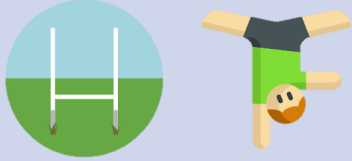
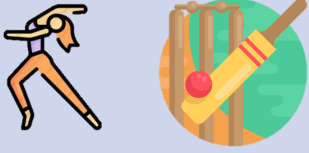
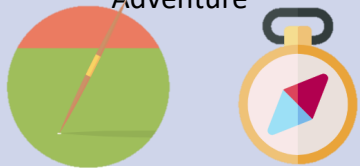
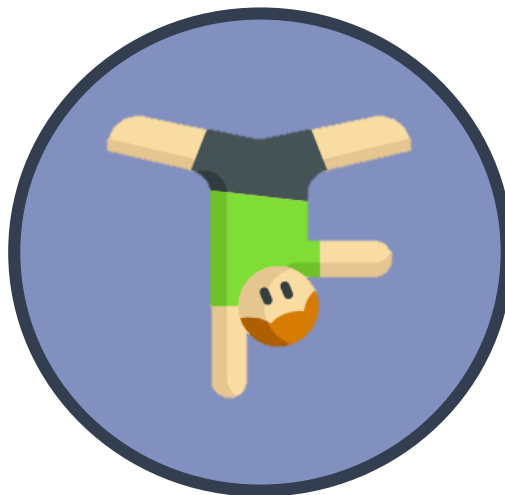
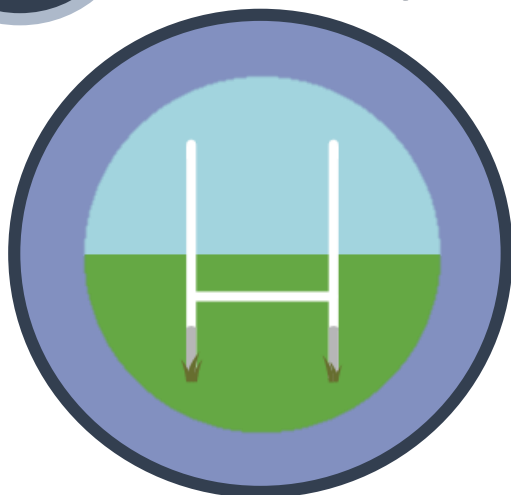


# PE Curriculum Overview

	Autumn	Spring	Summer
Themes	<p>Tag Rugby &amp; Gymnastics</p> 	<p>Dance &amp; Cricket</p> 	<p>Athletics &amp; Outdoor Adventure</p> 
National Curriculum	<p>PE National Curriculum 2014</p> <p>Key stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>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.</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>Perform dances using a range of movement patterns.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		
	Tag Rugby & Gymnastics	Dance & Cricket	Athletics & Outdoor Adventure
	<p>Aut 1. BACK PASS NONE CONTACT POSSESSION LOST POSSESSION TRY PENALISED THROW IN DEFENDER OPPOSITION INFRINGEMENT TAGGED FORWARD PASS KNOCK-ONS OFFSIDE INTERCEPTION INVASION GAME FREE PASS OPPOSING GOAL LINE</p> <p>Aut 2. CO-OPERATE AUDIENCE ASSESSMENT ELEMENTS TWIST OBSTACLES REFINE AESTHETICALLY CRITERIA EXTENSION JUDGEMENT TENSION INVERTED JUDGE DYNAMICS COMBINATION CANON COUNTER-TENSION COUNTER-BALANCE CRITERIA PERFORMANCE IMAGINATIVE PARALLEL CREATIVITY FLIGHT TIMING PLAN</p>	<p>Spr 1. DANCE STYLE DANCE PHRASE FLUENCY TRAVELLING TECHNIQUE FORMATION PATTERN RHYTHM VARIATION IMPROVISATION UNISON CANON ACTION REACTION MOTIF DYNAMICS PHRASE INTERPRET EXPLORATION AGILITY FLEXIBILITY COMBINATION STRENGTH, TECHNIQUE, CONTROL BALANCE EVALUATE IMPROVE TIMING PERFORM</p> <p>Spr 2. BATTING FIELDING BOWLER WICKET TEE BASE BOUNDARY INNINGS ROUNDER BACKSTOP</p>	<p>Sum 1. SPRINT TEAM DISTANCE MEASURE HEIGHT TARGET PACING RHYTHM OBSTACLES LEADING LEG HURDLES THROWING SPEED ACCURACY TAKE OFF STAMINA TIME PROJECTORY RELEASE PERFORMANCE ACCURACY TAKE OFF DISTANCE TARGET TIME POSITION MEASURE CONTROL HEIGHT RUN UP HURDLES</p> <p>Sum 1. MAP DIAGRAM GRID LANDMARK COMPASS SCALE SYMBOL ORIENTEERING OBSTACLE LOCATION BOUNDARY</p>
Vocabulary			

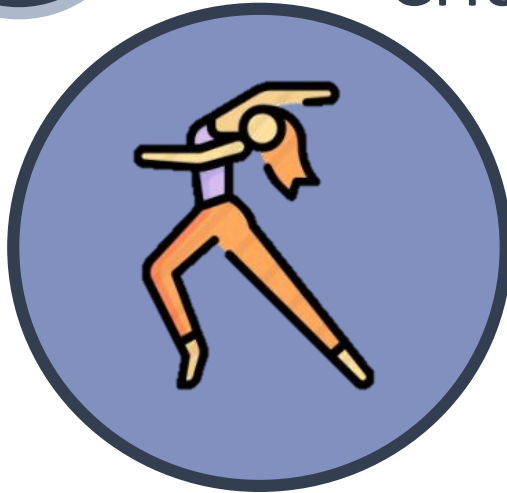
# Tag Rugby and Gymnastics



Key Learning Points for this theme:		S.A.	T.A.
Key Progress Indicators	Show awareness of which skills relate to a different part of a game or different roles in a game		
	Plan as a team and organize themselves into different roles, choosing and using skills and tactics that affect the game		
	Make a small sequence of balances with a partner linking moves (rolls, skips, steps, strides, jumps and hops)		
	Explain what makes sequences, discrete skills and transitions challenging		
	Explore ideas and improvise movements, gestures, body shapes, rhythms and travelling patterns that suit the style		
	Compose, develop and adapt motifs to make dance phrases and use these in longer dances		
Subject Specific Knowledge	Pupils to play a competitive game of tag rugby applying their skills and rules to the game.		
	Pupils to identify what a good performance is and compare it to previous weeks.		
	Pupils to perform a sequence using a number of actions and different types of balances such as counter-tension ones etc.		
	Pupils to be able to use apparatus/climbing frames safely and hold balances on them.		
	Pupils to work together to assess others performances and give feedback on what they can improve.		

Year  
6

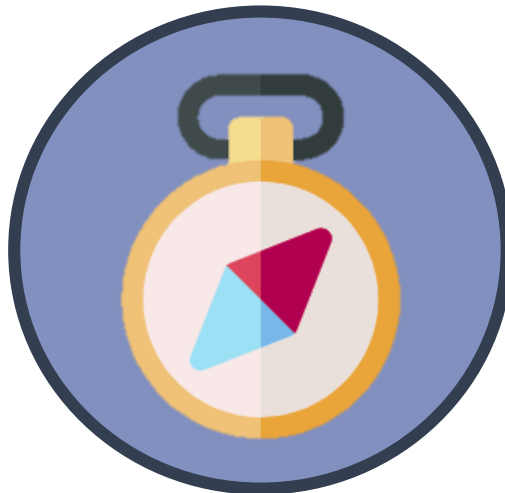
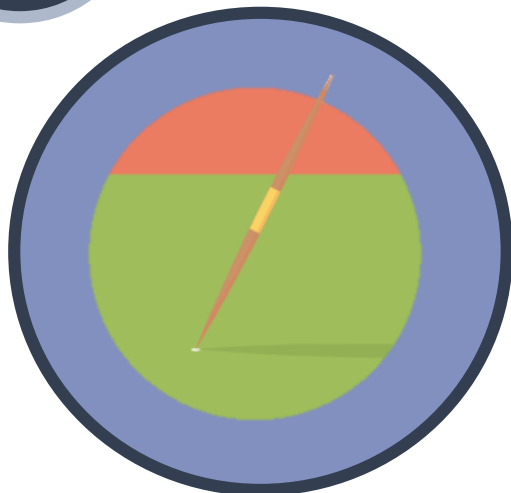
# Dance and Cricket



Key Learning Points for this theme:		S.A.	T.A.
Key Progress Indicators	<b>DANCE</b> Make a small sequence of balances with a partner linking moves (rolls, skips, steps, strides, jumps and hops)		
	<b>DANCE</b> Explain what makes sequences, discrete skills and transitions challenging		
	<b>DANCE</b> Explore ideas and improvise movements, gestures, body shapes, rhythms and travelling patterns that suit the style		
	<b>DANCE</b> Compose, develop and adapt motifs to make dance phrases and use these in longer dances		
	<b>C</b> Show awareness of which skills relate to a different part of a game or different roles in a game		
	<b>C</b> Plan as a team and organize themselves into different roles, choosing and using skills and tactics that affect the game		
	<b>C</b> Bowl overarm using the correct technique		
Subject Specific Knowledge	<b>DANCE</b> Pupils to perform a sequence using a number of actions and different types of balances such as counter-tension ones etc		
	<b>DANCE</b> Pupils to work together to assess others performances and give feedback on what they can improve		
	<b>C</b> Pupils to play a competitive game of cricket using the full rules		
	<b>C</b> Pupils to learn how to bowl overarm using the correct technique		
	<b>C</b> Pupils to plan against another team in cricket and try and identify the opponent's weaknesses		

Year  
6

# Athletics and Outdoor Adventure



Key Learning Points for this theme:		S.A.	T.A.
Key Progress Indicators	Explain how their body reacts and feels when taking part in different activities and undertaking different roles.		
	Know how to make the most of strengths and weaknesses in activities		
	Use appropriate terminology, describe different styles in their own and others performance and suggest how they can improve		
	Complete orienteering activities both as part of a team and independently		
Subject Specific Knowledge	<b>ATH</b> Run, jump, catch and throw in isolation and in combination.		
	<b>ATH</b> Choose skills that meet the needs of the situation.		
	<b>ATH</b> Combine and perform skills with control.		
	<b>OAA</b> Communicate clearly and effectively with others when under pressure.		
	<b>OAA</b> Create an outdoor activity that challenges others.		
	<b>OAA</b> Pupils to work independently or as a team as they take part in outdoor activities		
	<b>OAA</b> Work effectively as part of a team, demonstrating leadership skills		