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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Team Building**    To co-operate and communicate with a partner to solve challenges.  To explore and develop teamwork skills.  To develop communication skills.  To use communication skills to lead a partner.  To plan with a partner and small group to solve problems.  To communicate with a group to solve challenges. | | **Keyword** | Definition | sharing | Giving to others | | **PSHE** – co-operation  **Science –** Human body and senses  **Maths –** Problem solve |
| Co-operate | working together in a certain way |  |  | |
| Communicate | Talking together |  |  | |
| Confident | How you feel about something |  |  | |
| Listening | How well you hear |  |  | |
| teamwork | Working together |  |  | |
| **Prior Learning:**    To work safely and develop running and stopping.  To develop throwing and learn how to keep score.  To be able to play games showing an understanding of the different roles within it.  To follow instructions and move safely when playing tagging games.  To work co-operatively and learn to take turns.  To work with others to play team games. | | | | **Future Learning:**  **Team Building**    To follow instructions and work with others.  To co-operate and communicate in a small group to solve challenges.  To create a plan with a group to solve the challenges.  To communicate effectively and develop trust.  To work as a group to solve problems.  To work with a group to copy and create a basic map. | | | |
| **Lesson Sequence** | **Key objectives** | | | | | **Key Skills** | |
| To co-operate with a partner to complete challenges | Social: To trust in my partner to keep me safe.  Emotional: To show determination to complete the challenge.  Thinking: To identify my partners time and speed and try to match it. | | | | | •Listen to each other and share ideas. | |
| To explore and develop working as a team | Social: To talk, listen and share ideas with others to complete the task.  Emotional: To be confident to share ideas with the group.  Thinking: To understand the task that has been set | | | | | Communicate with others.  Listen to the instructions carefully. | |
| To develop talking, listening and sharing skills | Social: To give clear instructions to help to keep my partner safe.  Emotional: To be confident to let someone else lead me.  Thinking: To reflect on the challenges completed. | | | | | Listen carefully to your partner's instructions.  Use clear, short instructions. | |
| To use speaking and listening skills to lead a partner | Social: To include all members of the group.  Emotional: To be confident to lead and make decisions for my group.  Thinking: To understand the rules of the game | | | | | Include everyone in your group.  Listen to the instructions that your leader is giving.  Use short instructions to help your partner and group. | |
| To plan with a partner and small group to complete challenges | Social: To talk and listen to my partner to decide who to try to catch or free.  Emotional: To try my best.  Thinking: To create a plan to help my team to score the most points. | | | | | Listen to each other's ideas.  •Work together to make decisions. | |
| To use talking, listening and sharing skills to complete challenges | Social: To talk and listen with my group to keep the balloon off the floor.  Emotional: To keep going in the challenges I am set.  Thinking: To make a plan with my group to help us to do our best. | | | | | Listen to each other's ideas before making a plan. | |

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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Team Building**    To follow instructions and work with others.  To co-operate and communicate in a small group to solve challenges.  To create a plan with a group to solve the challenges.  To communicate effectively and develop trust.  To work as a group to solve problems.  To work with a group to copy and create a basic map. | | **Keyword** | Definition | inclusion | Making sure everyone is involved | | **Geography** – Create and understand maps  **PSHE** –  Team work, emotions, trust  **Maths –** Problem solving situations |
| Communicate | How you talk to others |  |  | |
| effective | Is it positive or does it work well? |  |  | |
| instructions | What you need to do |  |  | |
| teamwork | Working together |  |  | |
| Co-operate | Working with others |  |  | |
| **Prior Learning:**  **Team Building**    To co-operate and communicate with a partner to solve challenges.  To explore and develop teamwork skills.  To develop communication skills.  To use communication skills to lead a partner.  To plan with a partner and small group to solve problems.  To communicate with a group to solve challenges. | | | | **Future Learning:**  **OAA**  To develop co-operation and teamwork skills.  To develop trust and team work.  To involve all team members in an activity and work towards a collective goal.  To develop trust whilst listening to others and following instructions.  To be able to identify objects on a map, draw and follow a simple map.  To draw a route using directions. To be able to orientate a map and navigate around a grid. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To follow instructions and work with others | Social: To support and encourage others.  Emotional: To keep going in the challenges I am set.  Thinking: To think about the instructions given before acting and make a plan. | | | | | Listen to or read carefully the instructions, think about the information before completing the actions.  Make a plan before beginning. | |
| To co-operate and communicate in a small group to solve challenges | Social: To communicate clear instructions to others to help them to complete the challenge.  Emotional: To be confident to contribute my ideas.  Thinking: To understand the task and strategies to complete it. | | | | | Decide with others on a plan to help you to complete the challenge.  •Ensure all members of the team are able to contribute their ideas.  •Use clear instructions. | |
| To create a plan with a group to solve the challenges | Social: To make sure that all of my team are included.  Emotional: To try my best.  Thinking: To identify what we did well as a team and how we could improve. | | | | | Discuss all of the ideas, saying why they might help to solve the challenge.  Reflect on what your team did well and how you can improve. | |
| To communicate effectively with trust | Social: To place trust in others.  Emotional: To be confident to lead others.  Thinking: To understand the task and provide clear instructions to help complete it. | | | | | Use clear, short instructions when guiding your partner. | |
| To use teamwork skills to work as a group to solve problems | Social: To use kind words to support and encourage others.  Emotional: To keep trying when completing a challenge.  Thinking: To focus on my team’s plan and how we are going to solve the challenges. | | | | | Focus on what your team is doing and your plan.  Use positive language when communicating with teammates. | |
| To work with a group to copy or create a basic map | Social: To include all members of my team.  Emotional: To be accepting of the ideas we choose.  Thinking: To understand my role in the challenges I am set. | | | | | Include all members of your team.  Listen to and share ideas. | |

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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Hockey**    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. | | **Keyword** | Definition | defending | Protecting your area or goal | | **PSHE** –  Team work, emotions  **Science –** Movement and nutrition for human body, forces |
| receiving | Taking something in | reverse | Opposite | |
| possession | Keeping the ball within your team | Indian dribbling | Moving the ball left to right with the inside of the stick | |
| dribbling | Keeping the ball close to you under control | accuracy | On target with where you want it to go | |
| Push pass | A pass to move the ball quickly across a short distance |  |  | |
| attacking | Moving towards the opposition goal or team |  |  | |
| **Prior Learning:**  To understand what being in possession means and support a teammate to do this.  To use a variety of skills to score goals.  To develop stopping goals.  To learn how to gain possession of the ball.  To develop an understanding of marking an opponent.  To learn to apply simple tactics for attacking and defending.  To follow instructions and work with others.  To co-operate and communicate in a small group to solve challenges.  To create a plan with a group to solve the challenges.  To communicate effectively and develop trust.  To work as a group to solve problems.  To work with a group to copy and create a basic map. | | | | **Future Learning:**  **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. | | | |
| **Lesson Sequence** | **Key objectives** | | | | | **Key Skills** | |
| To develop sending and receiving the ball with accuracy and control | Social: To communicate with a partner verbally and visually.  Emotional: To persevere when learning a new skill.  Thinking: To use decision making to decide who to pass to and when. | | | | | Step forward with your opposite foot to push the ball when passing.  •To trap the ball, keep your stick low to the ground to create a barrier. | |
| To develop the attacking skill of dribbling | Social: To make safe decisions when holding the hockey stick.  Emotional: To persevere when learning a new skill.  Thinking: To use decision making to consider when to dribble and when to pass. | | | | | Keep your head up to see the space.  •Only use one side of the stick.  •Rotate the stick fully over the ball. | |
| To develop dribbling to beat a defender | Social: To work collaboratively in a team.  Emotional: To play honestly and within the rules.  Thinking: To make decisions about when to pass and when to dribble. | | | | | Keep your head up to see the space.  •Move into space away from defenders. | |
| To use defensive skills to delay an opponent and gain possession | Social: To work with others to manage our games.  Emotional: To show honesty when playing.  Thinking: To use decision making to decide when to track and when to tackle. | | | | | Be careful not to place the hockey stick on the floor too soon.  •Keep to the rules, be honest and play fairly. | |
| To apply attacking skills to move towards goal and find space | Social: To work with others to manage our games.  Emotional: To show honesty using the rules.  Thinking: To show an understanding of how to find space. | | | | | Dribble towards your goal if you have the space to.  •Keep your head up to see the space.  •Move into space away from defenders.  •Move into space near to your goal. | |
| To apply skills and knowledge to compete in a tournament | Social: To be respectful and congratulate others.  Emotional: To show determination and perseverance in the games I play.  Thinking: To discuss ways to improve in the games I play. | | | | | Discuss with your team how to improve for your next match.  •Keep to the rules, be honest and play fairly. | |

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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Netball**    To develop passing and moving and play within the footwork rule.  To develop passing and moving towards a goal.  To develop movement skills to lose a defender.  To be able to defend an opponent and try to win the ball.  To develop the shooting action.  To develop playing using netball rules. | | **Keyword** | Definition | direction | Which way you are going | | **PSHE** –  Following instructions, teamwork, honesty |
| Collaborate | How to work together |  |  | |
| footwork | How your feet move to help |  |  | |
| movement | Ensuring you have this to receive a pass |  |  | |
| contact | Touching/fouling someone |  |  | |
| Obstruction | Something in the way |  |  | |
| **Prior Learning:**  To develop confidence and accuracy when tracking a ball.  To develop confidence and accuracy when tracking a ball.  To explore and develop a variety of throwing techniques.  To develop catching skills using one and two hands.  To develop dribbling a ball with hands.  To use tracking, sending and dribbling skills with feet. | | | | **Future Learning:**  **Netball**  To develop passing and moving.  To be able to use the attacking principle of creating and using space.  To be able to change direction and lose a defender.  To be able to defend ball side and know when to go for interceptions.  To develop the shooting action.  To use and apply skills and tactics to small sided games. | | | |
| **Lesson Sequence** | **Key objectives** | | | | | **Key Skills** | |
| To develop passing and moving and play within the footwork rule | Social: To communicate with my teammates when I am free.  Emotional: To play games honestly and within the rules.  Thinking: To understand the rules of the game. | | | | | Do not lift your landing foot and place it back down. This is known as footwork.  •Use two hands to catch. | |
| To use a variety of passes to move towards goal | Social: To communicate with my partner about which goal we are moving to.  Emotional: To play to the rules.  Thinking: To make decisions about what type of pass to use. | | | | | Call when you are free to receive a pass.  •Move into space near to your goal.  •Use a shoulder pass to pass over longer distances. | |
| To develop movement skills to lose a defender | Social: To self-manage when working in a group.  Emotional: To persevere if I do not succeed the first time.  Thinking: To recognise when an attacker is free. | | | | | Change direction and speed to lose the defender.  •Move again if you have not lost the defender. | |
| To defend an opponent and try to win the ball | Social: To work collaboratively with others.  Emotional: To have the confidence to try to win the ball.  Thinking: To identify cues that help me know when my attacker is changing direction. | | | | | Ensure you can see the attacker and the ball.  •Stay close to the attacker.  •Stay in between the attacker and the ball. | |
| To develop the shooting action | Social: To support and congratulate others.  Emotional: To persevere when I find something hard.  Thinking: To observe my partners shooting technique and provide them with feedback. | | | | | Begin with your feet shoulder width apart.  •Hold the ball high above your head. | |
| To apply skills and knowledge to play games using netball games | Social: To work collaboratively in a group to self-manage games.  Emotional: To persevere even when my team may be losing.  Thinking: To make decisions on who to pass to and where to move. | | | | | Call when you are free to receive a pass.  •Move into space near to your goal.  •Use the netball rules: contact, obstruction, held ball, footwork. | |

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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Basketball**    To develop protective dribbling against an opponent.  To move into and create space to support a teammate.  To choose when to pass and when to dribble.  To be able to track an opponent and use defensive techniques to win the ball.  To develop technique to increase accuracy when scoring.  To apply principles, rules and tactics to a game situation. | | **Keyword** | Definition |  |  | | **PSHE** –  Teamwork  **Maths –** Scoring points  **Science –** Forces, Human growth |
| protective dribbling | How to dribble while keeping the ball |  |  | |
| Defensive technique | How to defend the goal and gain the ball |  |  | |
| accuracy | how close it is to where you are aiming |  |  | |
| tactics | how to set up and win a game |  |  | |
|  |  |  |  | |
| **Prior Learning:**  To develop passing and moving and play within the footwork rule.  To develop passing and moving towards a goal.  To develop movement skills to lose a defender.  To be able to defend an opponent and try to win the ball.  To develop the shooting action. | | | | **Future Learning:**  **Netball**  To develop passing and moving.  To be able to use the attacking principle of creating and using space.  To be able to change direction and lose a defender.  To be able to defend ball side and know when to go for interceptions.  To develop the shooting action.  To use and apply skills and tactics to small sided games. | | | |
| **Lesson Sequence** | **Key objectives** | | | | | **Key Skills** | |
| To dribble with control under pressure | Social: To work collaboratively with others.  Emotional: To play honestly and within the rules.  Thinking: To reflect on key learning | | | | | Put your non-dribbling arm out to protect the ball from your opponent.  •Turn your body to create a barrier between the defender and the ball. | |
| To move into and create space to support a teamwork | Social: To communicate with my teammates.  Emotional: To be confident to take on a defender.  Thinking: To make quick decisions under pressure. | | | | | Look to move into space that will make it easier for your team to score.  •Use a change of pace and a change of direction to lose your opponent. | |
| To choose when to pass and when to dribble | Social: To work co-operatively in a group.  Emotional: To persevere if losing or finding something challenging.  Thinking: To select and apply the appropriate skill for the situation. | | | | | Dribble if you have space to do so.  •Pass if you can get the ball closer to goal.  •Pass if you cannot beat the defender. | |
| To use the appropriate defensive technique for the situation | Social: To communicate and collaborate with my team.  Emotional: To play fairly and keep to the rules.  Thinking: To plan tactics with my team. | | | | | Bend your knees so that you can change direction at speed.  •Stay between the basket and the person with the ball. | |
| To develop shooting technique and make decisions about when to pass, shoot or dribble | Social: To work collaboratively in a group.  Emotional: To persevere when learning a new skill.  Thinking: To observe others and provide them with feedback. | | | | | Balance with feet shoulder width apart.  •Elbow under the ball.  •Eyes look at the target.  •Follow through with your hand. | |
| To apply principles, rules and techniques to a tournament | Social: To show respect towards others and congratulate them.  Emotional: To show honesty abiding by the rules.  Thinking: To reflect on my teams’ performance and identify areas to improve. | | | | | Be clear and fair when refereeing.  •Use the rules to play fairly and help the game to flow. | |

**Year 6 P.E. Curriculum – Spring Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Netball**    To develop passing and moving.  To be able to use the attacking principle of creating and using space.  To be able to change direction and lose a defender.  To be able to defend ball side and know when to go for interceptions.  To develop the shooting action.  To use and apply skills and tactics to small sided games. | | **Keyword** | Definition | tactics | How to play and win the game | | **History –**Olympics  **Science –** Body Health |
| Attacking principle | How to score points |  |  | |
| space | what you need to move into to receive the ball |  |  | |
| interception | stopping the pass from being made |  |  | |
| possession | gaining he ball back |  |  | |
| footwork | How your feet should move |  |  | |
| **Prior Learning:**    To develop passing and moving and play within the footwork rule.  To develop passing and moving towards a goal.  To develop movement skills to lose a defender.  To be able to defend an opponent and try to win the ball.  To develop the shooting action.  To develop playing using netball rules. | | | | **Future Learning:** | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop passing and moving to maintain possession | Social: To communicate with others when I am ready to receive the ball.  Emotional: To play games honestly and within the rules.  Thinking: To decide where to move to depending on where the defender is and choose the appropriate pass for the situation. | | | | | Do not lift up and place back down your landing foot, that is called footwork.  •Once you have passed the ball move to a new space. | |
| To use a variety of attacking skills to lose a defender | Social: To show respect for my teammates and opposition.  Emotional: To be proud of my achievements.  Thinking: To make quick decisions of when to pass. | | | | | Turn your hips to face the direction you want to run in.  •Use a change of speed and / or a change of direction to lose a defender. | |
| To move into and create space to support a teammate | Social: To work collaboratively with others and communicate with my team.  Emotional: To play games fairly abiding by the rules.  Thinking: To make quick decisions on who to pass to and the type of pass to use. | | | | | Keep moving into space. All movement is helpful, even if you don’t receive the ball.  •Move into space showing an awareness of your teammates and the defenders. | |
| To use defending skills to gain possession | Social: To work collaboratively in a team.  Emotional: To empathise with others and adapt a task so that everyone experiences success.  Thinking: To understand how to mark ball side. | | | | | •Stay in front of your attacker, between them and the ball (ball side). | |
| To develop accuracy in the shooting action under pressure | Social: To work collaboratively in a group.  Emotional: To persevere when learning a new skill.  Thinking: To choose to move to space to help my team get the ball closer to the post. | | | | | Feet shoulder width apart.  •Hold the ball high above your head. | |
| To use and apply skills, principles and tactics to a game situation | Social: To communicate and collaborate with my team to self-manage games.  Emotional: To play fairly and abide by the rules.  Thinking: To understand where to move to help my team. | | | | | •Turn your hips to face the direction you want to run in. | |