**EYFS P.E. Curriculum – Spring Term 1**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Ball Skills**  To develop rolling a ball to a target.  To develop stopping a rolling ball.  To develop accuracy when throwing to a target.  To develop bouncing and catching a ball.  To develop dribbling a ball with your feet.  To develop kicking a ball. | | | **Keyword** | Definition |  |  | | | **PSHE** –  Teamwork |
| rolling | turning over and over |  |  | | |
| throwing | sending something with your hand |  |  | | |
| kicking | sending something with your feet |  |  | | |
| dribbling | keeping a ball close to your feet |  |  | | |
| target | what you want to hit |  |  | | |
| **Prior Learning:** | | | | | **Future Learning:**  **Ball skills**  To develop control and co-ordination when dribbling a ball with your hands.  To explore accuracy when rolling a ball.  To explore throwing with accuracy towards a target.  To explore catching with two hands.  To explore control and co-ordination when dribbling a ball with your feet.  To explore tracking a ball that is coming towards me. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To develop rolling a ball to a target | | Social: To show an awareness of others to keep myself and others safe.  Emotional: To persevere with new challenges.  Thinking: To use simple tactics to help me to be successful. | | | | | Bend down low and step forwards when you roll the ball.  **•**Point your hand towards your target. | | |
| To develop stopping a rolling ball | | Social: To work with others and take turns.  Emotional: To independently try new skills.  Thinking: To listen to and follow the instructions given. | | | | | Keep your eyes on the ball.  **•**Move your feet to the ball.  **•**Use wide fingers to grip the ball. | | |
| To develop accuracy when throwing to a target | | Social: To work co-operatively with a partner to try to hit our target.  Emotional: To show honesty when aiming at the targets if I hit them or not.  Thinking: To understand that bigger targets are easier to score in. | | | | | Keep your eyes on your target.  •Let go with your fingertips pointing towards your target. | | |
| To develop bouncing and catching a ball | | Social: To help others.  Emotional: To continue to try even if the skills are new and challenging to me.  Thinking: To understand and use the rules to help me to score. | | | | | Catch the ball at the magic moment.  •Use two hands to catch the ball. | | |
| To develop dribbling a ball with your feet | | Social: To move around safely showing an awareness of others.  Emotional: To persevere with new challenges.  Thinking: To understand and use information given to help me be more successful. | | | | | Keep the ball close to your feet.  •Use soft, small touches with your feet. | | |
| To develop kicking a ball | | Social: To work co-operatively with a partner.  Emotional: To show honesty when playing games.  Thinking: To use simple tactics e.g. I understand that if I kick my ball further, I can complete a higher amount of jumps. | | | | | Put your standing foot next to the ball.  •Use the inside of your foot to kick the ball. | | |

**Year 1 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Striking and Fielding**  To develop underarm throwing and catching and put this into small sided games.  To develop overarm throwing.  To develop striking a ball with my hand and equipment.  To retrieve a ball when fielding.  To understand how to get a batter out.  To develop decision making and understand how to score points. | | | **Keyword** | Definition |  |  | | | **PSHE** – Co-operation    **Science –**Human body and senses |
| Underarm throw | throwing an object below the waist |  |  | | |
| Overarm throw | throwing an object above tje shoulder |  |  | | |
| Strike | Hitting something with force |  |  | | |
| Fielding | Collecting and returning an object |  |  | | |
| dominant hand | which is your stronger hand |  |  | | |
| **Prior Learning:**  To develop rolling a ball to a target.  To develop stopping a rolling ball.  To develop accuracy when throwing to a target.  To develop bouncing and catching a ball.  To develop rolling and throwing a ball towards a target.  To develop receiving a rolling ball and tracking skills.  To be able to send and receive a ball with your feet.  To develop throwing and catching skills over a short distance.  To develop throwing and catching skills over a longer distance.  To apply sending and receiving skills to small games. | | | | | **Future Learning:**  **Striking and Fielding**  To be able to track a rolling ball and collect it.  To develop accuracy in underarm throwing and consistency in catching when fielding a ball.  To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter’s score.  To develop striking for distance and accuracy.  To develop decision making to get a batter out.  To develop decision making when under pressure. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To develop underarm throwing and catching | | Social: To communicate with others.  Emotional: To manage my emotions.  Thinking: To listen to the instructions and understand what to do. | | | | | Point your hand where you want the ball to go.  •Step forward with your opposite foot to your throwing arm.  •Use two hands to collect the ball.  •Watch the ball when it is coming towards you. | | |
| To develop overarm throwing | | Social: To communicate with my team to field the beanbag.  Emotional: To play games honestly and use the rules.  Thinking: To try to place the beanbag away from others to score more points. | | | | | Point your hand where you want the ball to go.  •Step forwards with your opposite foot to throwing hand. | | |
| To develop hitting a ball | | Social: To work with others to organise our game.  Emotional: To keep trying if I find hitting the ball difficult.  Thinking: To try to hit the ball away from others to score more points. | | | | | Strike the ball using the centre of the racket.  •Watch the ball as it is coming towards you. | | |
| To develop collecting a ball | | Social: To support and encourage others to keep trying.  Emotional: To show honesty when playing against others.  Thinking: To understand the role of the fielder. | | | | | Get in front of the ball.  •Use two hands to collect the ball. | | |
| To learn how to get a batter out | | Social: To show kind behaviour towards others when playing games.  Emotional: To try my best.  Thinking: To understand the roles of a batter, bowler and fielder. | | | | | When batting, bat away from the fielders.  •When fielding, retrieve the ball and send it to the bowler. | | |
| To play games and understand how to score points | | Social: To show kind behaviour towards others when playing games.  Emotional: To show honesty and fair play when batting.  Thinking: To understand the rules of the game. | | | | | Make decisions about when to run by looking at the ball and fielders.  •Run around the outside of the bases after you have hit the ball. | | |

**Year 2 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Striking and Fielding**  To be able to track a rolling ball and collect it.  To develop accuracy in underarm throwing and consistency in catching when fielding a ball.  To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter’s score.  To develop striking for distance and accuracy.  To develop decision making to get a batter out.  To develop decision making when under pressure. | | | **Keyword** | Definition |  |  | | | **PSHE** –  Teamwork, decision making |
| strike | Hit something with force |  |  | | |
| Fielding | Collecting and returning an object |  |  | | |
| overarm throw | throwing an object above your shoulder |  |  | | |
| underarm throw | throwing an object from below the waist |  |  | | |
| accuracy | Where you are aiming |  |  | | |
| **Prior Learning:**  To develop underarm throwing and catching and put this into small sided games.  To develop overarm throwing.  To develop striking a ball with my hand and equipment.  To retrieve a ball when fielding.  To understand how to get a batter out.  To develop decision making and understand how to score points. | | | | | **Future Learning:**  To develop racket and ball control.  To develop returning the ball using a forehand groundstroke.  To be able to rally using a forehand.  To develop the two handed backhand.  To learn how to score.  To develop playing against an opponent.  To work collaboratively with a partner and compete against others.  To develop overarm throwing and catching.  To develop underarm bowling.  To learn how to grip the bat and develop batting technique.  To be able to field a ball using a two handed pick up and a short barrier.  To develop overarm bowling technique.  To play apply skills learnt to mini cricket. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To track a rolling ball and collect it | | Social: To communicate with others to complete challenges.  Emotional: To be honest when keeping my own score.  Thinking: To use simple tactics when playing games. | | | | | •Move your feet to get in line with the ball. | | |
| To develop underarm throwing and catching to field a ball | | Social: To encourage my teammate as they are working.  Emotional: To try my best.  Thinking: To understand that their are different roles in the game and to know how to play my part. | | | | | Bring the ball in to your body.  •Finish with your hand pointing towards your target.  •Look at the ball.  •Meet the ball with hands out ready to catch.  •Step forward with your opposite foot to throwing hand. | | |
| To develop overarm throwing to limit a batter’s score | | Social: To communicate with teammates to decide together what to do.  Emotional: To play honestly when keeping score.  Thinking: To select the correct action for the situation. | | | | | Finish with your hand pointing towards your target.  •Keep your elbow high in line with your shoulder. | | |
| To develop hitting for distance to score more points | | Social: To make decisions with others.  Emotional: To challenge myself to beat my own score.  Thinking: To identify which piece of equipment to use to allow me to hit the furthest. | | | | | •Look at where the fielders are standing before deciding where to hit. | | |
| To be able to get a batter out | | Social: To communicate with my team to limit a batters score.  Emotional: To show honesty when keeping score.  Thinking: To make quick decisions. | | | | | Look at where the batter is before making a decision about where to send the ball.  •Make sure the person you are throwing to is looking at you. | | |
| To understand the rules of the game and use these to play fairly | | Social: To work with others to set up and manage games.  Emotional: To be accepting and control my emotions when playing games.  Thinking: To use tactics and make quick decisions to help my team. | | | | | Look at where the ball is before deciding to run on to the next base.  •Look at where the batter is before making a decision about where to send the ball. | | |

**Year 3 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Tennis**  To develop racket and ball control.  To develop returning the ball using a forehand groundstroke.  To be able to rally using a forehand.  To develop the two handed backhand.  To learn how to score. To develop playing against an opponent.  To work collaboratively with a partner and compete against others. | | | **Keyword** | Definition |  |  | | | **PSHE** – honesty, co-operation  **Science –**Movement and nutrition for the body |
| Forehand | A stroke where the palm of the hand faces where you want the ball to go |  |  | | |
| Two-handed Backhand | Forehand hit using two hands |  |  | | |
| rally | Continually hitting the ball without stopping |  |  | | |
| love | equal to zero points |  |  | | |
|  |  |  |  | | |
| **Prior Learning:**    To develop striking for distance and accuracy.  To develop decision making when under pressure.  To develop an understanding of target games and consider how much power to apply when aiming at a target.  To develop confidence and accuracy when tracking a ball. | | | | | **Future Learning:**  To develop hitting the ball using a forehand.  To develop returning the ball using a forehand.  To develop the backhand and understand when to use it.  To work co-operatively with a partner to keep a continuous rally going.  To use simple tactics in a game to outwit an opponent.  To demonstrate honesty and fair play when competing against others. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To develop racket and ball control | | Social: To work co-operatively with others.  Emotional: To persevere when learning a new skill.  Thinking: To understand that there are specific parts of the racket that help me to control the ball. | | | | | Use a strong wrist to hold the racket.  •Use the centre of the racket face to hit the ball. | | |
| To explore rallying using a forehand | | Social: To work collaboratively with a partner.  Emotional: To persevere when learning a new skill.  Thinking: To identify the power I need to use to hit the ball so that it is easy for my partner to return it. | | | | | Hit the ball near to your partner so that they can return it.  •Make contact with the ball when the racket face is facing your partner.  •Move your feet to the ball and then return to the ready position.  •Watch the ball as it is coming to you. | | |
| To explore returning the ball using a forehand | | Social: To work co-operatively with others to self-manage games.  Emotional: To play honestly and within the rules.  Thinking: To understand the technique for a forehand groundstroke. | | | | | Make contact with the ball when the racket face is facing your partner.  •Swing the racket from low to high.  •Use the centre of the racket face to hit the ball. | | |
| To explore returning the ball using a backhand | | Social: To work with others to self-manage games.  Emotional: To play games honestly and abide by the rules.  Thinking: To identify when to use a forehand and when to use a backhand. | | | | | Move your feet to the ball.  •Use two hands to help you with your control. | | |
| To learn how to score and use simple rules | | Social: To be respectful of my opponent.  Emotional: To play games honestly and abide by the rules.  Thinking: To identify where to hit the ball to make it hard for my opponent to return. | | | | | Say and agree on the score after each point.  •Show honesty and fair play.  •Think of where you could hit the ball to make it hard for your opponent to return. | | |
| To work co-operatively with others to begin to manage a game | | Social: To be supportive and encourage others.  Emotional: To play games honestly and fairly and abide by the rules.  Thinking: To reflect on my performance and areas to improve. | | | | | Say and agree on the score after each point.  •Show honesty and fair play.  •Think of where you could hit the ball to make it hard for your opponent to return. | | |

**Year 4 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Tennis**  To develop hitting the ball using a forehand.  To develop returning the ball using a forehand.  To develop the backhand and understand when to use it.  To work co-operatively with a partner to keep a continuous rally going.  To use simple tactics in a game to outwit an opponent.  To demonstrate honesty and fair play when competing against others. | | | **Keyword** | Definition |  |  | | | **PSHE –** Collaboration, teamwork, co-operation |
| Forehand | A stroke where the palm of the hand faces where you want the ball to go |  |  | | |
| Backhand groundstroke | Swing the bat around the body |  |  | | |
| Technique | The correct way to perform an action |  |  | | |
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| **Prior Learning:**  **Tennis**  To develop racket and ball control.  To develop returning the ball using a forehand groundstroke.  To be able to rally using a forehand.  To develop the two handed backhand.  To learn how to score. To develop playing against an opponent.  To work collaboratively with a partner and compete against others. | | | | | **Future Learning:**  **Badminton**  To develop footwork and the forehand and backhand grip.  To develop rallying and understand how to start a game.  To develop a range of shots to keep a rally going.  To learn how to score points and play in competitive games.  To select and apply the appropriate skill to a game situation.  To show respect, honesty and fair play when competing against an opponent. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To develop racket and ball control | | Social: To work co-operatively with others.  Emotional: To persevere when learning a new skill.  Thinking: To reflect on key learning. | | | | | Hit the ball when the racket face is facing your partner.  •The racket starts low with one hand and finishes high over your opposite shoulder with two hands. | | |
| To develop returning the ball using a forehand and understand when to use it | | Social: To work co-operatively with others to self-manage games.  Emotional: To persevere when learning a new skill.  Thinking: To identify what I do well and what I need to do to improve. | | | | | As the ball approaches, move your feet to get in line with it.  •Start in the ready position. | | |
| To develop the backhand and understand when to use it | | Social: To support and encourage a partner to achieve a collective goal.  Emotional: To persevere when learning a new skill.  Thinking: To identify when to use a backhand and when to use a forehand. | | | | | Make contact with the ball when your racket face is facing your target.  •Turn sideways so that your dominant arm is closest to the net. | | |
| To keep a continuous rally going showing increased technique | | Social: To work with others to self-manage games.  Emotional: To play honestly and abide by the rules.  Thinking: To understand where to hit the ball so that my partner can return it. | | | | | Hit the ball away from your opponent to make it hard for them to return it.  •Move your feet to the ball and then return to the ready position. | | |
| To use and apply rules and simple tactics | | Social: To be respectful and congratulate others.  Emotional: To be honest and play by the rules.  Thinking: To select and apply tactics to try to outwit my opponents. | | | | | Cover space on the court between you and your partner.  •Hit the ball away from your opponent to make it hard for them to return it. | | |
| To understand and use rules to manage a game | | Social: To be supportive and encourage others.  Emotional: To show determination and perseverance in the games I play.  Thinking: To reflect on my performance and areas to improve. | | | | | Agree the score after each point.  •Shake hands with your opponent at the end of each game. | | |

**Year 5 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Hockey**  To develop dribbling to beat a defender.  To develop sending the ball using a push pass.  To develop receiving the ball with control.  To be able to move into space to support a teammate.  To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.  To apply the rules and skills learnt to play in a hockey tournament. | | | **Keyword** | Definition |  |  | | | **PSHE –** Teamwork,  **Science –** Human growth |
| Push pass | Hands apart on the stick and push the ball along |  |  | | |
| Open stick tackle | Front of the stick open to block the ball |  |  | | |
| Jab tackle | Stick out in front to tackle the ball |  |  | | |
| Indian dribble | Switching sides when dribbling |  |  | | |
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| **Prior Learning:**  To develop sending the ball with a push pass.  To develop receiving the ball.  To develop dribbling using the reverse stick (Indian dribble).  To develop moving into space after passing the ball.  To use an open stick tackle to gain possession.  To apply defending and attacking principles and skills in a hockey tournament. | | | | | **Future Learning:**  To develop the forehand groundstroke.  To be able to return the ball using a backhand groundstroke.  To develop the volley and understand when to use it.  To develop the volley and use it in a game situation.  To develop accuracy of the underarm serve.  To learn to use the official scoring system.  To work co-operatively with a partner and employ tactics to outwit an opponent. | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To develop dribbling to beat a defender | | Social: To work collaboratively with others.  Emotional: To play games honestly and within the rules.  Thinking: To identify areas of strength and for improvement. | | | | | Change direction to move around the defender.  •Indian dribble using the reverse of the stick. | | |
| To send and receive the ball with control under pressure | | Social: To communicate with my teammates and let them know when I am free.  Emotional: To try my best.  Thinking: To judge the speed of the ball and space before selecting a skill. | | | | | Forehand receiving: Left hand away from body.  •Keep your stick lower than waist height.  •Step forward as you pass to give you more power.  •Trapping the ball: Stick low to the ground to create a barrier to stop the ball. | | |
| To select the appropriate skill, choosing when to pass and when to dribble | | Social: To work collaboratively and share ideas.  Emotional: To be honest and can play to the rules.  Thinking: To make quick decisions on who to pass to and when. | | | | | Keep your stick lower than waist height.  •Step forward as you pass to give you more power. | | |
| To move into and create space to support a teammate | | Social: To be respectful of my opponents.  Emotional: To persevere in the games I play.  Thinking: To make decisions about when to move to support my team. | | | | | Move into space towards your goal.  •Move to space where the defender is not between you and the ball. | | |
| To use the appropriate defensive technique for the situation | | Social: To adapt my play in order to help others learn.  Emotional: To play games fairly and keep to the rules.  Thinking: To understand when to use a block tackle and when to use a jab tackle. | | | | | Jab: move the stick quickly in and out like a snake strike.  •Open stick: place the stick low to the ground.  •Time your tackle. | | |
| To apply rules, skills and principles to play in a tournament | | Social: To be respectful and congratulate others.  Emotional: To show determination and perseverance in the games I play.  Thinking: To reflect on my teams’ performance and areas to improve. | | | | | Be honest and play to the rules.  •In between matches, discuss with your team how to improve for your next match. | | |

**Year 6 P.E. Curriculum – Spring Term 2**

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| **Theme:** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| **Tennis**  To develop the forehand groundstroke.  To be able to return the ball using a backhand groundstroke.  To develop the volley and understand when to use it.  To develop the volley and use it in a game situation.  To develop accuracy of the underarm serve. To learn to use the official scoring system.  To work co-operatively with a partner and employ tactics to outwit an opponent. | | | **Keyword** | Definition |  |  | | | **Geography** –  **PSHE** –  **History –**  **English** –  **Science –** |
| Backhand groundstroke | Swing the bat around the body |  |  | | |
| forehand | A stroke where the palm of the hand faces where you want the ball to go |  |  | | |
| consistency | Maintaining a high level of something |  |  | | |
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| **Prior Learning:**  **Tennis**  To develop hitting the ball using a forehand.  To develop returning the ball using a forehand.  To develop the backhand and understand when to use it.  To work co-operatively with a partner to keep a continuous rally going.  To use simple tactics in a game to outwit an opponent.  To demonstrate honesty and fair play when competing against others. | | | | | **Future Learning:** | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| To develop placement of the ball using a forehand | | Social: To encourage my partner and work together to keep a rally going.  Emotional: To persevere with new challenges.  Thinking: To understand the importance of the ready position to help me to attack the ball. | | | | | As you make contact with the ball, turn your strings to face downwards.  •Make contact with the ball when your racket face is facing your target. | | |
| To return the ball using a backhand groundstroke | | Social: To work co-operatively with others.  Emotional: To persevere when developing a skill.  Thinking: To observe my partner's technique and provide them with feedback. | | | | | Make contact with the ball when your racket face is facing your target.  •Turn your body so that the back of your hand is showing. | | |
| To develop the volley and understand when to use it | | Social: To work co-operatively with my partner to cover space between us.  Emotional: To can play honestly and abide by the rules.  Thinking: To understand when to use a volley. | | | | | Hit the ball in front with no swing, use a punchy action.  •Hit the ball in the centre of the racket. | | |
| To employ tactics when playing with a partner | | Social: To work collaboratively in a with a partner.  Emotional: To be honest and play by the rules.  Thinking: To select and apply tactics to try to outwit my opponents and change them where necessary. | | | | | As you make contact with the ball, turn your strings to face downwards.  •Work together to cover space on your court. | | |
| To develop accuracy and consistency using the underarm service | | Social: To support and encourage my partner when developing a skill.  Emotional: To persevere when developing a skill.  Thinking: To observe my partner’s technique and provide them with feedback. | | | | | Only throw the ball to head height.  •Use a straight arm to throw. | | |
| To apply rules, skills and principles to play against an opponent | | Social: To be respectful of my teammate and my opposition.  Emotional: To games honestly and fairly and abide by the rules.  Thinking: To reflect on my performance and areas to improve. | | | | | Agree the score after each point.  •Shake your opponent’s hand at the end of each game. | | |