



Roby Park Primary School

Whole School P.E. Curriculum Overview



EYFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Fundamentals Unit 1	Dance Unit 2	Fundamentals Unit 2	Games Unit 2	Gymnastics Unit 2	Ball Skills Unit 2
Development Matters PSED Self-regulation	<p>PSED - Self regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>PSED – Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge Explain the reasons for rules</p> <p>CL - Building relationships Work and play cooperatively and take turns with others</p> <p>CL – Understanding Make comments about what they have heard and ask questions to clarify their understanding</p> <p>PD – Gross motor skills Negotiate space and obstacles safely, with consideration for themselves and others Demonstrates strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, skipping and climbing</p> <p>Expressive arts – Being imaginative and expressive Perform songs, rhymes, poems and stories with others, and try to move in time to music</p>					
Overview	<ul style="list-style-type: none"> Children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. 	<ul style="list-style-type: none"> Children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback. 	<ul style="list-style-type: none"> Children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks. 	<ul style="list-style-type: none"> Children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules. 	<ul style="list-style-type: none"> Children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and 	<ul style="list-style-type: none"> Children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.



Roby Park Primary School

Whole School P.E. Curriculum Overview



					directions when travelling and balancing.	
Physical Key Skills	<ul style="list-style-type: none"> Balancing running jumping changing direction hopping travelling 	<ul style="list-style-type: none"> travelling copying and performing actions co-ordination 	<ul style="list-style-type: none"> hopping galloping skipping sliding jumping changing direction balancing running 	<ul style="list-style-type: none"> running changing direction striking a ball 	<ul style="list-style-type: none"> shapes balances jumps rock and roll barrel roll straight roll progressions of a forward roll travelling 	<ul style="list-style-type: none"> rolling a ball tracking a ball throwing at a target bouncing a ball dribbling a ball with feet kicking a ball
Social Key Skills	<ul style="list-style-type: none"> working safely responsibility helping others 	<ul style="list-style-type: none"> respect co-operating with others 	<ul style="list-style-type: none"> working safely responsibility working with others 	<ul style="list-style-type: none"> communication co-operation taking turns respect supporting & encouraging others 	<ul style="list-style-type: none"> leadership taking turns helping others 	<ul style="list-style-type: none"> co-operation sharing and taking turns
Emotional Key Skills	<ul style="list-style-type: none"> Honesty challenging myself determination 	<ul style="list-style-type: none"> working independently confidence 	<ul style="list-style-type: none"> managing emotions challenging myself 	<ul style="list-style-type: none"> honesty managing emotions perseverance 	<ul style="list-style-type: none"> determination 	<ul style="list-style-type: none"> determination
Thinking Key Skills	<ul style="list-style-type: none"> decision making selecting and applying actions using tactics 	<ul style="list-style-type: none"> counting observing and providing feedback selecting and applying actions 	<ul style="list-style-type: none"> selecting and applying actions 	<ul style="list-style-type: none"> using tactics 	<ul style="list-style-type: none"> selecting and applying skills creating sequences 	<ul style="list-style-type: none"> using tactics decision making
Learning Objectives	<ul style="list-style-type: none"> To develop balancing whilst stationary and on the move To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. 	<ul style="list-style-type: none"> To use counts of 8 to know when to change action. 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 copy and repeat actions showing confidence and imagination To move with control and coordination, 	<ul style="list-style-type: none"> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment. 	<ul style="list-style-type: none"> To develop accuracy when throwing and practise keeping score To follow instructions and move safely when play tagging games. To learn to play against an opponent. To play by the rules and develop coordination. To explore striking a ball and keeping score. To work co-operatively as a team. 	<ul style="list-style-type: none"> To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus. 	<ul style="list-style-type: none"> To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target.



Roby Park Primary School

Whole School P.E. Curriculum Overview



		linking, copying and repeating actions.				
Success Criteria	<ul style="list-style-type: none"> I am confident to try new challenges. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I use movement skills with developing balance and co-ordination when playing games. 	<ul style="list-style-type: none"> I am confident to try new challenges and perform in front of others. I can combine movements fluently, selecting actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace 	<ul style="list-style-type: none"> I am confident to try new challenges, deciding on the skills I use to complete the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use movement skills with developing balance and co-ordination 	<ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination. 	<ul style="list-style-type: none"> I am confident to try new challenges. I can combine movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I work co-operatively with others and take turns. 	<ul style="list-style-type: none"> I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy.



Roby Park Primary School

Whole School P.E. Curriculum Overview



Year 1	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Fundamentals	Dance	Net & Wall	Gymnastics	Target Games	Fitness
National Curriculum	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 					
Overview	<ul style="list-style-type: none"> • Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas. 	<ul style="list-style-type: none"> • Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. 	<ul style="list-style-type: none"> • Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others. 	<ul style="list-style-type: none"> • Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. 	<ul style="list-style-type: none"> • Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. 	<ul style="list-style-type: none"> • Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best
Physical Key Skills	<ul style="list-style-type: none"> • balancing • sprinting • jogging • dodging • jumping • hopping • skipping 	<ul style="list-style-type: none"> • travel • copying and performing actions • using shape • balance • coordination 	<ul style="list-style-type: none"> • throwing • catching • hitting a ball • tracking a ball 	<ul style="list-style-type: none"> • travelling actions • shapes • balances • jumps • barrel roll • straight roll • forward roll progression 	<ul style="list-style-type: none"> • underarm throwing • overarm throwing • aim • hand eye co-ordination 	<ul style="list-style-type: none"> • running • co-ordination • stamina • strength • agility • balance
Social Key Skills	<ul style="list-style-type: none"> • taking turns • supporting and encouraging others • working safely 	<ul style="list-style-type: none"> • co-operation • communication • coming to decisions with a partner 	<ul style="list-style-type: none"> • respect • communication 	<ul style="list-style-type: none"> • sharing • working safely 	<ul style="list-style-type: none"> • communication • supporting and encouraging others • leadership 	<ul style="list-style-type: none"> • co-operation • support • responsibility



Roby Park Primary School

Whole School P.E. Curriculum Overview



Emotional Key Skills	<ul style="list-style-type: none"> communication challenging myself perseverance honesty 	<ul style="list-style-type: none"> respect confidence acceptance 	<ul style="list-style-type: none"> honesty and fair play determination 	<ul style="list-style-type: none"> confidence 	<ul style="list-style-type: none"> perseverance honesty fair play 	<ul style="list-style-type: none"> kindness perseverance honesty independence
	<ul style="list-style-type: none"> selecting and applying identifying strengths listening and following instructions 	<ul style="list-style-type: none"> counting observing and providing feedback selecting and applying actions 	<ul style="list-style-type: none"> decision making using simple tactics recalling information comprehension 	<ul style="list-style-type: none"> observing and providing feedback selecting and applying actions 	<ul style="list-style-type: none"> using tactics selecting and applying skills decision making 	<ul style="list-style-type: none"> comprehension creativity problem solving reflection
Learning Objectives	<ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping, and skipping actions. To explore co-ordination and combining jumps. To explore combination jumping and skipping in an individual rope. 	<ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance. To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. To explore speeds and actions in our toy inspired dance. To use expression and create actions that relate to the story. To use a pathway when travelling. To explore and copy actions in response to a theme. To create my own actions for an animal. To explore pathways with a partner. 	<ul style="list-style-type: none"> To defend space, using the ready position. To play against an opponent and keep the score. To develop control when handling a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net. 	<ul style="list-style-type: none"> To explore travelling movements using the space around you. To develop quality when performing gymnastic 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. 	<ul style="list-style-type: none"> To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance. 	<ul style="list-style-type: none"> To develop knowledge about how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise.
Success Criteria	<ul style="list-style-type: none"> I can change direction when moving at speed. 	<ul style="list-style-type: none"> I am beginning to use counts. I can copy, remember and repeat actions. 	<ul style="list-style-type: none"> I can hit a ball using a racket. 	<ul style="list-style-type: none"> I am confident to perform in front of others. 	<ul style="list-style-type: none"> I can recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> I can recognise changes in my body when I do exercise.



Roby Park Primary School

Whole School P.E. Curriculum Overview



	<ul style="list-style-type: none"> I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed. 	<ul style="list-style-type: none"> I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance. 	<ul style="list-style-type: none"> I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent. 	<ul style="list-style-type: none"> I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn. 	<ul style="list-style-type: none"> I can use an overarm throw aiming towards a target. I can roll a ball towards a target. I can use an underarm throw aiming towards a target. I can work co-operatively with a partner. I understand what good technique looks like. 	<ul style="list-style-type: none"> I can share my ideas with other people in the class. I can talk about what exercise does to my body. I recognise how exercise makes me feel. I try my best in the challenges I am set. I understand why it is important to warm up.
--	---	--	---	---	---	---



Roby Park Primary School

Whole School P.E. Curriculum Overview



Year 2	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Fundamentals	Dance	Net & Wall	Gymnastics	Invasion Games	Fitness
National Curriculum	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 					
Overview	<ul style="list-style-type: none"> Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. 	<ul style="list-style-type: none"> Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. 	<ul style="list-style-type: none"> Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates. 	<ul style="list-style-type: none"> Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. 	<ul style="list-style-type: none"> Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. 	<ul style="list-style-type: none"> Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.
Physical Key Skills	<ul style="list-style-type: none"> balancing sprinting jogging dodging jumping skipping hopping 	<ul style="list-style-type: none"> travel copying and performing actions using dynamics, pathway, expression and speed balance coordination 	<ul style="list-style-type: none"> throwing catching racket skills ready position hitting a ball 	<ul style="list-style-type: none"> shapes balances shape jumps travelling movements barrel roll straight roll forwards roll 	<ul style="list-style-type: none"> throwing and catching kicking dribbling with hands and feet dodging finding space 	<ul style="list-style-type: none"> agility balance co-ordination speed stamina skipping



Roby Park Primary School



Whole School P.E. Curriculum Overview

Social Key Skills	<ul style="list-style-type: none"> taking turns supporting and encouraging others respect communication 	<ul style="list-style-type: none"> respect consideration sharing ideas decision making with others 	<ul style="list-style-type: none"> support co-operation respect communication 	<ul style="list-style-type: none"> sharing working safely 	<ul style="list-style-type: none"> communication respect co-operation kindness 	<ul style="list-style-type: none"> taking turns encouraging and supporting others
Emotional Key Skills	<ul style="list-style-type: none"> challenging myself perseverance honesty 	<ul style="list-style-type: none"> acceptance confidence 	<ul style="list-style-type: none"> perseverance honesty 	<ul style="list-style-type: none"> confidence independence 	<ul style="list-style-type: none"> empathy integrity independence determination perseverance creativity 	<ul style="list-style-type: none"> determination perseverance challenging myself
Thinking Key Skills	<ul style="list-style-type: none"> selecting and applying identifying strengths 	<ul style="list-style-type: none"> selecting and applying actions counting observing and providing feedback creating 	<ul style="list-style-type: none"> decision making reflection comprehension selecting and applying 	<ul style="list-style-type: none"> observing and providing feedback selecting and applying actions 	<ul style="list-style-type: none"> reflection decision making comprehension 	<ul style="list-style-type: none"> identifying strengths and areas for improvement observing and providing feedback
Learning Objectives	<ul style="list-style-type: none"> To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. 	<ul style="list-style-type: none"> To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a 	<ul style="list-style-type: none"> To develop racket familiarisation. To develop placing an object. To use the ready position to defend space on court. To develop returning a ball with hands. To develop returning a ball using a racket. To move an opponent to win a point. 	<ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination.



Roby Park Primary School

Whole School P.E. Curriculum Overview



		<p>partner showing clear changes of speed.</p> <ul style="list-style-type: none"> To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group. 				
Success Criteria	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am beginning to turn and jump in an individual skipping rope. I can describe how my body feels during exercise. I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I can work co-operatively with a partner and a small group. I show balance and co-ordination when running at different speeds. 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform. 	<ul style="list-style-type: none"> I can defend space on my court using the ready position. I can describe how my body feels during exercise. I can hit a ball over the net and into the court area. I can throw accurately to a partner. I can use simple tactics to make it difficult for an opponent. I know how to score points and can remember the score. I show good sportsmanship when playing against an opponent. 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus. 	<ul style="list-style-type: none"> I can describe how my body feels during exercise. I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them. 	<ul style="list-style-type: none"> I can describe how my body feels during exercise. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over a longer period of time. I understand that running at a slower speed will allow me to run for a longer period of time. I work with others to turn a rope and encourage others to jump at the right time.



Roby Park Primary School

Whole School P.E. Curriculum Overview



Year 3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Basketball	Gymnastics	Hockey	Dance	Athletics	OAA
Overview	<ul style="list-style-type: none"> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances. 	<ul style="list-style-type: none"> Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. 	<ul style="list-style-type: none"> Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. 	<ul style="list-style-type: none"> Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. 	<ul style="list-style-type: none"> Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. 	<ul style="list-style-type: none"> Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.
Physical Key Skills	<ul style="list-style-type: none"> throwing and catching dribbling intercepting shooting 	<ul style="list-style-type: none"> individual point and patch balances straight roll barrel roll forward roll straight jump tuck jump star jump rhythmic gymnastics 	<ul style="list-style-type: none"> passing dribbling receiving intercepting tackling 	<ul style="list-style-type: none"> using canon, unison, formation, dynamics, pathways, direction copying and performing actions control balance 	<ul style="list-style-type: none"> Sprinting jumping for distance push and pull throwing for distance 	<ul style="list-style-type: none"> balance running
Social Key Skills	<ul style="list-style-type: none"> working safely communication collaboration 	<ul style="list-style-type: none"> collaboration communication respect 	<ul style="list-style-type: none"> communication collaboration inclusive 	<ul style="list-style-type: none"> sharing ideas respect inclusion of others leadership working safely 	<ul style="list-style-type: none"> working collaboratively working safely 	<ul style="list-style-type: none"> communication teamwork trust inclusion listening



Roby Park Primary School

Whole School P.E. Curriculum Overview



Emotional Key Skills	<ul style="list-style-type: none"> honesty and fair play perseverance 	<ul style="list-style-type: none"> confidence 	<ul style="list-style-type: none"> honesty and fair play perseverance empathy 	<ul style="list-style-type: none"> confidence acceptance 	<ul style="list-style-type: none"> perseverance determination 	<ul style="list-style-type: none"> confidence
Thinking Key Skills	<ul style="list-style-type: none"> planning strategies and using tactics observing and providing feedback 	<ul style="list-style-type: none"> observing and providing feedback selecting and applying actions evaluating and improving 	<ul style="list-style-type: none"> planning strategies and using tactics observing and providing feedback decision making 	<ul style="list-style-type: none"> selecting and applying actions creating observing and providing feedback 	<ul style="list-style-type: none"> observing and providing feedback 	<ul style="list-style-type: none"> planning map reading decision making problem solving
Learning Objectives	<ul style="list-style-type: none"> To develop the attacking skill of dribbling. To use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. 	<ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 show our dance idea. To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance. To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make our line dance look interesting. To use formations, canon and unison to make our line dance look interesting. To remember, repeat and create actions around a theme. To understand and use formations. 	<ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. 	<ul style="list-style-type: none"> 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.



Roby Park Primary School

Whole School P.E. Curriculum Overview



Success Criteria						
	<ul style="list-style-type: none"> I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games. 	<ul style="list-style-type: none"> I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved. 	<ul style="list-style-type: none"> I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games. 	<ul style="list-style-type: none"> To structure a dance to represent a theme. I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea. 	<ul style="list-style-type: none"> I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best 	<ul style="list-style-type: none"> I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group



Roby Park Primary School

Whole School P.E. Curriculum Overview



Year 4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Basketball	Gymnastics	Hockey	Dance	Athletics	OAA
Overview	<ul style="list-style-type: none"> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances. 	<ul style="list-style-type: none"> Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. 	<ul style="list-style-type: none"> Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. 	<ul style="list-style-type: none"> Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. 	<ul style="list-style-type: none"> Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. 	<ul style="list-style-type: none"> Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.
Physical Key Skills	<ul style="list-style-type: none"> throwing and catching dribbling intercepting shooting 	<ul style="list-style-type: none"> individual and partner balances jumps using rotation straight roll barrel roll forward roll 	<ul style="list-style-type: none"> passing dribbling receiving intercepting tackling 	<ul style="list-style-type: none"> performing a variety of dance actions using canon, unison, formation, dynamics, character, structure, space 	<ul style="list-style-type: none"> pacing sprinting technique jumping for distance throwing for distance 	<ul style="list-style-type: none"> balance running



Roby Park Primary School

Whole School P.E. Curriculum Overview



		<ul style="list-style-type: none"> straddle roll bridge shoulder stand 		<ul style="list-style-type: none"> balance control technique 		
Social Key Skills	<ul style="list-style-type: none"> working safely communication collaboration 	<ul style="list-style-type: none"> responsibility collaboration communication respect 	<ul style="list-style-type: none"> communication collaboration inclusive 	<ul style="list-style-type: none"> collaboration consideration inclusion respect 	<ul style="list-style-type: none"> working collaboratively working safely 	<ul style="list-style-type: none"> communication teamwork trust inclusion listening
Emotional Key Skills	<ul style="list-style-type: none"> honesty and fair play perseverance 	<ul style="list-style-type: none"> confidence 	<ul style="list-style-type: none"> honesty and fair play perseverance empathy 	<ul style="list-style-type: none"> empathy confidence 	<ul style="list-style-type: none"> perseverance determination 	<ul style="list-style-type: none"> confidence
Thinking Key Skills	<ul style="list-style-type: none"> planning strategies and using tactics observing and providing feedback 	<ul style="list-style-type: none"> observing and providing feedback selecting and applying actions evaluating and improving sequences 	<ul style="list-style-type: none"> planning strategies and using tactics observing and providing feedback decision making 	<ul style="list-style-type: none"> observing and providing feedback selecting and applying skills 	<ul style="list-style-type: none"> observing and providing feedback exploring ideas 	<ul style="list-style-type: none"> planning map reading decision making problem solving
Learning Objectives	<ul style="list-style-type: none"> To develop the attacking skill of dribbling. To use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance. To understand how dynamics, space and relationships can be used to represent a state of matter. To use actions, dynamics, space and relationships to 	<ul style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	<ul style="list-style-type: none"> 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.



Roby Park Primary School

Whole School P.E. Curriculum Overview



				<p>represent a states of matter.</p> <ul style="list-style-type: none"> To order and structure phrases to create a dance performance. To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm. To learn and perform a partner dance in a 1960s style. To develop my own 1960s inspired dance using changes in relationships 		
Success Criteria	<ul style="list-style-type: none"> I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> I can explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements. 	<ul style="list-style-type: none"> I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. 	<ul style="list-style-type: none"> I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and 	<ul style="list-style-type: none"> I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best. 	<ul style="list-style-type: none"> I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group



Roby Park Primary School



Whole School P.E. Curriculum Overview

				watching others perform.		
--	--	--	--	--------------------------	--	--



Roby Park Primary School

Whole School P.E. Curriculum Overview



Year 5	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Hockey	Gymnastics	Netball	Tennis	Volleyball	Cricket
Overview	<ul style="list-style-type: none"> Pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games. 	<ul style="list-style-type: none"> Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. 	<ul style="list-style-type: none"> Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games. 	<ul style="list-style-type: none"> Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent. 	<ul style="list-style-type: none"> Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. 	<ul style="list-style-type: none"> Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
Physical Key Skills	<ul style="list-style-type: none"> dribbling passing 	<ul style="list-style-type: none"> symmetrical and asymmetrical balances straight roll 	<ul style="list-style-type: none"> passing catching 	<ul style="list-style-type: none"> forehand groundstroke backhand groundstroke 	<ul style="list-style-type: none"> volley set 	<ul style="list-style-type: none"> underarm and overarm throwing catching



Roby Park Primary School

Whole School P.E. Curriculum Overview



	<ul style="list-style-type: none"> receiving tackling creating and using space shooting 	<ul style="list-style-type: none"> forward roll straddle roll backward roll cartwheel bridge shoulder stand 	<ul style="list-style-type: none"> footwork intercepting shooting dodging 	<ul style="list-style-type: none"> forehand volley backhand volley underarm serve 	<ul style="list-style-type: none"> dig serve ready position 	<ul style="list-style-type: none"> over and underarm bowling long and short barrier batting
Social Key Skills	<ul style="list-style-type: none"> communication collaboration 	<ul style="list-style-type: none"> responsibility collaboration communication respect 	<ul style="list-style-type: none"> communication collaboration 	<ul style="list-style-type: none"> collaboration communication respect 	<ul style="list-style-type: none"> communication respect supporting and encouraging others 	<ul style="list-style-type: none"> collaboration and communication respect
Emotional Key Skills	<ul style="list-style-type: none"> perseverance honesty and fair play 	<ul style="list-style-type: none"> confidence 	<ul style="list-style-type: none"> perseverance honesty and fair play 	<ul style="list-style-type: none"> honesty 	<ul style="list-style-type: none"> confidence perseverance honesty 	<ul style="list-style-type: none"> honesty
Thinking Key Skills	<ul style="list-style-type: none"> planning strategies and using tactics observing and providing feedback selecting and applying skills 	<ul style="list-style-type: none"> observing and providing feedback selecting and applying actions evaluating and improving sequences 	<ul style="list-style-type: none"> planning strategies and using tactics selecting and applying skills decision making 	<ul style="list-style-type: none"> decision making selecting and applying tactics 	<ul style="list-style-type: none"> using tactics selecting and applying skills identifying strengths and areas for development 	<ul style="list-style-type: none"> observing and providing feedback Thinking: selecting and applying strategies
Learning Objectives	<ul style="list-style-type: none"> 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 you have learnt to play in a hockey tournament. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To develop returning the ball using a forehand groundstroke. To develop returning the ball using a backhand groundstroke. To work cooperatively with a partner to keep a continuous rally. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To use a variety of strokes to outwit an opponent. 	<ul style="list-style-type: none"> To develop the fast catch volley. To be able to volley the ball using a set shot. To develop the dig and understand when to use it. To keep a continuous rally going over the net. To develop the underarm serve and learn the rules of serving. To apply the rules, skills and tactics learnt to play in a volleyball tournament. 	<ul style="list-style-type: none"> To develop throwing accuracy and catching skills. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and to use them within a game. To develop long and short barriers and apply them to a game situation.
Success Criteria	<ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. 	<ul style="list-style-type: none"> I can create and perform sequences using apparatus, individually and with a partner. 	<ul style="list-style-type: none"> I can communicate with my team and move into space to keep possession and score. 	<ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. 	<ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. 	<ul style="list-style-type: none"> I am developing a wider range of fielding skills and I am beginning to use these under some pressure.



Roby Park Primary School

Whole School P.E. Curriculum Overview



	<ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe. 	<ul style="list-style-type: none"> I can identify when I was successful and what I need to do to improve. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent and I confident to attempt to intercept. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this. 	<ul style="list-style-type: none"> I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can use the rules to referee a game. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these. 	<ul style="list-style-type: none"> I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.
--	--	--	--	--	---	--

Year 6	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Hockey	Gymnastics	Netball	Tennis	Volleyball	Cricket
Overview	<ul style="list-style-type: none"> Pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and 	<ul style="list-style-type: none"> Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and 	<ul style="list-style-type: none"> Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to 	<ul style="list-style-type: none"> Pupils develop their packet skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. 	<ul style="list-style-type: none"> Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, 	<ul style="list-style-type: none"> Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the



Roby Park Primary School

Whole School P.E. Curriculum Overview



	<p>receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.</p>	<p>link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.</p>	<p>Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p>	<p>sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p>	<p>different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
Physical Key Skills	<ul style="list-style-type: none"> dribbling passing receiving tackling creating and using space shooting 	<ul style="list-style-type: none"> straddle roll forward roll backward roll counter balance counter tension bridge shoulder stand handstand cartwheel headstand vault 	<ul style="list-style-type: none"> passing catching footwork intercepting shooting dodging 	<ul style="list-style-type: none"> forehand groundstroke backhand groundstroke forehand volley backhand volley underarm serve 	<ul style="list-style-type: none"> volley set dig serve ready position 	<ul style="list-style-type: none"> underarm and overarm throwing catching over and underarm bowling long and short barrier batting
Social Key Skills	<ul style="list-style-type: none"> communication collaboration 	<ul style="list-style-type: none"> responsibility collaboration communication respect 	<ul style="list-style-type: none"> Communication collaboration 	<ul style="list-style-type: none"> collaboration communication respect 	<ul style="list-style-type: none"> communication respect supporting and encouraging others 	<ul style="list-style-type: none"> collaboration and communication respect
Emotional Key Skills	<ul style="list-style-type: none"> Perseverance honesty and fair play 	<ul style="list-style-type: none"> confidence 	<ul style="list-style-type: none"> perseverance honesty and fair play 	<ul style="list-style-type: none"> honesty perseverance 	<ul style="list-style-type: none"> confidence perseverance honesty 	<ul style="list-style-type: none"> honesty



Roby Park Primary School

Whole School P.E. Curriculum Overview



Thinking Key Skills	<ul style="list-style-type: none"> planning strategies and using tactics observing and providing feedback selecting and applying skills 	<ul style="list-style-type: none"> observing and providing feedback selecting and applying actions evaluating and improving sequences 	<ul style="list-style-type: none"> planning strategies and using tactics selecting and applying skills decision making 	<ul style="list-style-type: none"> decision making selecting and applying tactics evaluating and improving 	<ul style="list-style-type: none"> using tactics selecting and applying skills identifying strengths and areas for development 	<ul style="list-style-type: none"> observing and providing feedback Thinking: selecting and applying strategies
Learning Objectives	<ul style="list-style-type: none"> 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 you have learnt to play in a hockey tournament. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To develop the fast catch volley. To be able to volley the ball using a set shot. To develop the dig and understand when to use it. To keep a continuous rally going over the net. To develop the underarm serve and learn the rules of serving. To apply the rules, skills and tactics learnt to play in a volleyball tournament. 	<ul style="list-style-type: none"> To develop throwing accuracy and catching skills. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and to use them within a game. To develop long and short barriers and apply them to a game situation.
Success Criteria	<ul style="list-style-type: none"> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to 	<ul style="list-style-type: none"> I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. 	<ul style="list-style-type: none"> I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my 	<ul style="list-style-type: none"> I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with 	<ul style="list-style-type: none"> I am confident to make decisions when refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my 	<ul style="list-style-type: none"> I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can



Roby Park Primary School

Whole School P.E. Curriculum Overview



	<p>create tactics with my team and evaluate the effectiveness of these.</p> <ul style="list-style-type: none"> I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<ul style="list-style-type: none"> I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner. 	<p>team and evaluate the effectiveness of these.</p> <ul style="list-style-type: none"> I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<p>others so that games run smoothly.</p> <ul style="list-style-type: none"> I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. 	<p>team and evaluate the effectiveness of these.</p> <ul style="list-style-type: none"> I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<p>suggest ways to improve.</p> <ul style="list-style-type: none"> I understand and can apply some tactics in the game as a batter, bowler and fielder.
--	---	--	--	---	--	--