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| Year 3 | Year 4 | Year 5 | Year 6 |
| CORE UNIT QUESTIONIndoor Athletics- use running, jumping, throwing and catching in isolation and in combination.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]Objectives:Run consistently and smoothly at different SpeedsIdentify and record when their body is cool, warm and hotDemonstrate different combinations of jumps, showing control, coordination and consistencyThrow a range of implements into a target area with consistency and accuracyDemonstrate the five basic jumps on their own,e.g. a series of hops, and in combination, e.g. hop, one-two, two-two, showing control at takeoff and landingUse different techniques, speeds and effort to meet challenges set for running, jumping and throwing | CORE UNIT QUESTIONIndoor Athletics- use running, jumping, throwing and catching in isolation and in combination.develop flexibility, strength, technique, control and balance [for example, throughathletics and gymnastics]ObjectivesRun consistently and smoothly at different SpeedsDemonstrate different combinations of jumps, showing control, coordination and consistencyThrow a range of implements into a target area with consistency and accuracyRecognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipmentPace their effort well in different types of event so that they can keep going steadily and maintain the quality of their actionCarry out stretching and warm-up activities safely.Suggest, with guidance, a target for improving distance or height | CORE UNIT QUESTIONIndoor Athletics- use running, jumping, throwing and catching in isolation and in combination.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]compare their performances with previous ones and demonstrate improvement toachieve their personal best.ObjectivesSustain their pace over longer distances, e.g.sprint for seven seconds, run for one or two minutesPerform a range of jumps showing power, control and consistency at both take-off and landingWatch a partner’s athletic performance and identify the main strengthsThrow with greater control, accuracy and efficiencyIdentify parts of the performance that need to be practised and refined, and suggest improvementsknow and understand the basic principles of relay take-overs | CORE UNIT QUESTION-Indoor Athletics- use running, jumping, throwing and catching in isolation and in combination.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]Compare their performances with previous ones and demonstrate improvement to achieve their personal best.Objectives: sustain their pace over longer distances, e.g.  sprint for seven seconds, run for one or two  minutes  • throw with greater control, accuracy and  efficiency  • perform a range of jumps showing power,  control and consistency at both take-off and  landing  • organise themselves in small groups safely, and take turns and different roles  • know and understand the basic principles of  relay take-overs  • take part well in a relay event |
| CORE UNIT QUESTION-Invasion games; Netball (Autumn 2 and Spring 1)use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defendingObjectives: use a range of skills to keep possession and make progress towards a goal, on their own and with othersweigh up the options and often make good decisions about what to doknow how to use space in gamesuse a range of skills to help them keep possession and control of the ballpass, receive and dribble the ball, keeping control and possession consistentlyrecognise and describe what happens to theirbreathing and heart when they play games, and begin to link this to how warm they feel• identify which games and activities have the biggest impact when trying to improve stamina• describe how some games use short bursts of speed• explain how to keep possession and describe how they and others have achieved it• identify what they do best and what they find most difficult• recognise players who play well in games and give some reasons why | CORE UNIT QUESTION-Invasion games; netball (Autumn 2 and Spring 1)use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defendingObjectivesUse a range of techniques when passing, e.g. high, low, bounced, fast, slow• change direction and speed when dribbling the ball• show growing consistency and control in games• play with greater speed and flowkeep and use rules they are given• suggest how rules could be changed to improve the game• adapt rules in agreement with others and, later,make rules for their own games, which they explain and teach to others• use a range of tactics to keep possession of the ball and get into positions to shoot or score• have simple plans that they know they can makeuse the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playingknow and explain the tactics and skills that they are confident with and use well in games• choose different ways of practising these tactics and skills• describe the help they need to improve their play | CORE UNIT QUESTION-Invasion games; netball (Autumn 2 and Spring 1)use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defendingObjectivesperform skills with accuracy, confidence and control• know the difference between attacking skills and defending skillsrespond consistently in the games they play, choosing and using skills which meet the needs of the situation• choose positions in their teams and know how to help when attacking• find and use space to help their team• use a variety of tactics to keep the ball, e.g. changing speed and direction• know and find ways to get the ball towards their opponents’ goal• know how to mark and defend their goal(s)suggest ideas for warming up, explaining their choice• recognise exercises and activities that help strength, speed and staminalook for specific things in a game and explain how well they are being done• explain why a performance is good• recognise parts of a performance that could be improved, and identify practices that will help | CORE UNIT QUESTION-Invasion games; netball (Autumn 2 and Spring 1)use running, jumping, throwing and catching in isolation and in combinationplay competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defendingcompare their performances with previous ones and demonstrate improvement to achieve their personal best.Objectives combine and perform skills with control,  adapting them to meet the needs of the situation  perform skills with greater speed  choose when to pass or dribble, so that they  keep possession and make progress towards the  goal  • use attacking and defending skills appropriately  in games  • choose and use different formations to suit the  needs of the game  know the importance of being fit, and what types  of fitness are most important for games  • understand how playing games can contribute to  a healthy lifestyle  recognise and describe the best points in an  individual’s and a team’s performance  • identify aspects of their own and others’  performances that need improvement, and  suggest how to improve them |
| CORE UNIT QUESTIONLow level and then high level gymnastics (Autumn 2 and Spring 1)develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]compare their performances with previous ones and demonstrate improvement to achieve their personal best.Objectives: explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel• practise an action or short sequence of movements, and improve the quality of the actions and transitions• show control, accuracy and fluency of movement when performing actions on their own and withdevise and perform a gymnastic sequence, showing a clear beginning, middle and end• adapt a sequence to include different levels, speeds or directions• work well on their own and contribute to pair sequencesunderstand the importance of warming up• identify when their body is warm and stretched ready for gymnastic activity• understand that strength and suppleness are important parts of fitnessexplain the differences between two performances• identify when two performances have the same elements and order, and comment on their quality• understand what is involved in the process of improving a performanceperform a range of actions and agilities with consistency, fluency and clarity of movement• make similar or contrasting shapes on the floor and apparatus, working with a partner• combine actions and maintain the quality ofperformance when performing at the same time as a partner | CORE UNIT QUESTIONLow level and then high level gymnastics (Autumn 2 and Spring 1)develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]compare their performances with previous ones and demonstrate improvement to achieve their personal best.Objectives: Perform a range of actions and agilities with consistency, fluency and clarity of movement• make similar or contrasting shapes on the floor and apparatus, working with a partner• combine actions and maintain the quality of performance when performing at the same time as a partnercombine actions to make sequences with changes of speed, level and direction, and clarity of shape• gradually increase the length of sequences• work with a partner to make up a short sequenceusing the floor, mats and apparatus, showing consistency, fluency and clarity of movementunderstand that strength and suppleness are key features of gymnastic performance• devise routines of stretching exercises that prepare them for their gymnastic workmake simple assessments of performance based on a criterion given by the teacher• use these assessments to modify and refine their sequences and others’ work• offer constructive ideas when working with apartner, including ideas on balances, inversion and transfer of weight | CORE UNIT QUESTIONLow level and then high level gymnastics (Autumn 2 and Spring 1)develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]compare their performances with previous ones and demonstrate improvement to achieve their personal best.Objectives: perform combinations of actions and agilities that show clear differences between levels, speeds and directions• perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extensionrepeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction• adapt sequences to include a partner or a small grouptake more responsibility for their own warm up• know how muscles work, how to stretch, and how to carry out strengthening exercises safely• know why strength and suppleness are important in gymnasticswatch and comment on the quality of movements, shapes and balances, and the way apparatus is used• identify which aspects were performed consistently, accurately, fluently and clearly• suggest improvements to speed, direction and level in the composition | CORE UNIT QUESTIONLow level and then high level gymnastics (Autumn 2 and Spring 1)develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]compare their performances with previous ones and demonstrate improvement to achieve their personal best.Objectives:perform fluently and with control, even when performing difficult combinations• work well with a partner or a small group to practise and refine their workmake up longer sequences and perform them with fluency and clarity of movement• vary direction, levels and pathways, to improve the look of a sequence• use planned variations and contrasts in actions and speed in their sequencesunderstand what it is important to include in a warm up for gymnastic activity• recognise that a cool down is importantunderstand how gymnastic activity helps their overall health• know how to improve their own health and fitnesswatch performances and use criteria to make judgements and suggest improvements• explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others’ performances |
| Core unit questionInvasion games, Tag rugbyObjectivesuse a range of skills to keep possession andmake progress towards a goal, on their own and with othersweigh up the options and often make good decisions about what to doknow how to use space in gamesuse a range of skills to help them keep possession and control of the ballpass, receive and dribble the ball, keeping control and possession consistentlyrecognise and describe what happens to theirbreathing and heart when they play games, and begin to link this to how warm they feel• identify which games and activities have the biggest impact when trying to improve stamina• describe how some games use short bursts of speedexplain how to keep possession and describe how they and others have achieved it• identify what they do best and what they find most difficult• recognise players who play well in games and give some reasons why | Core unit questionInvasion games, Tag rugbyObjectivesUse a range of techniques when passing, e.g. high, low, bounced, fast, slow• change direction and speed when dribbling the ball• show growing consistency and control in games• play with greater speed and flowkeep and use rules they are given• suggest how rules could be changed to improve the game• adapt rules in agreement with others and, later,make rules for their own games, which they explain and teach to others• use a range of tactics to keep possession of the ball and get into positions to shoot or score• have simple plans that they know they can makeuse the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playingknow and explain the tactics and skills that they are confident with and use well in games• choose different ways of practising these tactics and skills• describe the help they need to improve their play | Core unit questionInvasion games, Tag rugbyObjectivesperform skills with accuracy, confidence and control• know the difference between attacking skills and defending skillsrespond consistently in the games they play, choosing and using skills which meet the needs of the situation• choose positions in their teams and know how to help when attacking• find and use space to help their team• use a variety of tactics to keep the ball, e.g. changing speed and direction• know and find ways to get the ball towards their opponents’ goal• know how to mark and defend their goal(s)suggest ideas for warming up, explaining their choice• recognise exercises and activities that help strength, speed and staminalook for specific things in a game and explain how well they are being done• explain why a performance is good• recognise parts of a performance that could be improved, and identify practices that will help | Core unit questionInvasion games, Tag rugbyObjectives combine and perform skills with control,  adapting them to meet the needs of the situation  perform skills with greater speed  choose when to pass or dribble, so that they  keep possession and make progress towards the  goal  • use attacking and defending skills appropriately  in games  • choose and use different formations to suit the  needs of the game  know the importance of being fit, and what types  of fitness are most important for games  • understand how playing games can contribute to  a healthy lifestyle  recognise and describe the best points in an  individual’s and a team’s performance  • identify aspects of their own and others’  performances that need improvement, and suggest how to improve them |
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| Core unit questionBatting and fielding sports use a range of skills with increasing control  • strike a ball with intent and throw it more  accurately when bowling and/or fielding  • intercept and stop the ball with consistency, and sometimes catch the ball • return the ball quickly and accurately choose and use batting or throwing skills to  make the game hard for their opponents  • judge how far they can run to score points  • choose where to stand as a fielder to make it  hard for the batter  • work well as a team to make it hard for the  Batter  • are familiar with and use the rules set, and keep games going without disputes  know the demands that specific activities make on their bodies  • know the importance of warming up  describe what is successful in their own and  others’ play  • identify parts of their performance that need  improvement, and suggest how to achieve this | Core unit questionBatting and fielding sports use a range of skills with increasing control  • strike a ball with intent and throw it more  accurately when bowling and/or fielding  • intercept and stop the ball with consistency, and sometimes catch the ball • return the ball quickly and accurately choose and use batting or throwing skills to  make the game hard for their opponents  • judge how far they can run to score points  • choose where to stand as a fielder to make it  hard for the batter  • work well as a team to make it hard for the  Batter  • are familiar with and use the rules set, and keep games going without disputes  know the demands that specific activities make on their bodies  • know the importance of warming up • know the importance of warming upEvaluating and improving performance• to recognise good performance and identify the parts of a performance that need improvingTeach the children to watch others play and describe what they do. Help them to recognise what is successful.• Talk to the children about what they need to think about when playing as a batter and as a fielder. Help them to choose things that they and others need to practise. Encourage them to talk during games and to change the way they play to suit the situation in the game.• Ask the children what they think they need to do to improve their games. Listen to what help they think they need with practising skills. Ask them to identify how others’ performances could be improved.• describe what is successful in their own and others’ play• identify parts of their performance that need improvement, and suggest how to achieve this | Core unit questionBatting and fielding sportsuse different ways of bowling• bowl underarm accurately• vary how they bowl• bat effectively, using different types of shot• field with increased accuracy• throw overarm with accuracy and for a good distance• hit the ball from both sides of the body• direct the ball away from fielders, using different angles and speeds• plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding.• gauge when to run after hitting the ball• use tactics which involve bowlers and fielders working together | Core unit questionBatting and fielding sportsuse different ways of bowling• bowl underarm accurately• vary how they bowl• bat effectively, using different types of shot• field with increased accuracy• throw overarm with accuracy and for a good distance• hit the ball from both sides of the body• direct the ball away from fielders, using different angles and speeds• plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding• gauge when to run after hitting the ball• use tactics which involve bowlers and fielders working togethermake up their own warm up and explain how it is organised• know the importance of particular types of fitness to the games• to evaluate strengths and weaknesses in their own and others’ performances and suggest improvements• Help the children to pick out and describe what is successful in a game. Ask them what they feel they do best and where they lack confidence.Listen to their views on what parts of their play they need to improve. Teach them practices to help them improve.• Help them to evaluate their performance in different parts of the game, e.g. batting, bowling and fielding. Help them to recognise how each of these activities makes their bodies work differently.• Listen to the children’s views on adapting games to make them easier or harder.• recognise their own and others’ strengths• identify what they need to improve in their performance and suggest how they could do this |