.</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>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> <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 6		
Key Theme : Real PE 3 & 4 (SPR) – Football, Dance, Hockey		
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;">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>



Yorke Mead Primary School

PE Curriculum



<p>Be able to perform dribbling, turning and passing techniques.</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 style="text-align: center;">Football</p> <p>Be able to perform dribbling, turning and passing techniques with control during small sided games.</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 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>Be able to perform dribbling, turning and passing techniques with control, accuracy and consistency during small sided games</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>
--	---	---

Year 6

Key Theme : Real PE 5 & 6 (SUM) Cricket, Handball, Sports day prep,

<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 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>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>



Yorke Mead Primary School

PE Curriculum



<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.g</p> <p>To reinforce and put previous skills into practice in a modified competitive situation (sports day)</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>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>Sports Day Athletics</p> <p>To apply the rules and regulations of all athletic events in a competitive setting (sports day)</p> <p>Ultimate Frisbee</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>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>Participate in a 7v7 game, demonstrating an excellent understanding of appropriate structure of stacking and cutting when on offence, and forcing and marking correctly on defence. Integrating more complex principles of offense and defence in their play.</p>
--	--	--