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

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| **Theme: Rainforest Animals** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| To copy and create shapes with your body.  To be able to create shapes whilst on apparatus.  To develop balancing and taking weight on different body parts.  To develop jumping and landing safely.  To develop rocking and rolling.  To copy and create short sequences by linking actions together. | | **Keyword** | Definition | Balance | Remain upright and steady | | **Geography** –  **PSHE** –  Staying safe  **History –**  **English** –  **Science –**  Maths - shapes |
| Tuck shape | Straight back, toes pointed, legs together not crossed. | Squeeze | Firmly press or make yourself small | |
| Star shape | Legs and arms extended. | Bend | Crouch down or bring your arms towards you | |
| Straight shape | Legs together, hands apart, legs and arms straight. | Roll | To turn over | |
| Pike Shape | Back straight, legs and arms extended and together. | Rock | To move backwards and forwards | |
| Straddle Shape | Straight legs and straight backs. | Apparatus | Equipment used for gymnastics | |
| **Prior Learning:**  To explore different body parts and how they move.  To explore different body parts and how they move and remember and repeat actions.  To express and communicate ideas through movement exploring directions and levels.  To create movements and adapt and perform simple dance patterns.  To copy and repeat actions showing confidence and imagination.  To move with control and co-ordination, linking, copying and repeating actions | | | | **Future Learning:**    To explore travelling movements.  To develop quality when performing and linking shapes.  To develop stability and control when performing balances.  To develop technique and control when performing shape jumps.  To develop technique in the barrel, straight and forward roll.  To link gymnastic actions to create a sequence. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To copy and create shapes with your body. | Social: To move safely with and around others.  Emotional: To show determination to hold my balance.  Thinking: To know that if I hold a shape and count to five people will see it clearly. | | | | | Sit up tall in a tuck shape.  Squeeze your muscles to help to keep your shape.  Straighten arms and legs when holding straight and star shapes. | |
| To be able to create shapes whilst on apparatus | Social: To take turns with my group ensuring everyone is safe.  Emotional: To confidently use apparatus.  Thinking: To think of my own actions to perform on apparatus. | | | | | Squeeze your muscles to help to keep your shape.  Straighten arms and legs when holding straight and star shapes | |
| To develop balancing and taking weight on different body parts. | Social: To work safely with and around others.  Emotional: To try new and challenging tasks.  Thinking: To understand and follow instructions. | | | | | Squeeze your muscles to help you to stay balanced. | |
| To develop jumping and landing safely | Social: To move safely around space.  Emotional: To be confident to show my jumping actions.  Thinking: To create a short sequence using different actions. | | | | | Bend your knees when you land.  •Keep your chest up. | |
| To develop rocking and rolling | Social: To share a mat and wait to take my turn.  Emotional: To be confident to share my ideas.  Thinking: To know which shapes help me to roll. | | | | | Squeeze your muscles to help to keep your shape.  •Stay in your shape during your roll | |
| To copy and create short sequences by linking actions together | Social: To share equipment.  Emotional: To be confident when using equipment.  Thinking: To think of my own way to travel around, over and through equipment. | | | | | Travel over, around and along apparatus.  •Use rolls, balances, jumps and shapes. | |

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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Sending and Receiving**    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. | | **Keyword** | Definition | target | Where the object should go | | **PSHE** – Team work, honesty  **Science –** Human body and senses (Touch) |
| throw | To send an object with your hand in the air | aim | Where you want the object to go | |
| roll | To send an object along the floor | fielders | People trying to collect the ball or object | |
| release | To let go of something | pass | Send the ball to someone else with your hands or feet | |
| receiver | Person the ball is going to |  |  | |
| position | Where you are |  |  | |
| **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 dribbling a ball with your feet.  To develop kicking a ball. | | | | **Future Learning:**  To roll a ball towards a target.  To be able to track and receive a rolling ball.  To be able to stop, send and receive a ball with your feet.  To develop throwing and catching skills.  To develop throwing and catching skills.  To send and receive a ball using a racket. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop rolling and throwing a ball towards a target | Social: To support other people in my class.  Emotional: To challenge myself.  Thinking: To understand how to aim at a target that is further away. | | | | | Bend down low, opposite foot to the arm you release with steps forward.  •Finish with your hand where you want the ball to go. | |
| To develop receiving a rolling ball and tracking skills | Social: To identify when my partner is ready to receive the ball.  Emotional: To be honest in the games I play.  Thinking: To listen and understand what to do with my body to control my movements. | | | | | Check the receiver is looking at you before passing.  •Move from the ready position to track the ball.  •Watch the ball and get your body behind it by moving your feet as it comes towards you. | |
| To be able to send and receive a ball with your feet | Social: To use kind words when working with others.  Emotional: To play honestly.  Thinking: To keep the score. | | | | | Place your foot behind the ball to cushion it.  •Watch the ball as it comes towards you. | |
| To develop throwing and catching skills over a short distance | Social: To communicate with others and recognise when they are ready to receive a pass.  Emotional: To explore skills independently.  Thinking: To select the best action for the ball I am using. | | | | | Check the receiver is looking at you before passing.  •Use two hands and wide fingers to catch the ball.  •Watch the ball as it comes towards you. | |
| To develop throwing and catching over a longer distance | Social: To support and encourage others.  Emotional: To be honest in the games I play.  Thinking: To identify what movements to choose to send the ball further. | | | | | Let go of the ball when your hand is pointing at the target.  •Use two hands and wide fingers to catch the ball. | |
| To apply sending and receiving skills to small games | Social: To be supportive of others in my group.  Emotional: To be honest in the games I play.  Thinking: To select the appropriate pass for the situation. | | | | | After you have passed the ball move to a new space.  •Send the ball into space away from fielders. | |

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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Sending and Receiving**    To roll a ball towards a target.  To be able to track and receive a rolling ball.  To be able to stop, send and receive a ball with your feet.  To develop throwing and catching skills.  To develop throwing and catching skills.  To send and receive a ball using a racket. | | **Keyword** | Definition | Communicate | Talk or show signs to someone | | **Geography** –  **PSHE** –  Team Work, honesty, instructions/rules  **History –**  **English** –  **Science –**Growing up (How has it developed from last year) |
| Opposite | Completely different |  |  | |
| Receive | To catch or grab something towards you |  |  | |
| Track | To follow something |  |  | |
| Cushion | To soften something coming towards you |  |  | |
| Release | To let go of something |  |  | |
| **Prior Learning:**  **Sending and Receiving**    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:**   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 roll a ball towards a target | Social: To communicate with my partner, deciding where to move and how to improve.  Emotional: To show honesty when trying to hit the cones.  Thinking: To identify what I can do to improve | | | | | Bend down low, opposite foot to the arm you release with steps forward.  •Let go of the ball when your hand is pointing at the target. | |
| To track and receive a rolling ball | Social: To make safe decisions when working around others.  Emotional: To be honest in the games I play  Thinking: To identify what I can do to be successful. | | | | | Make eye contact before sending the ball.  •Watch the ball and get your body behind it by moving your feet as it comes towards you. | |
| To send and receive a ball with your feet | Social: To communicate with others to let them know when I am ready to receive the ball.  Emotional: To play games honestly and abide by the rules.  Thinking: To understand how to use prior knowledge to be successful. | | | | | Place your foot behind the ball to cushion it.  •Use the inside of your foot to pass the ball. | |
| To develop catching skills | Social: To communicate with my partner, showing when I am ready to receive the ball.  Emotional: To be honest when keeping my score.  Thinking: To discuss what I can do to improve and use this to increase my score. | | | | | Finish with your hand where you want the ball to go.  •Move your feet to the ball.  •Use two hands and wide fingers to catch the ball.  •Watch the ball as it comes towards you. | |
| To develop throwing and catching skills | Social: To collaborate with my partner.  Emotional: To try my best.  Thinking: To apply my prior knowledge to succeed. | | | | | Push the ball with two hands.  •Release the ball when your hands are pointing at your target.  •Use two hands and wide fingers to catch the ball. | |
| To send and receive a ball using a racket | Social: To work with others to organise our playing space.  Emotional: To be honest in the games I play.  Thinking: To identify what is the same when sending and receiving any object. | | | | | Move from the ready position to track the ball.  •Point your hand in the direction you want the ball to go in. | |

**Year 3 P.E. Curriculum – Spring Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Dodgeball**    To apply rules to a game situation.  To develop throwing at a moving target.  To use jumps, dodges and ducks to avoid being hit.  To develop catching a dodgeball at different heights.  To learn how to block using the ball.  To understand the rules of dodgeball and use them to play in a tournament. | | **Keyword** | Definition | throwers | People throwing the ball | | **Geography** –  **PSHE** –  Emotions, honesty  **History –**  **English** –  **Science –** Movement and nutrition for the human body, forces  **Maths –** Scoring/counting players left to problem solve |
| competition | To go against people to win |  |  | |
| dodge | Avoid the ball |  |  | |
| block | Stop the ball from hitting you |  |  | |
| tournament | Games against lots of teams to win |  |  | |
| rules | How to play a game |  |  | |
| **Prior Learning:**  To be able to roll a ball to hit a target.  To develop co-ordination and be able to stop a rolling ball.    To develop an understanding of target games and consider how much power to apply when aiming at a target.  To understand how to score in different target games using overarm throwing.  To develop understanding of different target games using the skill of kicking.  To develop striking to a target.  To develop hitting a moving target.  To select an appropriate skill to play a game. | | | | **Future Learning:**   To apply rules honestly and fairly to a game situation.  To develop throwing at a moving target.  To use timing, balance and agility to avoid being hit.  To develop catching under pressure to get an opponent out.  To select and apply tactics in the game.  To develop officiating skills and referee a dodgeball game. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop throwing and apply this to a target game | Social: To show respect to others by playing honestly.  Emotional: To play honestly playing to the rules of the game.  Thinking: To know how to throw accurately at a moving target. | | | | | Point your throwing hand towards your target after you throw.  •Stand in the ready position with your knees bent ready to move. | |
| To develop dodging skills to avoid being hit | Social: To support and congratulate others.  Emotional: To be honest and play to the rules.  Thinking: To decide which technique to use to avoid getting hit. | | | | | Keep your head up to see the throwers.  •Stand in the ready position with your knees bent ready to move. | |
| To develop catching and learn the rules of the skill within this game | Social: To support and congratulate others.  Emotional: To take risks when playing.  Thinking: To make decisions about which technique to select | | | | | Use two hands to catch the ball.  •Watch the ball as it comes towards you. | |
| To further develop catching and use the rules of the skill within this game | Social: To support and congratulate others.  Emotional: To be honest and play to the rules.  Thinking: To recognise the balls I should try to catch | | | | | Keep your head up to see the throwers.  •Stand in the ready position with your knees bent ready to move.  •Use two hands to catch the ball. | |
| To begin to think tactically and apply this to a game | Social: To work as a team, making decisions and collaborating on the tactic.  Emotional: To be understanding if my ideas are not chosen.  Thinking: To use tactics appropriate to the situation. | | | | | Play fairly using the rules of the game.  •Show honesty and admit if you are out. | |
| To apply skills and knowledge to compete in a tournament | Social: To be respectful and supportive of my teammates.  Emotional: To play honestly using the rules of the game.  Thinking: To select and apply tactics to a game. | | | | | Play fairly using the rules of the game.  •Show honesty and admit if you are out. | |

**Year 4 P.E. Curriculum – Spring Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Dance**    To copy and create actions in response to an idea and be able to adapt this using changes of space.  To choose actions which relate to the theme.  To develop a dance using matching and mirroring.  To learn and create dance moves in a theme  To develop a carnival dance using formations, canon and unison.  To develop a dance phrase and perform as part of a class performance. | | **Keyword** | Definition | Performance | Show your sequence to a larger group | | **Geography** –  **PSHE** –  **History –**  **English** –  **Science –**  **Art –**  **Music –** Rhythm, beats |
| Dance phrase | A sequence of dance moves | Formations | When things come together | |
| Samba | A fast type of dance |  |  | |
| Choreography | A sequence of dance moves building up to a routine |  |  | |
| Rhythm | A repeated pattern |  |  | |
| Mirroring | Copy what your partner is doing |  |  | |
| **Prior Learning:**  To create actions in response to a stimulus and move in unison with a partner.  To create actions to move in contact with a partner or interact with a partner.  To select and link appropriate actions and dynamics  To remember, repeat and create actions to represent an idea.  To share ideas of actions and dynamics to create a dance  To use choreographing ideas to develop a dance. | | | | **Future Learning:**  To create a dance using a structure and perform the actions showing quality and control.  To understand how changing dynamics changes the appearance of the performance.  To understand and use relationships and space to change how a performance looks.  To copy and repeat movements in a chosen style.  To work with a partner to copy and repeat actions keeping in time with the music.  To work collaboratively with a group to create a dance in a chosen style. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To copy and create actions in response to an idea and be able to adapt this using changes of space. | Social: To work co-operatively with a partner to refine and adapt set choreography.  Emotional: To be confident to share and perform my ideas.  Thinking: To adapt the choreography to include changes in direction or pathway. | | | | | Change the direction or pathway of your actions to make your performance look interesting. | |
| To choose actions which relate to a theme | Social: To help my partner to remember the choreography.  Emotional: To show confidence to perform to others.  Thinking: To act on feedback given to me to improve my performance. | | | | | Choose actions that represent the character.  One movement impacts another. | |
| To develop a dance using matching and mirroring | Social: To communicate and discuss ideas with my partner.  Emotional: To be confident to perform in front of the class.  Thinking: To demonstrate my understanding of matching and mirroring through the feedback I give. | | | | | Assign actions to counts to help you to create your dance.  Talk through and share your ideas with your partner | |
| To learn and create dance moves in the theme of a carnival | Social: To listen to everyone’s ideas when refining your dance so everyone feels they are adding value.  Emotional: To understand that when a task is difficult it is an opportunity to learn.  Thinking: To understand how to adapt a dance with consideration to the dance style. | | | | | Count with your partner to accurately copy the set choreography.  Perform the actions to the fast samba beat showing good timing and rhythm. | |
| To develop a carnival dance using formation, canon and unison | Social: To share ideas with others and work together to decide on the best approach to a task.  Emotional: To attempt challenges outside of my comfort zone.  Thinking: To feedback on another group’s performance and suggest areas for improvement. | | | | | Consider how the actions are performed.  Count with your partner to accurately copy the set choreography.  Use changes in group formation and timing to make your dance look interesting. | |
| To develop a dance phrase and perform as part of a class performance | Social: To listen to everyone’s ideas when refining my dance so everyone feels they are adding value.  Emotional: To understand that when a task is difficult it is an opportunity to learn.  Thinking: To understand how to adapt a dance with consideration to the dance style. | | | | | Perform the actions to the fast samba beat showing good timing and rhythm.  Talk through and share your ideas with your partner. | |

**Year 5 P.E. Curriculum – Spring Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Gymnastics**   To be able to perform symmetrical and asymmetrical balances.  To develop the straight, forward, straddle and backward roll.  To be able to explore different methods of travelling, linking actions in both canon and synchronisation.  To be able to perform progressions of inverted movements.  To explore matching and mirroring using actions both on the floor and on apparatus.  To be able to create a partner sequence using apparatus. | | **Keyword** | Definition | stable | To stay steady when performing | | **Geography** –  **PSHE** – staying safe, teamwork  **History –**  **English** –  **Maths** – Symmetry, asymmetry , sequencing  **Science –** Human growth |
| canon | A section of movement that consists of one phrase | Momentum | The motion your body is moving in | |
| Synchronisation | To work in time with others |  |  | |
| symmetrical | Both sides are performing exactly the same |  |  | |
| Asymmetrical | Both sides do not match up |  |  | |
| Body tension | Tense your body to remained balanced |  |  | |
| **Prior Learning:**   To develop individual and partner balances.  To develop control in performing and landing rotation jumps.  To develop the straight, barrel, forward and straddle roll.  To develop the straight, barrel, forward and straddle roll.  To develop strength in inverted movements.  To be able to create a partner sequence to include apparatus. | | | | **Future Learning:**  To be able to develop the straddle, forward and backward roll.  To develop counter balance and counter tension.  To be able to perform inverted movements with control.  To be able to perform the progressions of a headstand and a cartwheel.  To be able to use flight from hands to travel over apparatus.  To be able to create a group sequence using formations and apparatus. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To perform symmetrical and asymmetrical balances | Social: To work safely when working with others.  Emotional: To be confident to share my ideas.  Thinking: To make simple judgments about performances and suggest ways they could be improved. | | | | | Use strong body tension to keep your balances stable. | |
| To perform interesting symmetrical and asymmetrical balances using apparatus | Social: To work safely when using apparatus.  Emotional: To be confident to share my ideas.  Thinking: To make simple judgments about performances and suggest ways they could be improved. | | | | | Use strong body tension to keep your balances stable. | |
| To develop the straight, forward, straddle and backwards roll | Social: To support others and help them to learn.  Emotional: To persevere when developing a skill.  Thinking: To observe others and provide feedback on their performances. | | | | | Use momentum to help you roll. | |
| To develop the straight, forward, straddle and backwards roll into a sequence | Social: To support others and help them to learn.  Emotional: To persevere when developing a skill.  Thinking: To observe others and provide feedback on their performances. | | | | | Use momentum to help you roll.  To work as a group to create a sequence | |
| To explore different travelling actions using | Social: To work with others to create a sequence.  Emotional: To be confident to share my ideas.  Thinking: To identify the impact canon and synchronisation has on performances. | | | | | Canon - moving one after the other.  Synchronisation - moving at the same time. | |
| To explore different methods of travelling, linking actions in both canon and synchronisation | Social: To work collaboratively, listening and sharing ideas.  Emotional: To be resilient if my idea is not used.  Thinking: To identify where to use canon and synchronisation for the best outcome. | | | | | Canon - moving one after the other.  •Synchronisation - moving at the same time. | |

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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Dance**    To copy and repeat a set dance phrase showing confidence in movements.  To develop a dance idea.  To use changes in dynamics in response to the stimulus.  To demonstrate a sense of rhythm and energy when performing bhangra style motifs.  To perform a bhangra dance, showing an awareness of timing, formations and direction.  To select, order, structure and perform movements in a bhangra style, showing various group formations. | | **Keyword** | Definition | formation | Working in order or structure | | **Geography** –  **PSHE** –  Teamwork,  **History –** Olympics (Break dancing)  **English** –  **Science –** Body health  **R.E. –**  **Music –** Rhythm  **Art -** |
| bhangra | A type of popular Punjabi music/dance |  |  | |
| dynamics | Varying level of sound from music |  |  | |
| motifs | A decorative image or design |  |  | |
| awareness | To understand others around you and your surroundings |  |  | |
| structure | A clear organisation |  |  | |
| **Prior Learning:**  To create a dance using a structure and perform the actions showing quality and control.  To understand how changing dynamics changes the appearance of the performance.  To understand and use relationships and space to change how a performance looks.  To copy and repeat movements in a chosen style.  To work with a partner to copy and repeat actions keeping in time with the music.  To work collaboratively with a group to create a dance in a chosen style. | | | | **Future Learning:** | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To copy and repeat a dance phrase showing confidence in movement | Social: To help others to remember and perform the phrases.  Emotional: To be confident to share my ideas.  Thinking: To use changes in level, direction and formation effectively to develop my dance. | | | | | Use loud confident actions to create the music in your performance. | |
| To work with others to explore and develop the dance idea | Social: To discuss my ideas with my group and come up with a plan of the best time to use different actions.  Emotional: To show acceptance of other's ideas.  Thinking: To use feedback to improve my performance. | | | | | Use counts of 8 to help you stay in time with each other. | |
| To use changes in dynamic in response to the stimulus | Social: To work collaboratively with others to choreograph our ideas.  Emotional: To be confident to perform in front of others.  Thinking: To identify what went well in my performance and what we could do to improve. | | | | | Use counts of 8 to help you to stay in time with each other.  Use strong, confident actions. | |
| To demonstrate a sense of rhythm and energy when performing bhangra style motifs | Social: To support other people in my class.  Emotional: To persevere when learning something new.  Thinking: To understand what a motif is. | | | | | Use counts of 8 to help you stay in time with each other. | |
| To perform a bhangra dance, showing an awareness of timing, formations and direction | Social: To support other people in my class.  Emotional: To try my best and join back in if I lose my place.  Thinking: To know my place in each formation. | | | | | Consider dynamics and facial expressions.  Use counts of 8 to help you stay in time with each other. | |
| To select, order, structure and perform movements in bhangra style, showing various group formation | Social: To communicate my ideas with others in my group.  Emotional: To work with integrity when practicing my performance.  Thinking: To provide feedback using appropriate terminology. | | | | | Use counts of 8 to help you stay in time with each other.  Use strong, confident actions. | |