

Great Hollands Primary School

PE Curriculum



PE Curriculum

At GHPS, we prioritise the importance of regular physical activity to aid children's physical and mental wellbeing. Our aim is to equip children with the skills, knowledge and enthusiasm to participate in active lifestyles. Children will learn how to control the movement of their bodies; use various pieces of equipment to help them perform various skills; collaborate with their peers in team situations and focus on developing their own abilities independent of others.

At GHPS, we have specialist sport coaches from Sport4Kids who teach PE to all of the children from Year 1 through to Year 6. This means the children receive a curriculum that is professionally and confidently delivered to develop their skills at the appropriate levels of age and ability. The focus is for the children to concentrate on improving their own skills to build on their prior learning. PE lessons are heavily linked to the school's GREAT values; thus, every child is given the platform and encouragement to learn in a positive and nurturing environment.

To encourage teamwork further, children are provided with opportunities to compete in their houses for Sports Day, providing the opportunities for all children to be involved in this inter-house, school competition. A focus on allowing children as many opportunities as possible to access a variety of team and individual sporting games, which they may not have had previous experiences of, is of high importance, including lacrosse, judo, fencing volleyball and handball, ensuring pupils remain able to enjoy being as physically active as possible.

In Key Stage 1, focus is on children developing and refining their gross motor skills through sporting activities to use their bodies in various ways to demonstrate balance, agility and co-ordination.

In Key Stage 2, children build on their prior knowledge to develop skills further through a variety of wide range sporting activities. Pupils have an intensive swimming instruction in years 3 and 4 through a pop-up pool at the school. This is built on in years 5 and 6, for those children who have not mastered swimming in LKS2. Pupils take part in events held at other Bracknell Forest schools through inter-school competitions.

2024-25 whole school skills taught through sports overview

Year	Reception
Across terms	Autumn, Spring & Summer
Focus	Gymnastics, Dance & Games

Year	Year 1					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Gymnastics Games - Ball skills	Dance Indoor Athletics	Gymnastics Indoor Tag Rugby	Hockey skills Dance	Handball skills Cricket catching/striking skills	Athletics (Sports Day) Tennis skills

Year	Year 2					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Gymnastics Games - Ball skills	Dance Indoor Athletics	Gymnastics Handball skills	Hockey skills Dance	Netball skills Cricket catching / striking skills	Athletics (Sports Day) Tennis skills

Year	Year 3					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Gymnastics Tag Rugby	Dance Netball	Badminton Handball	Gymnastics with Dance Hockey	Tri-Golf Rounders	Athletics (Sports Day) OAA Swimming

Year	Year 4					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Gymnastics & Dance Fencing / Handball	Fencing / Handball Gymnastics & Dance	Lacrosse Volleyball	Basketball Gymnastics	Tennis Rounders	Athletics (Sports Day) OAA Swimming

Year	Year 5					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Tag Rugby Gymnastics	Dance Netball	Gymnastics Hockey	Handball Badminton	Kwik cricket Tri-Golf	Athletics (Sports Day) OAA Swimming

Year	Year 6					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Tag Rugby Gymnastics	Basketball Dance	Judo / Lacrosse Volleyball	Judo / Lacrosse Gymnastics	Kwik cricket Tennis	Athletics (Sports Day) OAA Swimming

OAA – Outdoor and adventurous activities

GHPS PE Content Overview

Year	Reception		
Term	Autumn, Spring & Summer		
Focus	Gymnastics, Dance & Games		
ELGs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Reception Programme of Study	<p>Describe how the body feels when still and when exercising. Create a short sequence of movements. Roll in different ways with some control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Control whole body when performing a sequence of movements. Participate in simple games.</p>	<p>Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done.</p>	<p>Strike a ball with a bat or racquet Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games Follow simple rules. Control my body when performing a sequence of movements. Participate in simple games. Talk about what they and others have done.</p>
EYFS Early Learning Goals	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. <u>Self-regulation</u> <ol style="list-style-type: none"> a. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. b. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 2. <u>Managing self</u> <ol style="list-style-type: none"> a. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. b. Explain the reasons for rules, know right from wrong and try to behave accordingly. c. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 3. <u>Building relationships</u> <ol style="list-style-type: none"> a. Work and play cooperatively and take turns with others. b. Show sensitivity to their own and to others' needs. 4. <u>Physical development</u> <ol style="list-style-type: none"> a. Negotiate space and obstacles safely, with consideration for themselves and others b. Demonstrate strength, balance and coordination when playing c. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 5. <u>Being imaginative and expressive</u> <ol style="list-style-type: none"> a. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 		

Year	Year 1					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Gymnastics Games – Ball skills	Dance Indoor Athletics	Gymnastics Indoor Tag Rugby skills	Hockey skills Dance	Handball skills Cricket catching/striking skills	Athletics Tennis skills
NC	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Year 1 Programme of Study	<p>Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and basic balances. Perform using a range of actions and body parts with some coordination.</p> <p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in games. Practise accurate throwing and consistent catching. Travel with a ball in different ways, including using hands and feet. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in games.</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Watch and describe performances.</p> <p>Perform different types of jumps. Perform a short jumping sequence. Jump as high and as far as possible. Land safely and with control. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p>	<p>Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. Begin to perform learnt skills with some control. Travel in different ways, changing direction and speed with confidence. Perform using a range of actions and body parts with increasing coordination. Perform learnt skills with increasing control.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player. Run at different speeds. Begin to use space in a game. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Engage in team activities</p>	<p>Hold a hockey stick correctly. Practise moving a hockey ball using a push technique. Receive a hockey ball using the flat side of the stick. Travel with a ball in different directions (side to side, forwards and backwards) with some control and fluency. Begin to use the terms attacking and defending in context. Perform learnt skills using a range of actions and body parts with some control and coordination. Watch and describe performances.</p> <p>Explore actions in response to the stimuli Use a variety of basic actions to create a dance (turning rolling, jumping, travelling, shape, gesture Communicate mood, feelings and ideas through dance Observe each other and talk about their dances using appropriate language</p>	<p>Throw and catch a ball with a partner with some control. Complete at least one type of pass to move a ball. Travel at different speeds following specific pathways and courses. Experiment changing speed and direction whilst running. Begin to show some awareness of space. Use at least one technique to attack successfully. Understand the rules of some games.</p> <p>Strike a stationary ball with a bat. Practice hitting skills to strike a moving ball with a bat. Throw underarm and overarm. Practise accurate throwing and consistent catching. Follow simple rules to play games, including engaging in team activities. Begin to perform learnt skills with some control. Begin to say how they could improve.</p>	<p>Jog and sprint in a straight line. Vary their pace and speed when running. Change direction when jogging and sprinting. Run with a basic technique over different distances. Engage in competitive activities and team games. Maintain control as they change direction when jogging and sprinting. Begin to say how they could improve</p> <p>Control and balance a ball using a racquet. Hit a stationery ball with a racquet with coordination. Practice hitting a moving ball with a racquet with some coordination. Experiment with using different power to hit a ball. Practice hitting a ball to a partner with some control. Hit a ball at a target using learnt skills with some control.</p>
KS1 POS	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 2. Participate in team games, developing simple tactics for attacking and defending. 3. Performances using simple movement patterns. 					

Year	Year 2					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Gymnastics Games – Ball skills	Dance Indoor Athletics	Gymnastics Handball skills	Hockey skills Dance	Dance Cricket catching/striking skills	Athletics Tennis skills
NC	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Year 2 Programme of Study	<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body.</p> <p>Throw objects and balls in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use ball dribbling skills. Know how to pass the ball in different ways. Perform learnt skills with increasing control.</p>	<p>Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Begin to say how they could improve. Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Watch and describe performances, and use what they see to improve their own performance.</p> <p>Understand the effects of exercise on the body. Focus and demonstrate how arm and leg techniques can affect performance. Use one and two feet to take off and land with. Develop an effective take-off and flight phase for the standing long jump. Land safely with control. Compete against self and others in a controlled manner. Watch, describe and evaluate performances.</p>	<p>Copy, explore and link actions and movements to create their own sequences. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land confidently with control and balance. Climb onto and jump off from equipment safely. Move around varying spaces with purpose and control. Perform sequences of their own with coordination.</p> <p>Throw, catch and bounce a ball with a partner with increasing control. Experiment with at least two types of passes to move a ball. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running to choose and use space. Use at least one technique to attack or defend successfully. Understand the importance of rules in games.</p>	<p>Hold a hockey stick correctly. Practise basic striking and sending of a hockey ball using a push technique. Receive a hockey ball using the flat side of the stick. Travel with a ball in different directions (side to side, forwards and backwards) with some control and fluency. Begin to use the terms attacking and defending in context. Perform learnt skills using a range of actions and body parts with some control and coordination. Watch and describe performances.</p> <p>Respond to different types of stimuli. Work in pairs and small groups to create ideas for a dance. Use a variety of basic dance actions – turning, jumping, travelling, gesture, shape and stillness. Change and vary actions – speed, size weight. Observe each other dancing and say what they like or can be made better.</p>	<p>Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Talk about the differences between their work and that of others.</p> <p>Explain what they need to stay healthy. Use hand-eye coordination to track and strike a ball with increasing control. Position the body correctly to strike a ball. Demonstrate accurate throwing and catching skills with a partner and in games. Vary types of throw used. Understand the use of space when fielding. Understand the importance of rules in games. Talk about the differences between techniques of themselves and others.</p>	<p>Explain why it is important to warm up and cool down. Throw with greater control and accuracy, including under and overarm. Perform a push throw. Continue to develop techniques to throw for increased distance. Begin to combine running with jumping over hurdles. Perform learnt skills and techniques with control and confidence. Describe how their performance has improved over time.</p> <p>Recognise and describe how the body feels during and after different physical activities. Demonstrate increased control to hit a ball underarm. Position the body in different ways to strike a ball. Use hand-eye coordination to control and strike a ball. Understand the importance of rules in games. Practice hitting a ball with a partner with increasing control. Compete against self and others.</p>
KS1 POS	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 2. Participate in team games, developing simple tactics for attacking and defending. 3. Performances using simple movement patterns. 					

Year	Year 3					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Gymnastics Tag Rugby	Dance Indoor Athletics	Badminton Handball	Netball Hockey	Tri-Golf Rounders	Athletics (Sports Day) Swimming and OAA
NC	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Year 3 Programme of Study	<p>Jump in a number of ways, using a run up where appropriate. Improve the placement and alignment of body parts. Plan, perform and repeat sequences. Start to move in a clear, fluent and expressive manner.</p> <p>Practise passing and catching with greater control and accuracy. Understand the basic rules for tackling. Begin to find and use space to understand and apply the basic principles of invasion games. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch describe and evaluate the effectiveness of a performance.</p>	<p>Begin to improvise with a partner to create a simple dance. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve learning. Perform with some awareness of rhythm and expression with control and confidence.</p> <p>Focus on using arms and legs to improve running techniques. Begin to combine running with jumping including over hurdles. Use one and two feet to take off and to land with. Land safely and with control. Throw with greater control and accuracy. Show increasing control of throwing techniques for increased distances.</p>	<p>Use a racquet to strike a shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary object. Perform learnt skills and techniques with control and confidence against others.</p> <p>Throw and catch with control and accuracy in different ways (e.g. high, low, fast or slow). Move with the ball in a variety of ways with increasing control. Move and pass the ball in two different ways in a small game situation with some success. Pass the ball in two different ways in a game situation with some success. Apply some skills of how to keep and win back possession of the ball in small team games. Use simple attacking and defending skills in small games.</p>	<p><i>Tri-golf to do</i></p> <p>Throw and catch with greater control and accuracy. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Pass the ball in two different ways in a small game situation with some success. Demonstrate techniques to shoot at a target with increasing accuracy.</p> <p>Use a stick to hit a ball with accuracy and control. Dribble with the ball with some control. Pass the ball in two different ways with some success. Show a basic understanding of spatial awareness. Use simple attacking and defending skills in small game scenarios. Compete against self and others in a controlled and fair manner. Practice shooting at a target with some level of accuracy.</p>	<p>Explore and develop control when handling equipment and balls Strike with control Explore the pathway and flight of objects Send and control with accuracy alone Use different bat shapes and sizes to hit for accuracy and distance Understand the different uses of a putter and a chipping club Understand how to use different clubs safely Experience playing shots with a putter Experience playing shots with a chipping club Demonstrate successful hitting and striking skills. Develop an ability to collect a ball quickly when fielding. Throw and catch with control and accuracy in different ways. Practise the correct batting technique and use it in small games. Strike the ball for distance.</p>	<p>Understand how arm and leg action to improve running techniques. Demonstrate the importance of adjusting running pace to suit the distance being run.</p> <p>Orientate themselves with increasing confidence and accuracy around a short trail. Identify and use effective communication skills to begin to work as a team. Identify symbols used on a key. Communicate with others. Begin to complete activities in a set period of time. Begin to use equipment to orientate around a small trail.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25m. Use range of strokes effectively, including front crawl, backstroke & breaststroke. Perform safe self-rescue in different water-based situations.</p>
KS2 POS	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. 			<ol style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water Safety</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 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. 		

Year	Year 4					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Gymnastics & Dance Fencing / Handball	Fencing / Handball Gymnastics & Dance	Indoor Athletics Volleyball	Basketball Lacrosse	Tennis Rounders	Athletics (Sports Day) Swimming and OAA
NC	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Year 4 Programme of Study	<i>Fencing</i>		Confidently demonstrate an improved technique for sprinting. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Continue to develop techniques to throw for increased distance.	Pass and catch a ball with increasing speed, accuracy and success in small game situations. Move with the ball, including dribbling, using techniques which show control and fluency. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a stick to move with a ball using a range of techniques showing control and fluency. Use hand-eye coordination to catch a moving ball. Develop different ways of throwing and catching with a stick. Pass the ball with a stick showing accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession using a range of attacking and defending skills and techniques Make the best use of space to pass and receive the ball Take part in a range of competitive games and activities.	Use a racquet to hit it a ball with accuracy and control, including over a net. Rally with a partner. Use hand-eye coordination to use at least two different shots in a game situation. Adapt rules to alter games. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Use a bat to hit a ball with accuracy and control. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Modify their use of skills or techniques to achieve a better result.	Confidently demonstrate techniques for sprinting. Participate in and successfully perform a baton changeover technique quickly. Speed up and slow down smoothly with increased control. Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Communicate clearly with others in a team and with other teams. Experience a range of roles within a team and begin to identify the key skills required to succeed at each. Plan and organise a trail that others can follow. With equipment. Begin to use a map to complete an orienteering course and begin to identify ways of improving completion time. Swim competently, confidently and proficiently over a distance of at least 25m. Use range of strokes effectively, including front crawl, backstroke & breaststroke. Perform safe self-rescue in different water-based situations.
	Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style with increasing length within a small group. Begin to vary dynamics and develop actions. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success. Use a range of attacking and defending skills and techniques, including occasionally contributing towards helping their team to keep and win back possession of the ball in small games. Make use of space to pass and receive the ball. Take part in a range of small competitive games and activities.			Move the ball using a range of techniques showing control and fluency (as well as over the net). Experiment with a range of hits, including serving, bump hitting, setting and spiking. Occasionally contribute towards helping their team keep possession. Use blocking skills as an individual to prevent a player from scoring. Vary the tactics they use in a game Perform and apply skills and techniques with control and accuracy. Modify their use of skills or techniques to achieve a better result.		
KS2 POS	Pupils should be taught to: <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. 			<ol style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and Water Safety Pupils should be taught to: <ol style="list-style-type: none"> 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. 		

Year	Year 5					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Tag Rugby Gymnastics	Dance Indoor Athletics	Netball Hockey	Handball Badminton	Kwik cricket Tri-Golf	Athletics (Sports Day) Swimming and OAA
NC	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Year 5 Programme of Study	<p>Pass a ball with speed and accuracy using appropriate techniques in mini game situations</p> <p>Demonstrate an increasing awareness of space.</p> <p>Choose the best tactics for attacking and defending.</p> <p>Consistently perform and apply ball carrying skills with accuracy and control.</p> <p>Demonstrate greater consistency to tackle an opponent.</p> <p>Adjust speed to dodge tackles in small games.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Demonstrate imagination and creativity in the movements they devise.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across sequences.</p> <p>Perform own longer, more complex sequences in time to the rhythm of music.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance using more complex dance vocabulary</p> <p>Accelerate from a variety of different starting positions.</p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Land safely and with control.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Continue to develop techniques to throw for increased distance and measure and record.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Choose the best tactics for attacking and defending.</p> <p>Shoot into a hoop using different techniques.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Choose and use criteria to evaluate own and others' performance.</p> <p>Use two different techniques to hit a hockey ball and when different shots are best used.</p> <p>Develop a reverse stick technique and use it in a game.</p> <p>Move a ball using dribbling and passing with speed and accuracy using appropriate techniques.</p> <p>Practice two forms of tackling to win back possession of the ball effectively.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Shoot at goal with intended placement and accuracy.</p> <p>Understand and apply the 'foot rule' in game situations.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p> <p>Keep and win back possession of the ball effectively in a team game using attacking and defending skills.</p> <p>Identify when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> <p>Practice techniques for all strokes, including developing a backhand technique.</p> <p>Strike a shuttlecock over a net within a court with increasing consistency.</p> <p>Explore when different shots are best used.</p> <p>Demonstrate an awareness of court position and tactics.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Choose and use criteria to evaluate own and others' performance.</p>	<p><i>Show how to aim both a putter and a chipping club. Hold the golf club appropriately Understand safety aspects relating to playing Tri-Golf Show control of aim when putting Show control of aim when chipping (short game) Show control of balance when striking (long game) Play Tri-Golf games safely and participate games relating to a golfers' code</i></p> <p>Develop a safe and effective overarm bowl.</p> <p>Explore different techniques to strike a bowled ball over increasing distances.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Hit a bowled ball over longer distances.</p> <p>Begin to communicate tactical plans to others during a game.</p> <p>Apply hand-eye coordination to begin to direct a ball when striking or hitting.</p> <p>Throw and catch accurately and successfully.</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Accelerate from a variety of different starting positions.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of a run.</p> <p>Measure and record the distance of their throws.</p> <p>Take part in competitive games with strong understanding of tactics and composition.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p> <p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Begin to use navigation equipment, including a map and compass, to orientate around a trail.</p> <p>Use clear communication effectively as part of a team. Complete orienteering activities both as part of a team and independently. Use equipment to create and plan of an outdoor activity that challenges others.</p> <p>Identify the quickest route to accurately navigate an orienteering course. Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25m. Use range of strokes effectively, including front crawl, backstroke & breaststroke. Perform safe self-rescue in different water-based situations.</p>
	KS2 POS	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. 			<ol style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water Safety</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 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. 	

Year	Year 6					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Tag Rugby Gymnastics	Indoor Athletics Dance	Judo / lacrosse Volleyball	Judo / lacrosse Basketball	Kwik cricket Tennis	Athletics (Sports Day) Swimming and OAA
NC	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
Year 6 Programme of Study	<p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Demonstrate a good awareness of space to keep and win back possession of the ball effectively and in team games. Consistently perform and apply ball carrying skills with greater accuracy and control. Consistency tackle an opponent successfully. Apply knowledge of skills to plan and implement attacking and defending. Communicate plans to others during a game. Take part in competitive games with a strong understanding of rules and tactics.</p> <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. Link actions to create a complex sequence using a full range of movement that showcases different abilities. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p>Use their preferred leg when running over hurdles. Apply acceleration to work as a team to competitively perform a relay. Develop a strong technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Develop and improve their techniques for jumping for height and distance with control and support others in improving their performance. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</p> <p>Perform with confidence, using a range of controlled movement patterns. Combine flexibility, techniques and movements to create a fluent sequence. Identify and repeat the movement patterns and actions of a chosen dance style. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Move rhythmically and accurately in dance sequences whilst showing a change of pace and timing in their movements. Dance with fluency and control, linking all movements and ensuring that transitions flow. Modify some elements of a sequence as a result of self and peer evaluation.</p>	<p>Choose and make the best pass with a stick in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan and apply knowledge of attack or defence. Follow and create complicated rules to play a game successfully with a strong understanding of tactics and composition. Perform and apply hand-eye coordination skills to catch a moving ball confidently, consistently with movement and precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Perform various strikes of the ball (including over the net) with confidence and precision, including serving, bump hitting, setting and spiking. Keep possession of the ball effectively and in a variety of ways in a team game. Choose and make the best decisions to work as a team to demonstrate attacking and defending techniques. Use blocking skills as part of a team and individually to prevent a player from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Choose and make the best pass with a stick in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan and apply knowledge of attack or defence. Follow and create complicated rules to play a game successfully with a strong understanding of tactics and composition. Perform and apply hand-eye coordination skills to catch a moving ball confidently, consistently with movement and precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Throw, catch and control a ball successfully under pressure. Demonstrate two techniques to intercept, tackle and win back possession safely and successfully. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Lead others through communicating plans to others during a game. Alternate between hands when dribbling in a game with success. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Bowl overarm with a run up demonstrating increasing speed and accuracy. Use different techniques to strike a bowled ball over increasing distances. Use fielding skills and tactics to gather a ball quickly as a team to prevent the opposition from scoring. Hit a bowled ball with intended placement with confidence. Communicate tactical plans to others during a game. Apply various throwing and catching techniques accurately and successfully. Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Identify and apply different techniques for hitting a tennis ball. Explore when different shots are best used, including one and two-handed shots. Develop a backhand technique and use it in a game. Demonstrate techniques for all strokes over a net. Play a tennis game using an overhead serve.</p> <p>Demonstrate a good awareness of space on a court. Perform and apply a variety of skills and techniques confidently, consistently and with precision within games.</p>	<p>Build up speed quickly for a sprint finish. Accelerate to pass other competitors. Develop the technique for the push, pull and fling throw and support others in improving their performance. Accurately measure and record the distance of their throws. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</p> <p>Orientate themselves with confidence and accuracy around an orienteering course. Design an orienteering course with equipment that is clear to follow and offers challenge to others. Use clear communication to effectively work as part of a team. Compete in orienteering activities both as part of a team and independently, with increasing speed. Choose the best equipment for an outdoor activity. Identify the quickest route to accurately navigate an orienteering course using a map and a compass. Listen to feedback and suggest improvements to an orienteering course.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25m. Use range of strokes effectively, including front crawl, backstroke & breaststroke. Perform safe self-rescue in different water-based situations.</p>
	KS2 POS	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. 			<p>6. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming and Water Safety</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 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. 	