

# Hadley Wood Primary School

## Physical Education Curriculum Overview



### Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

## **Curriculum Intent:**

At Hadley Wood, we want to ensure that PE inspires all children to value the importance of an active and healthy lifestyle. We believe Physical Education is a vital part of school life and children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced Physical Education curriculum that ensures all children will benefit, whether through enhancing existing skills, learning new skills, or being introduced to new sports, clubs, teams and organisations.

Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals.

### **We want every child to be:**

- Physically and mentally capable and healthy
- Espouse a 'can do' attitude towards physical education and sports
- Competitive and successful in their own individual capacity
- Show an enjoyment and commitment when developing and maintaining a healthy, active lifestyle beyond primary school
- Obtain the values and skills to celebrate and respect the success of others whilst celebrating their own
- Acquire the skills and mindset to positively engage in sporting challenges

## **How we plan for and teach PE:**

In our Early Years Foundation Stage, we teach Reception-aged children PE through the EYFS Statutory Framework and the Development Matters non-statutory guidance. We recognise the importance of the Physical Development strand of the Early Learning Goals and ensure our curriculum and both our indoor and outdoor provision areas encourage children to negotiate space and obstacles safely, with consideration for themselves and others whilst also demonstrating strength, balance and coordination when playing games and taking part in activities.

Our EYFS, Key Stage 1 & 2 PE Curriculum is developed around the Primary National Curriculum, England. PE is taught twice a week and our curriculum overview has been planned to ensure that all children access both an indoor session e.g. dance/gymnastics and an outdoor session e.g. ball skills. To ensure a cohesive and progressive PE curriculum through school from Reception to Year 6, we have developed our own PE curriculum drawing on expertise from Get Set 4 PE scheme of work in order to support our planning, teaching and learning.

## What you will see in our PE lessons:

1. Every lesson is carefully planned around **an enquiry question for children to answer**. By ensuring that these questions spark children's enquiry and **curiosity**, children are engaged in their learning and want to find out the answer. Lessons are purposeful and result in children gaining a new understanding of the world around them.
2. In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Success criteria** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing.
3. Learning is effectively sequenced by sharing prior learning '**building blocks**' at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.

## How we evaluate learning in PE:

To capture learning in Physical Education, class teachers use written notes, video footage and photos to show progress. Each child is set a target during a unit of work and they self-assess orally whether they have met this target. Class teachers measure impact by assessing children against The Big Question for each unit of work to make a judgement as to whether each child is working at developing, expected or exceeding level.

## PE Long Term Overviews: EYFS – Year 6

### Rationale for Sequencing

Development matters		Curriculum provision	Contribution on wider PE knowledge and what later content this prepares for
Three to Four Years Old	Physical Development	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<p><b>Gross-motor development</b> is developed throughout weekly afternoon 'bike time' sessions where pupils are encouraged to traverse through a series of <b>obstacles</b> on a range of <b>bikes, tricycles and scooters</b>. During</p> <p>Developing gross motor skills through a range of activities support the children with a range of movements needed for everyday movements and fine-tuned through the PE curriculum. Within the PE curriculum pupils</p>

		<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which</li> <li>• are related to music and rhythm</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<p>the autumn term, pupils accessed more regular bike-time sessions as their level of <b>gross-motor development</b> was low, this has reduced based on the needs of the class.</p> <p>Within these sessions, pupils will develop their <b>movement, balancing, riding on scooters, trikes and bikes.</b></p> <p>Children will access our Forest School provision for the final week of each half term to ensure their outdoor learning skills are continuously developed as well as their awareness of the natural world. This is in tandem with the regular daily access to the EYFS outdoor provision.</p>	<p>have the opportunities for refine fundamental skills each year until Year 4, develop ball skills and continue to work on fitness.</p> <p>Gymnastics supports the pupils with balance and agility needed to engage with a range of disciplines. This is progressively developed as part of the spiral PE curriculum.</p> <p>To further develop fine and gross motor skills pupils have an additional PE session at lunchtime each week with a focus on team building games and developing resilience. The impact of this is that pupils have access to a PE curriculum that encompasses all aspects of school life, supporting children to develop overall body strength, coordination and agility.</p>
Reception	Physical Development	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>➤ rolling</li> <li>➤ crawling</li> <li>➤ walking</li> <li>➤ jumping</li> <li>➤ running</li> <li>➤ hopping</li> <li>➤ skipping</li> <li>➤ climbing</li> </ul> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>	<p>Outdoor provision is set up daily to enable pupils to play with large construction blocks. This enables them <b>to share, take part in group activities and plan.</b></p>	<p>This preparation prepares the children to take part in a diverse range of sports across the PE curriculum, as well as consider the impact of physical and mental health and develop teamwork and self-discipline skills.</p>

			<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>		
ELG	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>		
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>		
		Building Relationships	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> </ul>		

EYFS	Substantive Knowledge Content	Recurring themes, ideas and language	Contribution to wider PE knowledge and what later content this prepares for
Autumn 1	<b>How does my body move?</b>	Pupils will be introduced to Physical Education. They will spend time learning the	The learning in this unit is an introduction to physical education PE and begins to
	Develop balance		

<b>Introduction to PE</b>	Develop movements and co ordination	basic principles of a PE lesson such as finding <b>space</b> , <b>freezing</b> on command, using and <b>sharing</b> equipment and working <b>individually</b> , with a <b>partner</b> and group. They will take part in activities, which will develop fundamental movement skills such as <b>running</b> , <b>jumping</b> , <b>skipping</b> .	develop strong foundations for core, fine and gross motor skills.  This unit enables pupils to develop their under ability to follow instructions and negotiate space. <b>This prepares the children for weekly PE lessons throughout KS1 and KS2.</b>
	Explore a range of body movements		
	Follow instructions a set of instructions		
	Negotiate space safely considering others		
<b>Autumn 2 Fundamentals</b>	<b>How many different ways can I move my body?</b>	Pupils will develop their fundamental movement skills. Fundamental skills will include <b>balancing</b> , <b>running</b> , changing <b>direction</b> , <b>jumping</b> , <b>hopping</b> and <b>travelling</b> . Pupils will develop gross motor skills through a range of activities. They will learn how to stay safe using <b>space</b> , working independently and with a partner.	Pupils learn how to take turns and understand how to put their skills into games that follow a set of rules. This builds on the learning about ' <b>Managing Feelings</b> ' during their PSHE lessons and prepares them for their <b>Games unit in Summer 1 and 2.</b>  This unit also prepares them for their <b>Fundamentals Unit in Year 1.</b> It also prepares the pupils to explain their <b>Physical Health 'Fun Times'</b> as part of their PSHE unit in Year 1.
	Play co-operatively and take turns		
	Follow instructions involving several actions		
	Use balance and co-ordination when playing games		
	Play with a set of rules		
	Play games honestly		
	Confidently try new challenges		
<b>Spring 1 Dance</b>	<b>How can I move my body to music?</b>	Pupils will develop their expressive movement through the topic of dance. Pupils <b>explore space</b> and how to use space safely. They explore travelling <b>movements</b> , <b>shapes</b> and <b>balances</b> . Children choose their own actions in response to a <b>stimulus</b> . They are given the opportunity to copy, <b>repeat</b> and remember actions. They are introduced to counting to help them keep in <b>time with the music</b> . They <b>perform</b> to others and begin to provide simple <b>feedback</b> .	Pupils begin to understand that their bodies can move in different ways to create interesting actions. This prepares the children for their <b>Dance Unit in Year 1</b> where they learn how their bodies can move in time to a rhythm.
	Perform in front of others.		
	Combine movements fluently, selecting actions in response to the task.		
	Follow instructions involving several ideas or actions.		
	Use movement skills with developing strength, balance and co-ordination showing increasing control and grace.		
<b>Spring 2</b>	<b>How can I make shapes with my body?</b>	Pupils will develop their basic gymnastics. Children explore basic movements, creating	Pupils begin to understand that their bodies can make different shapes. This

<b>Gymnastics</b>	Match skills to tasks and apparatus.	<b>shapes, balances, and jumps</b> and begin to develop <b>rocking</b> and <b>rolling</b> . They show an awareness of <b>space</b> and how to use it safely and <b>perform</b> basic skills on both <b>floor</b> and <b>apparatus</b> . They <b>copy, create, remember</b> and <b>repeat</b> short <b>sequences</b> . They begin to understand using <b>levels</b> and <b>directions</b> when <b>traveling</b> and <b>balancing</b> .	prepares them to develop more flexibility for their <b>Year 1 Gymnastics unit</b> .
	Combine movements in response to the task and apparatus.		
	Select actions in response to the task and apparatus.		
	Confidently and safely use a range of large and small apparatus		
<b>Summer 1/2</b>  <b>Ball Skills</b>	<b>How many ways can I move the ball with my body?</b>	Pupils will develop fundamental ball skills such as <b>rolling</b> and <b>receiving</b> a ball, <b>throwing</b> to a <b>target, bouncing</b> and <b>catching, dribbling</b> with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	This unit forms the foundation of ball skills. <b>In Year 1</b> the pupils look at building on the key skills for ball games which are then further developed in Year 2 ready to put the skills together in sports such as <b>Netball in Year 3 and 5, Football in Year 4 and basketball and Handball in Year 6</b> .
	Begin to explore a range of ball skills.		
	Use ball skills with developing competence and accuracy.		
	Play co-operatively and take turns with others.		
	Persevere when trying new challenges		
<b>Summer 1 Games</b>	<b>How can I play nicely in a team?</b>	Pupils will practice and further develop fundamental movement skills through games. They will also learn how to <b>score</b> and play by the <b>rules</b> , how to work with a partner and begin to understand what a <b>team</b> is, as well as learning how to <b>behave</b> when <b>winning</b> and <b>losing</b> .	Team work is a continual thread throughout all aspects of the Hadley Wood curriculum, ensuring that pupils are able to self-regulate and play cooperatively.  <b>These fundamentals are mirrored in the Year 1 unit on team games, invasion games and a range of other sporting and playmaking opportunities.</b> Throughout the PE curriculum, these skills are developed regularly year on year.
	Negotiate space safely with consideration for myself and others		
	Play games honestly with consideration of the rules		
	Play co-operatively, take turns and encourage others.		
	Use ball skills with developing competence and accuracy.		
	Show an understanding of my feelings and can regulate my behaviour		
<b>Summer 2 Games</b>	<b>How do I play fairly in a game?</b>	Pupils will practice and further develop their fundamental movement skills through games. Children will learn and develop these skills by playing a variety of <b>games</b> . They will also start to understand how to	
	Negotiate space safely with consideration for myself and others		
	Play games honestly with consideration of the rules		

	<p>Play co-operatively, take turns and encourage others.</p> <p>Use ball skills with developing competence and accuracy.</p> <p>Show an understanding of my feelings and can regulate my behaviour</p>	<p>work as a <b>team</b>, <b>take turns</b>, keep the <b>score</b>, play against an <b>opponent</b> and play by the <b>rules</b>.</p>	
<p><b>Gross motor skills - Bike time</b></p>	<p><b>What skills are needed to ride a bike or scooter?</b></p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Make independent choices</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>In this unit, children will be introduced to Physical Education through the use of <b>bikes</b> and <b>scooters</b>. They will spend time learning basic principles of a PE lesson such as safely using <b>space</b>, stopping safely, using and sharing equipment and working individually. They will take part in activities which will develop <b>fundamental movement</b> skills such as <b>balance</b>, <b>coordination</b>, <b>strength</b> and <b>control</b>.</p>	<p>Gross motor skills are embedded throughout the EYFS curriculum. <b>These skills are then used to support pupils with learning the fundamental movements in dance and gymnastics in Year 1 and 2 and lay the foundations of more complex body movements and balances.</b></p>
<p><b>Year 1</b></p>	<p><b>Substantive Knowledge Content based around a Big Question</b></p>	<p><b>Recurring themes, ideas and language</b></p>	<p><b>Contribution on wider PE knowledge and what later content this prepares for</b></p>
<p><b>Autumn 1</b></p> <p><b>Team Building</b></p>	<p><b>How do I communicate in sports?</b></p> <p>Communicate and follow simple instructions.</p> <p>Suggest ideas to solve tasks.</p> <p>Listen to others' ideas.</p> <p>Work with a partner and a small group.</p> <p>Understand why games have rules.</p>	<p>Pupils learn develop their <b>communication</b> and <b>problem-solving</b> skills. They work individually, in pairs and in small groups, learning to take turns, work <b>collaboratively</b> and lead each other. They are given the opportunity to <b>discuss</b> and <b>plan</b> their ideas to get the most successful outcome.</p>	<p>Focusing on communication provides the children with a solid basis for all team games and problem solving activities across all aspects of both the PE and wider curriculum. This is of particular emphasis in Year 1 when learning about Ball Skills and Target Games, where pupils have to communicate clearly with a partner. <b>In Year 2 the children revisit team building at the beginning of the year to further enhance these skills and</b></p>



			<b>this proves particularly important in Year 3 where the children learn OAA games, supporting each other.</b>
<b>Autumn 1</b> <b>Fundamentals</b>	<b>What actions can I do with my body?</b>	Pupils will explore the fundamental skills of <b>balancing, running, changing direction, jumping, hopping and skipping</b> . They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify <b>areas of strength</b> and <b>areas for improvement</b> . Pupils will work <b>collaboratively</b> with others, taking turns and sharing ideas.	This unit builds on the fundamentals from <b>EYFS</b> and looks at how other body movements can be incorporated.  This unit supports the children with developing core skills that can then be used within their gymnastics and dance units in Year 1 and beyond.
	Change direction when moving at speed.		
	Recognise changes in my body when I do exercise.		
	Select my own actions in response to a task.		
	Show balance and co-ordination when static and moving at a slow speed.		
	Move my body at different speeds and in different movements		
<b>Autumn 2</b> <b>Gymnastics</b>	<b>How can I move my body in different ways?</b>	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 <b>jumping, rolling, balancing and travelling</b> are used individually and in combination to create <b>movement phrases</b> . Pupils are given opportunities to select their own actions to build <b>short sequences</b> and develop their confidence in <b>performing</b> . Pupils begin to understand the use of <b>levels, directions and shapes</b> when <b>travelling and balancing</b> .	Gymnastics, dance and body movement is a reoccurring thread throughout the PE curriculum and the linking of actions and shapes into a sequence supports both gymnastic and dance, helping pupils to develop a sense of dynamic and expressive qualities in their movements. <b>This lays the foundations for pupils developing flexibility and balance in Year 1 when learning yoga and in each academic year which follows, where these skills are honed and developed.</b>
	Link together a set of actions and shapes into a sequence		
	Explore how my body can change through exercise		
	Evaluate what is good about a performance		
	Know how to use apparatus safely		
<b>Autumn 2</b> <b>Dance</b>	<b>How does my body move to differently to music?</b>	Pupils will explore <b>travelling</b> actions, movement skills and <b>balancing</b> . They will understand why it is important to <b>count</b> to music and use this in their dances. Pupils will <b>copy and repeat</b> actions linking them together to make <b>short dance phrases</b> . Pupils will work individually and with a partner to create ideas in relation to the	This unit further develops from EYFS where pupils look at moving to music and following actions and develops a copy and repeat routine. <b>In Year 3 pupils look at using a range of stimuli to support them with linking actions to sound. This is further developed in Year 2 where pupils learn how to count and</b>
	Explore travelling actions and use counts of 8 to move in time with the music.		
	Copy, remember and repeat actions		
	Use different parts of the body in isolation and together		

	Choose appropriate movements for different dance ideas.	Pupils will be given the opportunity to perform and also to provide feedback, beginning to use <b>dance terminology</b> to do so.	<b>move in beats of 8. This is then looked at deeply in Year 4 where pupils learn how to convey stories using dance.</b>
	Show some sense of dynamic and expressive qualities in my dance.		
<b>Spring 1</b>	<b>What skills are needed for an accurate aim?</b>	Pupils will begin to develop their sending and receiving skills by including <b>throwing</b> and <b>catching, rolling, kicking, tracking</b> and stopping a ball. They will be given the opportunity to develop their sending and receiving skills by using a variety of different sized balls. They will be able to apply their skills individually, in pairs and in small groups	Developing sending and receiving skills are vital for pupils in readiness for invasion games (which progress in skill and difficulty year on year). <b>In Year 1 pupils use these skills as good foundations for playing invasion games, net and wall games, striking and fielding games and then further refine these with a later unit on Ball Skills.</b> Throughout all of these sessions children are encouraged to develop communication and teamwork skills.
<b>Sending and Receiving</b>	Develop their sending skills through target		
	Sending and receiving skills		
	Organise and manage their own activities		
	Understand the importance of abiding by the rules to keep themselves and others safe		
<b>Spring 1</b>	<b>How do I keep possession of a ball?</b>	Pupils develop the basic skills required in invasion games such as <b>sending, receiving</b> and <b>dribbling</b> a ball. They develop their understanding of <b>attacking</b> and <b>defending</b> and what being ' <b>in possession</b> ' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their <b>teammates</b> and <b>opponents</b> .	Invasion Games are developed annually with the skills of attacking and defending taught a progressive manner through a range of games. <b>As children progress through Key Stage 2, invasion games become more sport specific with children in Year 3 playing Netball and Handball, Year 4 playing Basketball and Hockey, Year 5 revisiting Netball and learning the skills of Tag Rugby and in Year 6 there is a focus on Football.</b> The focus in using rules to play fairly and recognising physical changes in the body when exercising is noted in all aspects of PE.
<b>Invasion Games</b>	Dribble a ball with hands and feet		
	Send and receive a ball with hands and feet		
	Change direction to move away from a defender		
	Move to stay with another player when defending		
	Use simple rules to play fairly		
	Recognise changes in my body when exercising		
<b>Spring 2</b>	<b>How can being mindful help me to focus?</b>	Pupils learn about <b>mindfulness</b> and awareness. They begin to learn <b>poses</b> and <b>techniques</b> that will help them <b>connect</b> their mind and body. The unit looks to improve wellbeing by building <b>strength,</b>	<b>Pupils develop mindfulness techniques in both Yoga, taught in Year 1,4 and 6</b> as well as throughout the PHSE curriculum and our wider curriculum offer (including the work of the Learning
<b>Yoga</b>	Remember and repeat actions		
	Show an awareness of space when travelling		

	Develop flexibility and balance	<b>flexibility</b> and <b>balance</b> . The learning includes <b>postures, breathing</b> and <b>meditation</b> taught through fun and engaging activities.	Mentor with pupils). <b>Pupils have to opportunity to develop flexibility and balance which supports with all aspects of sports, and is echoed throughout the annual dance and gymnastics units pupils engage with.</b>
	Work collaboratively with other to create poses		
<b>Spring 2</b>	<b>What skills do I need when playing Net and Wall games?</b>	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the <b>ready position</b> . They will develop <b>throwing, catching</b> and <b>racket</b> skills, learning to <b>track</b> and hit a ball. They will learn to play against an <b>opponent</b> and over a net. They will begin to use rules and simple <b>tactics</b> when playing against a partner. They will be encouraged to demonstrate good <b>sportsmanship</b> and show <b>respect</b> towards others.	Developing control of using a racket and tracking the ball supports the children to develop more sophisticated Net and Wall skills in Year 2. <b>The children further refine these skills in Year 3 and 4 when developing their understanding of Tennis (played at the Hadley Wood Association). Pupils in Year 5 build on their racket skills when learning how to play Badminton and in Year 6 play Volleyball.</b>
<b>Net and Wall</b>	Develop control when holding a racket		
	Track equipment sent to me i.e. a ball		
	Use a ready position		
	Develop decision making		
	Develop under and overarm throwing techniques		
<b>Summer 1</b>	<b>What different skills do I need in athletics?</b>	Pupils will develop skills required in <b>athletic</b> activities such as running at different <b>speeds, changing direction, jumping</b> and <b>throwing</b> . In all athletic based activities, pupils will engage in performing skills and <b>measuring performance, competing to improve</b> on their own score and against others. They are given opportunities to work <b>collaboratively</b> as well as independently.	Each year pupils develop and refine the skills needed for a range of athletic activities, these progress in difficulty and techniques taught and developed as the children go through the school. The children are about to access an enrichment club with a focus on athletics and running techniques as well as participate in events such as Sports Day.
<b>Athletics</b>	Develop a range of throwing techniques (overarm, underarm) and know which throw is used to throw towards a target		
	Recognise changes in the body when exercising		
	Understand the difference between a hop, jump and leap and which one allows them to jump the furthest		
	Develop my skills in running using a smooth technique and fast feet.		

<b>Summer 1</b>  <b>Ball skills</b>	<b>How can I develop control with different ball skills?</b>	Pupils will explore their fundamental ball skills such as <b>throwing</b> and <b>catching, bouncing, hitting a target, dribbling</b> with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Pupils accrue the skills needed to explore methods of throwing and catching, control and coordination when using different sized and material balls. <b>This learning is further developed in Ball Skill units in Year 2 and 3 and supports pupils when playing a wide variety of ball based sports.</b>
	explore catching with two hands		
	Understand simple tactics		
	Roll and throw with some accuracy towards a target		
	Develop control and co-ordination when dribbling a ball with hand and feet		
Work co-operatively with a partner.			
<b>Summer 2</b>  <b>Striking and Fielding</b>	<b>What skills do I need when striking a ball and fielding?</b>	Pupils develop their basic understanding of striking and fielding games such as <b>Rounders</b> and <b>Cricket</b> . They learn skills including <b>throwing</b> and <b>catching, stopping a rolling ball, retrieving</b> a ball and <b>striking</b> a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to <b>score points</b> and how to use simple <b>tactics</b> . They learn the <b>rules</b> of the games and use these to <b>play fairly</b> . They show respect towards others when playing competitively and develop communication skills.	Striking and fielding skills are developed in <b>Year 2 with a focus on understanding the power needed to strike a ball and supporting decision making when fielding</b> . This supports pupils with readiness for learning how to play <b>Cricket in Year 3 and 5 and Rounders in Year 4 and 6</b> .
	Track a ball that is coming towards me.		
	Catch a variety of sized balls		
	Begin to understand simple tactics.		
	Strike a ball with hands and feet		
Understand the use of aiming at a target			
<b>Summer 2</b>  <b>Target games</b>	<b>How can I develop my accuracy when throwing at a target?</b>	Pupils will develop their aim using both <b>underarm</b> and <b>overarm</b> actions. Pupils will be given opportunities to select and apply the appropriate action for the <b>target</b> considering the size and <b>distance</b> 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 <b>abiding by rules</b> to keep themselves and others safe.	Developing pupils' precision through a range of target games supports their hand eye coordination. <b>These games are looked at in Year 2 where pupils consider striking skills for stationary and moving targets. This prepares the pupils for playing dodgeball in Year 3 and Golf in Year 4</b> . Pupils can also access additional enrichment provision including Dodgeball and Multisports Club from Sports4Kids, with accredited Sports Coaches.
	Know how to throw towards a target with accuracy		
	Develop the under and over arm throwing techniques		
	Select the correct technique for different throwing situations		
	Understand what good techniques look like		
	Work co-operatively with a partner		

Year 2	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider PE knowledge and what later content this prepares for
<b>Autumn 1</b>  <b>Team Building</b>	<b>What skills do I need to work well in a team?</b>	Pupils develop their <b>communication</b> and <b>problem-solving skills</b> . They work individually, in pairs and in small groups. Throughout, there is an emphasis on <b>teamwork</b> . They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	The skills developed through working as part of a team and map reading support pupils geographical knowledge as well as <b>readiness for a range of OAA units of work that get progressively more challenged, studied in the first half term of each academic year throughout KS2</b> . This supports all of the pupils with team building and a Growth Mindset. OOA has also supported pupils with extra-curricular trips such as Gillwell Park in Year 5 and PGL in Year 6, as this provides the foundations for problem solving and communication skills
	Follow instructions carefully		
	Co-operate and communicate effectively		
	Construct and create a simple map		
Work well within a team			
<b>Autumn 1</b>  <b>Fundamentals</b>	<b>How can I develop confidence with a range of fundamental skills?</b>	Pupils will develop the fundamental skills of <b>balancing, running, changing direction, jumping, hopping and skipping</b> . 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 <b>work collaboratively</b> with others, <b>taking turns</b> and sharing ideas.	Building on the fundamental skills honed in EYFS and Year 1, pupils fine tune to movements needed to balance when changing direction, jumping and skipping to support them in gymnastic, dance and athletic sporting movements seen throughout the entire PE curriculum.
	Show balance when changing direction		
	Develop a combination of jumping and skipping		
	Explore how the body moves		
	Provide feedback using key words		
<b>Autumn 2</b>  <b>Gymnastics</b>	<b>How can I develop my jumping, rolling and balancing to help me create short sequences of movements?</b>	Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of <b>jumping, rolling, balancing and travelling</b> individually and in combination to create short <b>sequences</b> and <b>movement phrases</b> . Pupils develop an awareness of <b>compositional devices</b> when creating sequences to include the use	This unit of work supports pupils to create longer sequences and fine tune control of their bodies in preparation for further gymnastic units in <b>Year 3, where there is a focus on matching and contrasting actions, Year 4 where body tension and control is further developed, Year 5 where sequences are combined with apparatus and in</b>
	Develop basic actions, shapes and control when performing		
	Develop control and balance		

	Develop use of levels and direction create effect	of <b>shapes, levels</b> and <b>directions</b> . 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.	<b>Year 6 where counter balance is used to refine new skills.</b> The spiral approach to gymnastics taught annually ensures that progression is clear and skills are developed fully.
	Use key words to evaluate my performance		
<b>Autumn 2 Invasion</b>	<b>How can I effectively defend and attack in games?</b>	Pupils will develop their sending and receiving skills including <b>throwing</b> and <b>catching, rolling, kicking, tracking</b> and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. 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 <b>abiding</b> by <b>rules</b> to keep themselves and others <b>safe</b> .	This learning lays the foundations needed for further invasion games such as <b>Netball and Handball in Year 3, as pupils are confident with throwing and catching. In Year 4 attacking and defending skills come to the fore with a focus on Basketball, Hockey and Football</b> (where the dribbling skills learnt in this Year 2 unit prove invaluable). Further opportunities to refine invasion skills are afforded in <b>Year 5 and 6 with sports such as Tag Rugby also being introduced.</b>
	Understand that points can be earned during games		
	Use a variety of skills to score		
	Explain and demonstrate the terms attacking and defending		
	Apply simple tactics for attacking and defending		
<b>Spring 1 Net and Wall</b>	<b>How can I use a racket effectively to send and receive a ball?</b>	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 <b>ready position</b> to <b>defend</b> their <b>space</b> and sending the ball away from an <b>opponent</b> to maximise their chances of scoring. They will learn to play games <b>honestly, abiding</b> by the <b>rules</b> and showing <b>respect</b> towards their <b>opponents</b> and <b>teammates</b> .	The opportunity to develop racket holding techniques, as well as sending and receiving the ball supports pupils with readiness for <b>Tennis in Year 3 and 4 and Badminton in Year 5.</b>
	Defend a space on a court		
	Develop racket familiarisation		
	Return a ball with a hand and racket		
	Develop simple tactics to make it difficult for an opponent		
	Show good sportsmanship when playing against an opponent		
<b>Spring 1 Ball Skills</b>	<b>How many different ways can I send and receive a ball and how can this help me in games?</b>	Pupils will develop their fundamental ball skills such as <b>throwing</b> and <b>catching, rolling, hitting a target, dribbling</b> with both hands and feet and <b>kicking</b> a ball. Pupils will have the opportunity to work independently, in pairs and small groups.	Developing good ball skills is fundamental to many different aspects of the PE curriculum, including learning about playing: Netball, Basketball, Football, Cricket, Tag Rugby and Rounders. Therefore, this unit is further consolidated by an additional ball skills unit of learning
	Understand and use simple tactics		
	Track a ball		
	Send and receive a ball using both kicking and catching skills		

	Develop control when moving with a ball using both hands and feet Provide feedback using key words		in <b>Year 3 where a range of throwing techniques (bounce pass, chest pass, shoulder pass) are explored and children are encouraged to choose the correct pass for the situation.</b>
<b>Spring 2 Fitness</b>	<b>How can regular physical activity help our bodies stay healthy and strong?</b> Know that moving helps our bodies work better. Understand that the more we use our muscles the stronger they become Understand that our heart is a muscle. When we do activities like running or playing sports, our heart pumps faster and gets stronger Know that activities like hopping, skipping, or riding a bike improve our balance and coordination Know that Physical activity helps our brains work better.	Pupils will know that <b>regular physical activity</b> helps the body stay <b>healthy</b> and <b>strong</b> by strengthening <b>muscles, bones,</b> and the <b>heart</b> while boosting <b>energy levels.</b> They will move through enjoyable activities such as <b>running, jumping,</b> or playing games, which not only improve <b>physical strength</b> but also enhance focus and mood. Different activities benefit various parts of the body—running supports <b>heart health,</b> while <b>climbing</b> builds muscle strength. By being <b>active</b> daily, pupils can maintain good <b>health, feel better,</b> and keep both their bodies and minds strong and <b>energised.</b>	Introducing regular physical activity to Year 2 students contributes to a wider understanding of PE by laying the foundation for lifelong healthy habits. At this stage, children begin to grasp how movement affects their bodies and why staying active is essential for health and well-being. This early knowledge helps them develop physical literacy, including basic motor skills like running, jumping, and balancing, which are critical for more complex movements they will encounter in Year 3.  As they <b>progress into Year 3,</b> this initial focus on movement and fun prepares them for more structured learning about <b>fitness, teamwork, and personal health.</b> It sets the stage for understanding more advanced concepts such as <b>endurance, flexibility, coordination, and the role of exercise in mental health and emotional well-being.</b>
<b>Spring 2 Sending and Receiving</b>	<b>How can we use our hands and feet to send and receive objects with accuracy and control?</b> Using hands or feet to make an object move from one place to another.	Pupils develop <b>accuracy</b> and <b>control,</b> emphasising the importance of directing objects carefully and managing how they are caught or stopped. They focus on using both <b>hands and feet</b> effectively, whether it's throwing, kicking, catching, or trapping	Year 2 students will have a broader understanding of Physical Education by developing essential motor skills and coordination. These foundational skills are critical for future sports and activities, such as <b>ball skills, tennis, basketball</b> and

<b>KP to fill in</b>	Using hands or feet to stop, catch, or control an object that is coming towards us	objects, with attention to <b>coordination</b> and <b>force</b> . The language of <b>focus, aim,</b> and <b>soft hands or feet</b> is consistently used to help students understand how to manage the object's movement. <b>Teamwork</b> and <b>communication</b> are also emphasised, encouraging students to work together and share responsibility in games.	<b>netball</b> , where accurate passing, receiving, and control are vital for success. Learning to use hands and feet effectively prepares students for more complex movements, enhancing their balance, spatial awareness, and reaction time. Additionally, this content promotes teamwork, communication, and decision-making, which are key components in <b>team sports and cooperative activities they will encounter in Year 3 and 4</b> . These skills build toward a more advanced understanding of game strategies, positioning, and leadership in physical activities.
	Learn how to send objects accurately by pointing the hand and fingers in the direction the ball should go		
	Learn how to receive objects with control by keeping eyes on the object, open hands wide, and bringing them together softly around the ball or object to catch it.		
<b>Summer 1 Athletics</b>	<b>How can I refine my athletic techniques?</b>	Pupils will develop skills required in athletic activities such as running at different <b>speeds, jumping</b> and <b>throwing</b> . In all athletic based activities, pupils will engage in performing skills and <b>measuring performance, competing</b> to improve on their own score and against others. They are given opportunities to work <b>collaboratively</b> as well as <b>independently</b> . They learn how to <b>improve</b> by <b>identifying</b> areas of <b>strength</b> as well as <b>areas to develop</b> .	Pupils build on skills initially developed in Year 1 to further apply athletic techniques, this is then refined and developed in more detail each academic year.
	Develop a sprinting action		
	Develop jumping techniques for height and distance		
	Throw with greater accuracy		
	Work collaboratively and independently to suggest improvements for areas of strength and development		
<b>Summer 1 Dance</b>	<b>How can I express myself through dance?</b>	Pupils will explore <b>space</b> and how their <b>body</b> can <b>move to express</b> and <b>idea, mood, character</b> or <b>feeling</b> . They will expand their knowledge of travelling actions and use them in relation to a <b>stimulus</b> . They will build on their understanding of dynamics and expression. They will use <b>counts of 8 consistently</b> to keep in time	The ability to express mood, characters and feelings through the medium of dance is explored and built upon annually through progressive dance units, especially in <b>Year 4 where children have the opportunity to convey story telling messages through dance</b> .
	Copy, remember and repeat dance phrases		
	Show a character through actions		
	Count beats to stay in time to music		
	Work collaboratively using mirroring and unison		



	Create dance phrases to music	with the music and a partner. Pupils will also explore <b>pathways</b> , levels, <b>shapes</b> , <b>directions</b> , speeds and timing. They will be given the opportunity to work independently and with others to <b>perform</b> and provide <b>feedback</b> beginning to use key terminology.	
<b>Summer 2</b> <b>Striking and Fielding</b>	<b>How can I develop the skills I need for sticking and fielding games?</b>	Pupils develop their understanding of the principles of <b>striking</b> and <b>fielding</b> games. They develop the skills of throwing and catching, tracking and <b>retrieving</b> a ball and <b>striking</b> a ball. They begin to self-manage small sided games. Pupils learn how to score <b>points</b> and play to the <b>rules</b> . Pupils will begin to think about how to use skills, <b>strategies</b> and <b>tactics</b> to <b>outwit</b> the <b>opposition</b> appropriate to the situation.	Striking and fielding techniques including the understanding of the power of a ball when throwing over a distance support the pupils when learning how to play <b>cricket in Year 3 and 4, and rounders in Year 6</b> . A clear understanding how pressure can affect decision making is an important life skill woven into all aspects of the Hadley Wood Curriculum to support pupils with independence and resilience.
	Develop accuracy in throwing		
	Develop consistency when fielding a ball		
	Understand the power of a ball when throwing over a distance		
	Develop decision making to get a batter out		
Understand how pressure can affect your decision making			
<b>Summer 2</b> <b>Target Games</b>	<b>What skills do I need to acquire to aim accurately at a target?</b>	Pupils develop their understanding of the principles of target games. Pupils learn how to <b>score points</b> and play to the rules. They develop the skills of throwing, rolling, kicking and <b>striking to targets</b> . They begin to self-manage their own games <b>selecting</b> and <b>applying</b> the skills they have learnt appropriate to the <b>situation</b> .	This learning supports the pupils with readiness to learn how to play <b>Dodgeball in Year 3 and Golf in Year 4</b> , effectively hitting stationary and moving targets.
	Consider how much power to apply when aiming at a target		
	Use different scoring systems when playing target games		
	Develop striking skills for a stationary or moving target		
	Understand what good techniques look like and provide effective feedback to improve		

Year 3	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider PE knowledge and what later content this prepares for
<b>Autumn 1</b>  <b>OAA</b>	<b>Why is teamwork and planning pivotal to Outdoor Adventurous Activities?</b> Develop map reading skills Listen and accept others ideas Plan and attempt a strategy to solve problems Reflect on what was successful and why Collaboratively work with a partner or small groups	Pupils develop <b>problem solving</b> skills through a range of challenges. Pupils work as a <b>pair</b> and <b>small group</b> to <b>plan, solve, reflect</b> and <b>improve</b> on <b>strategies</b> . They learn to be <b>inclusive</b> of others and work <b>collaboratively</b> to <b>overcome challenges</b> . Pupils learn to <b>orientate</b> a map, <b>identify key symbols</b> and <b>follow routes</b> .	This unit of learning is placed at the beginning of the academic year to enable teamwork and develop resilience (as part of a Growth Mindset approach). <b>The fundamental skills of teamwork and mapwork support the geography curriculum and are revisited and developed in Year 4,5 and 6.</b>
<b>Autumn 1</b>  <b>Fundamentals</b>	<b>How can refining my fundamental skills support me with my personal sporting performance?</b> Identify when an activity has gone well Demonstrate balance when performing and transitioning between movements Understand how the body moves at different speeds Understand the importance of why we warm up	Pupils will develop the fundamental skills of <b>balancing, running, jumping, hopping</b> and <b>skipping</b> . Pupils will develop their ability to change <b>direction</b> with <b>balance</b> and <b>control</b> . They will be given the opportunity to <b>explore</b> how the body moves at different speeds as well as how to <b>accelerate</b> and <b>decelerate</b> . Pupils will be asked to observe and recognise <b>improvements</b> for their own and others' <b>performances</b> and identify <b>areas of strength</b> and <b>areas for development</b> . Pupils will be given the opportunity to work on their own and with others, <b>taking turns</b> and <b>sharing</b> ideas.	This learning builds on the <b>fundamentals units in Year 1 and 2</b> to ensure that all pupils are secure in the skills of balancing, running, jumping, hopping and skipping. These skills are key to all aspects of the PE curriculum, including athletics (covered annually in each year group), all games with ball skills needed and general fitness.  The links between PE, PHSE and Science curriculum ensure pupils are able to articulate the importance of physical fitness and mental resilience within sports.
<b>Autumn 2</b>  <b>Netball</b>	<b>What skills do I need to learn and apply to play netball effectively?</b> Learn the rules of the game and begin to use them honestly Communicate with my team Move into spaces to receive a ball Pass and shoot with some control	Pupils will be encouraged to <b>persevere</b> when developing competencies in key skills and principles such as <b>defending, attacking, throwing, catching</b> and <b>shooting</b> . They will learn to use a range of different <b>passes</b> in different situations to keep <b>possession</b> and <b>attack</b> towards <b>goal</b> . Pupils will learn about <b>defending</b>	Having developed ball skills and an understanding of invasion games in previous years pupils are now able to apply this knowledge to beginning to learn the principles of Netball. <b>This is further developed in progression when children learn to play Netball in Year 5, and show adaptation to this</b>

	Understand the roles of attackers and defenders	and attacking play as they begin to play even-sided versions of <b>5-a-side Netball</b> . They will learn key <b>rules</b> of the game such as <b>footwork, held ball, contact</b> and <b>obstruction</b> .	<b>learning in Year 4 when learning the skills and rules of Basketball</b> . In all of these units' pupils apply their knowledge to matches and make links between the roles of attackers and defenders.  Pupils in all year groups have the opportunity to play Netball as part of an enrichment club.
	Begin to use simple tactics in a game		
<b>Autumn 2</b> <b>Gymnastics</b>	<b>How can I develop my gymnastic movements to improve a performance?</b>	Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms ' <b>extension</b> ' and ' <b>body tension</b> .' They develop the basic skills of <b>rolling, jumping</b> and <b>balancing</b> and use them individually and in <b>combination</b> . Pupils develop their sequence work, collaborating with others to use <b>matching</b> and <b>contrasting actions</b> and <b>shapes</b> and develop linking <b>sequences</b> smoothly with actions that flow. Pupils develop their confidence to <b>perform</b> , considering the quality and control of their actions.	The development in progression of gymnastic skills presents the opportunity for pupils to create flow through movements and actions. <b>This knowledge supports pupils in readiness for developing sequences individually and in pairs using a range of levels, direction shape and balances in Year 4 and using cannoning, sync, match and mirroring on a range of apparatus in Year 5</b> . Performance and evaluative skills are woven through the curriculum, as well as the consideration on the effects of movements on the body, preparing pupils for the KS3 curriculum.
	Develop a range of movements and actions that flow		
	Begin to develop a range of ideas to suit a task		
	Begin to evaluate how I can improve routines		
	Adapt sequences to suit apparatus		
<b>Spring 1</b> <b>Dance</b>	<b>How can I vary levels within a dance?</b>	Pupils create dances in relation to an idea including historical and scientific <b>stimuli</b> . Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of <b>counting</b> and <b>rhythm</b> . Pupils learn to use <b>canon, unison, formation</b> and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Having considered counting beats and remembering short dance phrases in Year 2, this unit prepares pupils for <b>retelling stories through dance in Year 4 and continued expressive movement and fluency in Year 5</b> . <b>The culmination of the curriculum in Year 6 leaves pupils able to choreograph their own dances and perform actions fluently and in time, using actions &amp; dynamics to convey a piece of music.</b>
	Show respect when others perform		
	Use counts to keep in time		
	Use dynamic and expressive qualities		
	Create short dance phrases		

<p><b>Spring 1</b></p> <p><b>Ball Skills</b></p>	<p><b>What skills do I need to ensure I have effective ball skills?</b></p> <p>Develop confidence when tracking a ball</p> <p>Explore a variety of throwing techniques</p> <p>Develop catching skills with a choice of hands</p> <p>Use tracking, sending and dribbling skills with hands and feet.</p> <p>Develop decision making</p>	<p>Pupils will have the opportunity to develop their accuracy and consistency when <b>tracking</b> a ball. They will explore a variety of throwing techniques (<b>bounce pass, chest pass, shoulder pass</b>) and will learn to select the appropriate throw for the situation. They will develop <b>catching</b> with one and two hands as well as <b>dribbling</b> with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different <b>roles</b> and work both individually and with others.</p>	<p><b>Effective and fluent ball skills lay the foundations for a range of activities and sports taught within the PE curriculum including: Netball, Basketball, Football, Handball, Dodgeball, Tag Rugby and Cricket.</b></p> <p>The ability to apply these skills to small group games, enables the pupils to develop fluency and strategy with this.</p>
<p><b>Spring 2</b></p> <p><b>Tennis</b></p>	<p><b>What are the key skills and techniques needed to play tennis?</b></p> <p>Use basic racket skills</p> <p>Understand the aim of the game</p> <p>Develop playing against an opponent</p> <p>Explain the benefits of exercise</p>	<p>Pupils develop the key skills required for tennis such as the <b>ready position, racket control</b> and <b>hitting</b> a ball. They learn how to <b>score points</b> and how to use skills, simple strategies and tactics to <b>outwit</b> the <b>opposition</b>. Pupils are given opportunities to play games independently and are taught the importance of being <b>honest</b> whilst playing to the <b>rules</b>.</p>	<p>Pupils apply their racket skills developed in Year 2 to learning Tennis. <b>This learning is then continued in Year 4 where these skills are consolidated and then applied to Badminton in Year 5.</b></p>
<p><b>Spring 2</b></p> <p><b>Dodgeball</b></p>	<p><b>What skills and tactics do I need to play dodgeball effectively?</b></p> <p>Throw with some accuracy</p> <p>Beginning to catch with some consistency.</p> <p>Work co-operatively with my group to self-manage games.</p> <p>Understand the aim of the game.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p>	<p>Pupils will improve on key skills used in dodgeball such as <b>throwing, dodging</b> and <b>catching</b>. They learn how to apply simple <b>tactics</b> to the game to <b>outwit</b> their <b>opponent</b>. Pupils are given opportunities to play games independently and are taught the importance of being <b>honest</b> whilst playing to the rules. Pupils are given opportunities to <b>evaluate</b> and <b>improve</b> on their own and others performances.</p>	<p>Having developed confidence with ball skills in Year 1-3 the pupils apply their knowledge to dodgeball focusing on aiming for targets. <b>Target aim is further refined in Year 4 when learning to play golf.</b></p>

<p><b>Summer 1 Athletics</b></p>	<p><b>How can I achieve my greatest possible speed, distance or accuracy in athletics?</b></p> <p>Develop jumping technique in a range of approaches and take off positions.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p> <p>Develop officiating and performing skills</p>	<p>pupils will develop basic <b>running, jumping</b> and <b>throwing</b> techniques. They are set challenges for <b>distance</b> and time that involve using different styles and <b>combinations of running, jumping</b> and <b>throwing</b>. As in all <b>athletic</b> activities, pupils think about how to achieve their <b>greatest possible speed, distance</b> or <b>accuracy</b> and learn how to <b>persevere</b> to achieve their <b>personal best</b>. Pupils are also given opportunities to measure, time and record scores.</p>	<p>Pupils build on skills initially developed in Year 1 and 2 to further apply athletic techniques, this is then refined and developed in more detail each academic year.</p>
<p><b>Summer 1 Handball</b></p>	<p><b>How can I choose passes effectively to play Handball confidently?</b></p> <p>Understand my role both as a defender and as an attacker.</p> <p>Work co-operatively with my group to self-manage games.</p> <p>Maintain possession when in attack</p> <p>Find space away from others and near to my goal.</p> <p>Throw, catch, dribble and shoot the ball with some control</p> <p>Defend an opponent to slow them down</p>	<p>Pupils will be encouraged to persevere when learning key skills such as <b>throwing, catching, dribbling, shooting</b> and principles of <b>defending</b> and <b>attacking</b>. Pupils will use their attacking skills to maintain <b>possession</b> in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing <b>fairly</b> and following the <b>rules</b>. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a <b>scoring</b> opportunity, as well as how to best <b>defend</b> as a team. They will also evaluate their own and others' performances.</p>	<p>The skills developed in Handball, with a focus on pupils understanding the role of being an attacker and a defender proves invaluable for a range of invasion games taught within the curriculum as pupils apply these skills. <b>These invasion games include Basketball, Football and Hockey in Year 4, Tag Rugby and Netball in Year 5 and Football and a further unit of Handball in Year 6.</b></p>
<p><b>Summer 2 Fitness</b></p>	<p><b>Why is it important to challenge myself to develop my personal fitness?</b></p>	<p>Pupils will take part in a range of <b>fitness</b> challenges testing and record their scores. They will learn about different components</p>	<p>Developing an understanding and focus on personal fitness ensures that pupils are able to apply these skills in a range of</p>

	<p>Collect and record my scores, recognising my strengths</p> <p>Complete exercises with control.</p> <p>Persevere when I find a challenge hard.</p> <p>Use key points to help me to improve my sprinting technique.</p> <p>Understand that there are different areas of fitness.</p>	<p>of <b>fitness; speed, stamina, strength, coordination, balance</b> and <b>agility</b>. Pupils will be given opportunities to work at their <b>maximum</b> and <b>improve</b> their <b>fitness levels</b>. They will need to <b>persevere</b> when they get tired or when they find a challenge hard and are <b>encouraged to support others</b> to do the same. Pupils are asked to recognise areas for <b>improvement</b> and suggest activities that they could do to do this. Pupils will be encouraged to <b>work safely</b> and with <b>control</b>.</p>	<p>sports and help pupils to understand the impact that having high levels of fitness has on the body both physically and mentally. <b>This unit of work is further developed in Year 5 where pupils analyse their fitness scores and work on how to improve them.</b></p>
<p>Summer 2</p> <p><b>Cricket</b></p>	<p><b>What are the key skills I need to develop to play cricket?</b></p> <p>Bowl a ball towards a target</p> <p>Strike a bowled ball after a bounce.</p> <p>Developing an understanding of tactics and use them in game situations.</p> <p>Use overarm and underarm throwing, and catching skills.</p> <p>Work co-operatively with my group to self-manage games</p>	<p>Pupils learn how to strike the ball into space so that they can <b>score runs</b>. When <b>fielding</b>, they learn how to keep the <b>batters'</b> scores low. In all games activities, pupils have to think about how they use skills, <b>strategies</b> and <b>tactics</b> to <b>outwit</b> the <b>opposition</b>. In cricket, pupils achieve this by striking a ball and trying to avoid <b>fielders</b>, so that they can run between <b>wickets</b> to score runs. Pupils are given opportunities to work in collaboration with others, <b>play fairly</b> demonstrating an understanding of the rules, as well as <b>being respectful</b> of the people they play with and against.</p>	<p>Applying the knowledge acquired when learning how to play different striking and fielding skills supports pupils to understand the principles of Cricket. <b>The learning acquired through this unit is then revisited in Year 5 where children build on prior cricketing knowledge. Batting and fielding skills are also further consolidated in Year 4 and 6 when learning to play rounders.</b></p>
<b>Year 4</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider PE knowledge and what later content this prepares for</b>
<p>Autumn 1</p> <p><b>OAA</b></p>	<p><b>How important is teamwork in sport?</b></p> <p>Problem solving skills through a range of challenges.</p>	<p>Pupils can accurately follow and give instructions confidently and <b>effectively</b> through <b>communicating</b> to one another. They can <b>identify</b> key symbols on a map</p>	<p>This unit of learning is placed at the beginning of the academic year to enable teamwork and develop resilience (as part of a Growth Mindset approach). <b>The</b></p>

	<p>Pupils work as a pair and small group to plan, solve, reflect and improve on strategies.</p> <p>Work collaboratively to overcome challenges</p> <p>Learn to orientate a map, identify key symbols and follow routes.</p>	<p>and use this to help <b>navigate</b> around a grid. They can plan and apply <b>strategies</b> to <b>solve problems</b> and <b>reflect</b> on what was successful and any challenges they have face.</p>	<p><b>knowledge builds to support the pupils in Year 5 and 6 with their communication and to critically think when under pressure.</b></p>
Autumn 1 <b>Dance</b>	<p><b>How does your body move differently to different types of music?</b></p> <p>Choose actions and dynamic to fit a piece of music</p> <p>Develop timing and use of space</p> <p>Develop simple phrases to link together</p> <p>Comment of positive aspects of others performance</p>	<p>Pupils focus on creating <b>characters</b> and <b>narrative</b> through <b>movement</b> and <b>gesture</b>. They gain inspiration from a range of <b>stimuli</b>, working individually, in pairs and small groups. In dance as a whole, pupils think about how to <b>use movement to explore</b> and <b>communicate ideas</b> and issues, and their own feelings and thoughts. Pupils will develop confidence in <b>performing</b> and will be given the opportunity to provide feedback and utilise <b>feedback</b> to improve their own work.</p>	<p>From learning how to sequence a dance to counts in previous years. The knowledge builds across <b>Year 4 where pupils dance to portray mood or emotion and understand performance space. This is then further developed in Year 5 where pupils refine their actions when suitable to a given stimuli. In Year 6 pupils are then asked to analyse performances</b></p>
Autumn 2 <b>Dance</b>	<p><b>How can dance tell a story?</b></p> <p>Creating characters and narrative through movement and gesture.</p> <p>Gain inspiration from a range of stimuli, working individually, in pairs and small groups.</p> <p>Think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p>Develop confidence in performing and will be given the opportunity to</p> <p>Provide feedback and utilise feedback to improve their own work.</p>	<p>Pupils concentrate on combining and linking <b>phrases of movements</b> fluently and with control. They explore basic body actions, e.g. jumping, shapes and travel, and use different parts of their body to make movements. They create and repeat short dances <b>inspired</b> by themes. Children will think how to use movement to <b>communicate ideas, moods and feelings.</b></p>	<p>This unit supports the children with linking body movements and music from the previous unit. <b>This is then further developed in Year 5 where pupils refine their actions when suitable to a given stimulus. In Year 6 pupils are then asked to analyse performances</b></p>
Autumn 2 <b>Basketball</b>	<p><b>How are the rules and skills from netball transferable to basketball?</b></p>	<p>Pupils will be encouraged to <b>persevere</b> when developing competencies in key skills and principles such as defending,</p>	<p>The skills developed in handball and netball in Year 3 are then further developed to support pupils with applying</p>

	<p>Delay an opponent and help to prevent the other team from scoring.</p> <p>Use simple tactics to help my team score or gain possession.</p> <p>Move to space to help my team to keep possession and score goals.</p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Provide feedback using key terminology and understand what I need to do to improve.</p> <p>Share ideas and work with others to manage our game.</p>	<p><b>attacking, throwing, catching and dribbling.</b> Pupils will learn to use attacking skills to maintain <b>possession</b> of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing <b>fairly</b> and to the <b>rules</b>. They will be encouraged to think about how to use <b>skills, strategies and tactics to outwit</b> the opposition as well as learn how to <b>evaluate</b> their own and others' performances.</p>	<p>their throwing and catching skills alongside their invasion skills through basketball. <b>This is further consolidated in Year 5 where the pupils look at transferring their skills in netball and tag rugby.</b></p>
Spring 1 <b>Football</b>	<p><b>How can I apply different passes and tactics effectively when playing football?</b></p> <p>Persevere when developing key skills and principles</p> <p>Learn to work cooperatively within a team</p> <p>Show respect for their team mates, opposition and referee</p> <p>Select and apply tactics to outwit their opposition.</p> <p>Develop spacial awareness in game situations</p> <p>Understand the role of an attacker/defender</p>	<p>Pupils can delay an <b>opponent</b> and help to prevent the other team from scoring. They can <b>dribble, pass, receive</b> and <b>shoot</b> the ball with increasing control. They can move to space to help their team to keep <b>possession</b> and score goals. They can provide feedback using key terminology and understand what they need to do to improve. Pupils can use simple <b>tactics</b> to help my team score or gain possession. They understand the <b>rules</b> of the game and I can use them often and <b>honestly</b>.</p>	<p>This unit builds on the Year 1 and 2 units of invasion games and sending and receiving. This unit supports the children with applying the fundamentals of moving with a ball in the game of football. <b>This is then revisited again in Year 6 where pupils look at understanding positions and improving their performance.</b></p>
Spring 1 <b>Gymnastics</b>	<p><b>How can using a range of travelling movements help me to create a complex sequence to perform?</b></p> <p>Develop sequences individually and in pairs using a range of levels, direction shape and balances</p>	<p>Pupils create more complex <b>sequences</b>. They learn a wider range of <b>travelling actions</b> and include the use of <b>pathways</b>. They develop more advanced actions such as <b>inverted movements</b> and explore ways to include <b>apparatus</b>. They will</p>	<p>This unit builds on pupils being able to create simple actions and movements to create complex gymnastic routines. <b>This is then further built on in Year 5 where pupils need to develop synchronisation through matching and mirroring, In Year 6 pupils are then asked to create</b></p>



	<p>Identify muscles used and effect on performance</p> <p>Develop evaluation of own and others sequences using key vocabulary</p> <p>Understand how body tension can improve the control and quality of my movements.</p> <p>Explain what happens to my body when I exercise and how this helps to make me healthy</p>	<p>demonstrate <b>control</b> in their behaviour to create a safe environment for themselves and others to work in. They work <b>independently</b> and in <b>collaboration</b> with a partner to <b>create</b> and <b>develop</b> sequences. Pupils are given opportunities to receive and provide feedback in order to make <b>improvements</b> on their <b>performances</b>. In gymnastics as a whole, pupils develop <b>performance</b> skills considering the <b>quality</b> and <b>control of their actions</b>.</p>	<p><b>their own routines that include apparatus.</b></p>
<p>Spring 2</p> <p><b>Tennis</b></p>	<p><b>What skills do I need to refine to play tennis effectively?</b></p> <p>Develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes.</p> <p>Explore how to score points in games</p> <p>Use skills, strategies and tactics to outwit the opposition</p> <p>Explain importance of being honest whilst playing to the rules</p>	<p>Pupils can communicate with their teammates to apply simple <b>tactics</b>. They can explain what happens to my body when they <b>exercise</b> and how this helps to make me <b>healthy</b>. They can use a range of basic <b>racket skills</b> to return a ball. Pupils at times should be able to play a <b>continuous rally</b> going. They can provide feedback using key terminology and understand what they need to do to improve.</p>	<p>Pupils have learnt the concept of racket games in previous years and then introduced to tennis in Year 3. This is then consolidated in Year 4. <b>In Year 5 these skills are then applied during the badminton unit of work and again during the handball unit of in Year 6.</b></p>
<p>Spring 2</p> <p><b>Gymnastics</b></p>	<p><b>How can we combine different movements to create a gymnastics routine that shows strength, flexibility, and balance?</b></p> <p>Demonstrate muscle control, such as holding handstands, planks, or strong landings</p> <p>Incorporate stretches and poses like splits, bridges, or lunges to show</p>	<p>Emphasis is on <b>strength, flexibility, and balance</b>, which are key components of any routine. Pupils are encouraged to demonstrate <b>control</b> in their movements, holding poses with <b>stability</b> and transitioning smoothly between actions. The idea of <b>flow</b> is important, ensuring that each movement, whether a jump, roll, or stretch, connects seamlessly without pauses. <b>Creativity</b> also plays a role, with</p>	<p>Pupils enhance their fundamental movement skills, such as strength, balance, flexibility, and coordination.</p> <p>These skills form the foundation for more advanced physical activities and sports, including dance, athletics, and team sports in <b>Year 5</b>, where agility and body control are essential. Through gymnastics, students improve their spatial awareness,</p>

	<p>the ability to bend and stretch different parts of the body</p> <p>Focus on holding positions or transitions steadily, such as balancing on one foot or performing handstands, to demonstrate control</p> <p>Smoothly link jumps, rolls, balances, and stretches, transitioning between each movement without stopping.</p> <p>Add personal style, rhythm, and creative poses makes the routine unique, while maintaining a smooth flow throughout the sequence</p>	<p>pupils incorporating personal touches to make their routines unique. Language like <b>"hold," "steady," "stretch," "balance," and "smooth transitions"</b> is consistently used to guide students in developing polished and controlled performances</p>	<p>body posture, and ability to transition smoothly between movements, which are important for sports like basketball, football, and swimming in <b>Years 5 and 6</b></p>
<p>Summer 1</p> <p><b>Golf</b></p>	<p><b>How does good hand eye co-ordination support me with playing golf?</b></p> <p>Explore hitting techniques with different equipment</p> <p>Explain how to aim with increasing accuracy</p> <p>Understand the principles of golf</p> <p>Use different actions for different shots.</p>	<p>Pupils will develop their aiming and striking skills and apply them to <b>striking, chipping, putting,</b> and playing a short and long game. They will develop their coordination, accuracy, and control of movements.</p> <p>Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths.</p>	<p>This unit builds on the pupils previous learning of target games from <b>Year 1 and 2</b> and then further developed within a games context in the <b>Year 3 Dodgeball unit of work.</b></p>
<p>Summer 1</p> <p><b>Athletics</b></p>	<p><b>How can I challenge myself as an athlete to improve my performance?</b></p> <p>Demonstrate the difference in sprinting and jogging techniques.</p> <p>Explain what happens in my body when I warm up</p> <p>Throw with some accuracy and power to a target area.</p> <p>Identify when I was successful and what I need to do to improve.</p>	<p>Pupils will develop basic <b>running, jumping and throwing techniques.</b> They are set challenges for b and time that involve using different styles and combinations of <b>running, jumping and throwing.</b> As in all athletic activities, pupils think about how to achieve their <b>greatest possible speed, distance or accuracy</b> and learn how to <b>persevere</b> to achieve their <b>personal best.</b></p>	<p>This unit is built on from the previous <b>athletics in Year 3</b> where the pupils looked at building stamina during their fitness unit and Athletics. <b>This is further developed through to Year 5 and 6 where pupils look further into building accuracy, strength and perseverance during their athletics unit.</b></p>

<p>Summer 2</p> <p><b>Hockey</b></p>	<p><b>What skills do I need to play hockey effectively?</b></p> <p>Dribble, pass, receive and shoot the ball with increasing control.</p> <p>Move to space to help my team to keep possession and score goals.</p> <p>Track an opponent to slow them down.</p> <p>Use simple tactics to help my team score or gain possession.</p>	<p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple <b>attacking tactics</b> using <b>sending, receiving</b> and <b>dribbling</b> a ball. They will start by playing <b>uneven</b> and then move onto <b>even sided games</b>. They will begin to think about <b>defending</b> and <b>winning</b> the ball. Pupils will be encouraged to think about how to use skills, <b>strategies</b> and <b>tactics</b> to <b>outwit</b> the <b>opposition</b>. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a <b>supportive teammate</b> and identify why this behaviour is important. Using links with Southgate Hockey Club, pupils have the opportunity to experience a session led by a professional hockey coach.</p>	<p>The pupils use their ball tracking skills from Year 1 and 2 in Target Games. The pupils develop their hand eye coordination and the power needed to strike a ball. <b>This is further developed in Year 4 within the golf unit of work where pupils are afforded the opportunity to transfer their skills of coordination, control and accuracy.</b></p>
<p>Summer 2</p> <p><b>Rounders</b></p>	<p><b>How can I bat and field effectively in rounders to improve my team's performance?</b></p> <p>Use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>Bowl a ball with some accuracy, and consistency.</p> <p>Learn the rules of the game</p> <p>Communicate with my teammates to apply simple tactics</p> <p>Provide feedback using key terminology and understand what I need to do to improve</p>	<p>Pupils learn how to score points by <b>striking</b> a ball into <b>space</b> and running around cones or <b>bases</b>. When <b>fielding</b>, they learn how to play in different <b>fielding roles</b>. They focus on developing their <b>throwing, catching</b> and <b>batting</b> skills. In all games activities, pupils have to think about how they use skills, <b>strategies</b> and <b>tactics</b> to outwit the opposition. Pupils are given opportunities to work in <b>collaboration</b> with others, <b>play fairly</b> demonstrating an understanding of the <b>rules</b>, as well as being <b>respectful</b> of the people they play with and against.</p>	<p>This unit builds on previous skills taught in <b>Year 1 and 2 through striking and fielding activities</b>. These skills are then incorporated into a game of cricket in Year 3. <b>Rounders is then re-established in Year 6 where pupils look closely at trying to outwit the opposition and pupils take charge of their own fielding placements.</b></p>
<p><b>Year 5</b></p>	<p><b>Substantive Knowledge Content based around a Big Question</b></p>	<p><b>Recurring themes, ideas and language</b></p>	<p><b>Contribution on wider PE knowledge and what later content this prepares for</b></p>

Autumn 1	<b>How important is communication in sport?</b>	Pupils learn to <b>orientate</b> and <b>navigate</b> using a map. They achieve this by developing <b>teamwork</b> skills through completion of a number of challenges. Pupils work <b>individually, collaboratively</b> in <b>pairs</b> and groups to solve problems. They are encouraged to be <b>inclusive</b> of others, <b>share ideas to create strategies</b> and <b>plans</b> to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group.	Team work and communication continues to be an important thread throughout the PE curriculum. <b>This unit of learning prepares pupils to apply their critical thinking skills and map reading skills (linked to geography learning) which are included as part of OAA in Year 6.</b>
Autumn 1	<b>OAA</b>	Navigate around a course using a map	Having developed the skills of throwing and catching in Year 3 in netball and Basketball in Year 4, the pupil refine their skills in small high-5 netball matches during Year 5. <b>This unit then moves pupils onto applying their knowledge of striking a ball and invasion games in Year 6 through handball and volleyball.</b>
	Be inclusive of others and share job roles		
	Reflect on what was successful at solving challenges		
	Alter methods in order to improve		
Autumn 1	<b>Netball</b>	Pupils will develop <b>defending</b> and <b>attacking</b> play during even-sided <b>5-a-side netball</b> . Pupils will learn to use a range of different <b>passes</b> to keep <b>possession</b> and <b>attack</b> towards a <b>goal</b> . Pupils will be encouraged to work <b>collaboratively</b> to think about how to use skills, strategies and <b>tactics</b> to <b>outwit</b> the <b>opposition</b> . They will start to show <b>control</b> and <b>fluency</b> when <b>passing, receiving</b> and <b>shooting</b> the ball. They will learn key rules of the game such as <b>footwork, held ball, contact</b> and <b>obstruction</b> . Pupils also develop their understanding of the importance of <b>fair play</b> and <b>honesty</b> while self-managing games.	
	How can clear communication and a good understanding of positioning help when playing netball?		
	Communicate with my team and move into space to keep possession and score		
	Pass, receive and shoot the ball with some control under pressure		
	Stay with an opponent and I confident to attempt to intercept		
	Know what position I am playing in and how to contribute when attacking and defending		
Understand the need for tactics and can identify when to use them in different situations			
Autumn 2	<b>Gymnastics</b>	Pupils create longer <b>sequences</b> individually, with a partner and a small group. They learn a wider range of actions such as <b>inverted movements</b> to include <b>cartwheels</b> and <b>handstands</b> . They explore partner relationships such as <b>canon</b> and <b>synchronisation</b> and <b>matching</b> and <b>mirroring</b> . Pupils are given opportunities to	Pupils have developed putting together simple and complex routines with and without apparatus from years 2-4. <b>Once the pupils are secure they move on to using their compositional knowledge to combine and link actions with apparatus in Year 6</b>
	How can I work with a partner to achieve synchronisation?		
	Use cannoning, sync, match and mirroring and comment on effect on sequence		
	Develop strength, flexibility and control		

	<p>Create and perform sequences using apparatus - adapting to suit individually or group based</p> <p>Set criteria to evaluate performance</p>	<p>receive and provide <b>feedback</b> in order to make improvements on their <b>performances</b>. In Gymnastics as a whole, pupils develop performance skills considering the <b>quality</b> and <b>control</b> of their actions.</p>	
Autumn 2 <b>Fitness</b>	<p><b>How important is physical health?</b></p> <p>Analyse my fitness scores to identify areas for improvement.</p> <p>Choose the best pace for a running event and maintain speed.</p> <p>Identify how different activities can benefit my physical health.</p> <p>Understand the different components of fitness and how to test them.</p> <p>Understand what my maximum effort looks and feels like and I am determined to achieve it</p>	<p>Pupils will take part in a range of <b>fitness</b> challenges to <b>test</b> and <b>record</b> their <b>scores</b>. They will learn different <b>components</b> of fitness including <b>speed, stamina, strength, coordination, balance</b> and <b>agility</b>. Pupils will be given opportunities to <b>work at their maximum</b> and <b>improve</b> their <b>fitness levels</b>. They will need to <b>persevere</b> when they get <b>tired</b> or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most <b>improvement</b> using the scores they have collected.</p>	<p>Throughout PE, pupils are encouraged to look at healthy lifestyles including how to stay physically fit through their PSHE from Year 1 to Year 6. <b>This is revisited in Athletics in Year 6 where pupils look at building stamina. It is also covered in KS3 where pupils look at taking ownership of leading a healthy and active lifestyle.</b></p>
Spring 1 <b>Dance</b>	<p><b>How can I refine the way I use actions, dynamics and space in a dance to engage my audience?</b></p> <p>Choreograph a sequence of phrases</p> <p>Develop fluency, timing and space to suit a piece of music</p> <p>Assess work to give constructive feedback</p> <p>Refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p>	<p>Pupils learn different styles of <b>dance</b>, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use <b>movement</b> to <b>explore</b> and <b>communicate ideas</b> and <b>issues</b>, and their own <b>feelings</b> and <b>thoughts</b>. As they work, they develop an awareness of the <b>historical</b> and <b>cultural origins</b> of different dances. Pupils will be provided with the opportunity to <b>create</b> and <b>perform</b> their work. They will be asked to provide feedback using the correct <b>dance terminology</b> and will be able to use this feedback to improve their work. Pupils will work <b>safely</b> with each other and show <b>respect</b> towards others.</p>	<p>This unit supports the development of skills from year 3 and 4 where pupils look at the different movements and techniques used within dance and learn how to use particular movements to portray a story or feelings. <b>In Year 6 pupils then use the skills acquired from Year 3- 6 to choreograph their dance.</b></p>

<p>Spring 1</p> <p><b>Badminton</b></p>	<p><b>How can we use different shots and strategies to play a successful game of badminton?</b></p> <p>Pupils develop a high, deep shot used to push the opponent to the back of the court, giving you time to recover or reposition</p> <p>Learn a soft, delicate shot that lands just over the net, forcing the opponent to move forward and creating space</p> <p>Develop a powerful, fast, downward shot aimed to finish the point, used when the shuttle is high in the air</p> <p>A quick, flat shot that keeps the shuttle low and fast, used to maintain pressure and quicken the pace of the rally</p>	<p>In Year 5 badminton, there is emphasis on the importance of <b>control, timing, and strategic thinking</b>. Pupils learn to choose the right shot—such as a <b>clear, drop, smash, drive, or net shot</b>—based on the situation, focusing on <b>accuracy and placement</b> to outmaneuver opponents. Pupils will learn a <b>variety</b> of shots to keep the opponent guessing and maintaining a strong <b>court position</b> to recover quickly after each shot.</p>	<p>Pupils will develop their <b>hand-eye coordination, spatial awareness, and tactical thinking</b>, all of which are transferable to a range of sports and physical activities. Understanding how to choose the right shot based on the opponent’s position fosters strategic decision-making, which is valuable in games like volleyball in <b>Year 6</b>. The focus on positioning, movement, and quick recovery improves <b>agility and reaction time</b>, essential for more advanced sports and team-based activities.</p>
<p>Spring 2</p> <p><b>Tag Rugby</b></p>	<p><b>What skills do I need to develop to play Tag Rugby?</b></p> <p>Pass and receive the ball with some control under pressure.</p> <p>Know what position I am playing in and how to contribute when attacking and defending</p> <p>Communicate with my team and move into space to keep possession and score</p> <p>Tag opponents and close down space.</p>	<p>Pupils will develop key skills and principles such as <b>defending, attacking, throwing, catching, running and dodging</b>. When <b>attacking</b>, pupils will support the <b>ball carrier</b> using <b>width</b> and drawing <b>defense</b>. When <b>defending</b>, pupils learn how to <b>tag</b>, how to <b>track</b> and slow down an <b>opponent</b>, working as a <b>defensive</b> unit. They will play <b>collaboratively</b> in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and <b>tactics</b> to <b>outwit</b> the <b>opposition</b>. They develop their understanding of the importance of <b>fair play</b> and <b>honesty</b> while self-managing games, as well as developing their ability to evaluate their own and others’ performances.</p>	<p>This unit builds on two principles- invasion games and sending and receiving from Key Stage 1. In Year 3 and 4 pupils have learnt how to put the skills from invasion games in KS1 into practice in a variety of games. In year 3 pupils learnt throwing and defending techniques. <b>In year 6 the pupils will look at using their defending and attacking in Handball and Football where the pupils will look closely at pitch arrangements and working collaboratively to outwit the opposition.</b></p>

<p>Summer 1 Athletics</p>	<p><b>How can we use technique, speed, and endurance to improve our performance in different athletic events?</b></p> <p>Mastering proper technique in running, jumping, and throwing</p> <p>Practicing acceleration and maintaining high speed over short distances</p> <p>Building stamina through regular aerobic exercise</p>	<p>Pupils learn the importance of <b>technique, speed, and endurance</b> in improving performance across various events. They are encouraged to refine their <b>technique</b> for efficient movement in running, jumping, and throwing, while <b>speed</b> drills help build power for sprints. <b>Endurance</b> is emphasised for longer races, teaching students to manage their energy and pace themselves. The idea of <b>pacing</b> and <b>consistency</b> is key, ensuring athletes perform well throughout the event.</p>	<p>Year 5 athletics contributes to wider PE knowledge by building fundamental physical skills that are essential across many sports. <b>Mastering technique improves coordination, balance, and precision, which are vital in activities such as gymnastics, swimming, and team sports in Year 6.</b></p>
<p>Summer 2 Cricket</p>	<p><b>What skills and tactics can I use to outwit my opponent in a Cricket match?</b></p> <p>Developing a wider range of fielding skills and use these under some pressure.</p> <p>Strike a bowled ball with increasing consistency.</p> <p>Understand the need for tactics and identify when to use them in different situations</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and begin to use this.</p>	<p>Pupils develop the range and quality of <b>striking</b> and <b>fielding</b> skills and their understanding of <b>cricket</b>. They learn how to play the different roles of <b>bowler, wicket keeper, fielder</b> and <b>batter</b>. In all games activities, pupils have to think about how they use <b>skills, strategies</b> and <b>tactics</b> to <b>outwit</b> the <b>opposition</b>. In <b>cricket</b>, pupils achieve this by <b>striking</b> a ball and trying to <b>avoid fielders</b>, so that they can <b>run</b> between <b>wickets</b> to score <b>runs</b>. Pupils are given opportunities to work in <b>collaboration</b> with others, play fairly demonstrating an understanding of the <b>rules</b>, as well as being <b>respectful</b> of the people they play with and against.</p>	<p><b>The skills of striking and fielding using a bat improve pupils hand eye coordination and confidence in readiness for application when playing rounders in Year 6.</b> Taking part within a collaborative team is a skill which is woven throughout all aspects of the Hadley Wood curriculum and provide pupils with the opportunities to apply this in sports.</p>
<p>Spring 2 and Summer Term Swimming</p>	<p><b>How can I develop the skills of a fluent and safe swimmer?</b></p> <p>Begin to develop the skills to swim a minimum of 25m safely</p> <p>Develop stroke techniques (front crawl and back crawl)</p>	<p>This first half of a year long swimming programme aims to ensure that all children are able to <b>swim a minimum of 25m competently, confidently and proficiently</b>. They are taught to use a range of strokes effectively [for example, <b>front crawl, backstroke and breaststroke</b>]. Pupils will be taught to</p>	<p>The knowledge acquired over this unit acts as a stepping stone to consolidate children reaching the national curriculum standard in swimming and keeping themselves safe in water-based situations. This learning is continued with a further term and a half of swimming lessons in Y6 ensuring that children are able to attain the national</p>

	Increase speed, stamina and confidence	perform safe self-rescue in different water-based situations.	curriculum standards. This lays the foundations of a valuable life skill as well as ensuring that pupils in <b>KS3 and 4 are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.</b>
	Learn how to keep safe around water and what to do if they face danger		
<b>Year 6</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider PE knowledge and what later content this prepares for</b>
Autumn Term and Spring 1	<b>How can I develop the skills of a fluent and safe swimmer?</b>	Pupils continue to build on the skills developed from Year 5 at their appropriate swimming level. The aim is to ensure that all children can swim a <b>minimum of 25 metres by the end of KS2</b> . Pupils will develop the skills required to <b>swim front crawl and back crawl</b> , with more confident swimmers learning <b>breast stroke</b> and <b>butterfly stroke</b> to complement this. Sessions are taught in ability groups to provide fundamental skills for those with less experience of swimming and challenge pupils with greater skill increasing <b>stamina, speed</b> and <b>technique</b> . Pupils also learn basic survival techniques and consider the importance of <b>water safety</b> .	The PE curriculum at Hadley Wood Primary School lays the foundations for pupils to have the <b>core fundamental knowledge and skills surrounding physical fitness, health and teamwork skills in preparation for the National Curriculum taught at Key Stage 3. Opportunities such as experiencing responsibility and leadership in the guise of Sport Captains, leading Sports Day and supporting playground games, supports readiness for the next stage in the curriculum.</b>  The Key Stage 3 National Curriculum states that:
<b>Swimming</b>	Swim a minimum of 25m safely		
	Develop stroke techniques (front crawl and back crawl)		
	Increase speed, stamina and confidence		
	Learn how to keep safe around water and what to do if they face danger		
Autumn 1	<b>How can I develop my map reading and problem solving skills in Outdoor and Adventurous Activities?</b>	Pupils learn to <b>orientate</b> and <b>navigate</b> using a map. They achieve this by developing <b>teamwork</b> skills through completion of a number of challenges. Pupils work <b>individually, collaboratively</b> in <b>pairs</b> and groups to solve problems. They are encouraged to be <b>inclusive</b> of others, <b>share ideas</b> to <b>create strategies</b> and <b>plans</b> to produce the best solution to a	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.
<b>OAA</b>	Share jobs and lead when necessary		
	Pool ideas within a group, selecting and applying the best method to solve a problem		



		challenge. Pupils are also given the opportunity to lead a small group.	<p>They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>• Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>• Perform dances using advanced dance techniques within a range of dance styles and form</li> <li>• Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>• Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>
	Use critical thinking skills to form ideas and strategies to solve challenges.		
	Use critical thinking skills to form ideas and strategies to solve challenges.		
	Orientate a map efficiently to navigate around a course		
Autumn 2	<b>How can I decide when to pass, dribble or shoot in football to make me an effective team player?</b>	<p>Pupils will improve their <b>defending</b> and <b>attacking</b> play, developing further knowledge of the <b>principles</b> and <b>tactics</b> of each. Pupils will begin to develop consistency and control in <b>dribbling, passing</b> and <b>receiving</b> a ball. They will also learn the basics of <b>goalkeeping</b>. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of <b>playing games fairly, abiding by the rules of the game</b> and being <b>respectful</b> of their <b>teammates, opponents</b> and <b>referees</b>.</p>	
<b>Football</b>	Know when to pass, dribble or shoot in a range of situations		
	Use and apply tactics working as a team		
	Know when to tackle/defend or find space in attack		
	Pass, dribble and shoot in a range of situations & pressure		
	Understand positions and how to keep possession		
Spring 1	<b>What makes a dance engaging for an audience?</b>	<p>Pupils will focus on developing an idea or theme into <b>dance choreography</b>. They will work in pairs and groups using different <b>choreographing</b> tools to create dances e.g. <b>formations, timing, dynamics</b>. Pupils will have opportunities to <b>choreograph, perform</b> and provide feedback on dance. Pupils think about how to use <b>movement to convey ideas, emotions, feelings and characters</b>. Pupils will show an awareness of keeping</p>	
<b>Dance</b>	Create and develop own ideas to construct a dance		
	Perform actions fluently and in time, using actions & dynamics to convey a piece of music		
	Use appropriate language to give feedback		
	Lead small group warm up routine		

		others safe and will have the opportunity to lead others through short <b>warm ups</b> .	<ul style="list-style-type: none"> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> </ul>
Spring 2	<b>How can I use a range of compositional devices to improve the quality of my performance?</b>	Pupils use their knowledge of <b>compositional</b> principles e.g. how to use variations in level, <b>direction</b> and <b>pathway</b> , how to <b>combine and link actions</b> , how to relate to a partner and <b>apparatus</b> , when developing <b>sequences</b> . They build trust when working collaboratively in larger groups, using <b>formations</b> to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In <b>Gymnastics</b> as a whole, pupils develop performance skills considering the quality and control of their actions.	
<b>Gymnastics</b>	Combine and perform gymnastic actions, shapes and balances with control and fluency		
	Create and perform sequences using compositional devices to improve the quality		
	Understand how to work safely when learning a new skill.		
	Understand what counter balance and counter tension is and can show examples with a partner		
	Use appropriate language to evaluate and refine my own and others' work		
Spring 2	<b>What skills do I need to refine when playing Volleyball?</b>	Pupils will develop key skills of <b>attacking</b> and <b>defending</b> such as <b>throwing, catching, dribbling, intercepting</b> and <b>shooting</b> . Pupils use these skills to <b>maintain possession</b> of the ball and to <b>create scoring opportunities in attack</b> . They will develop <b>defending</b> principles such as <b>gaining possession</b> of the ball, <b>denying space</b> and <b>stopping goals</b> . They will be encouraged to work <b>collaboratively</b> to develop strategies and <b>tactics</b> in both <b>attack</b> and <b>defense</b> . They develop their understanding of the <b>rules</b> and the importance of <b>fair play</b> and <b>honesty</b> whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.	
<b>Volleyball</b>	Select the appropriate action for the situation and make this decision quickly		
	Use a wider range of skills with increasing control under pressure.		
	Develop the dig and understand when to use it.		
	Volley the ball using a set shot		
	Use the rules of the game consistently to play honestly and fairly.		

<p>Summer 1</p> <p><b>Handball</b></p>	<p><b>What skills do I need to apply when playing Handball?</b></p> <p>Confidently apply defensive skills individually and as a team to gain possession, deny space and stop goal</p> <p>Create and use space to help my team to maintain possession and create scoring opportunities</p> <p>Use stepping, dribbling and passing skills to create space, move towards goal and away from defenders</p> <p>Develop a variety of passes and know when to use each to help to maintain possession.</p>	<p>Pupils will develop key skills of <b>attacking</b> and <b>defending</b> such as <b>throwing, catching, dribbling, intercepting</b> and <b>shooting</b>. Pupils use these skills to <b>maintain possession</b> of the ball and to create <b>scoring</b> opportunities in <b>attack</b>. They will develop <b>defensive principles</b> such as gaining <b>possession</b> of the ball, denying <b>space</b> and stopping goals. They will be encouraged to work <b>collaboratively</b> to develop strategies and <b>tactics</b> in both <b>attack</b> and <b>defense</b>. They develop their understanding of the <b>rules</b> and the importance of <b>fair play</b> and <b>honesty</b> whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.</p>	
<p>Summer 1</p> <p><b>Athletics</b></p>	<p><b>How can I challenge myself to be my personal best in different athletic disciplines?</b></p> <p>Help others to improve their technique using key teaching points.</p> <p>Perform jumps for distance using good technique.</p> <p>Select and apply the best pace for a running event</p> <p>Show accuracy and good technique when throwing for distance</p> <p>Use different strategies to persevere to achieve my personal best</p> <p>Identify my own and others' strengths and areas for development and can suggest ways to improve</p>	<p>Pupils are set challenges for <b>distance</b> and time that involve using different styles and combinations of <b>running, jumping</b> and <b>throwing</b>. As in all <b>athletic</b> activities, pupils think about how to achieve their greatest possible <b>speed, distance</b> or <b>accuracy</b> and learn how to <b>persevere</b> to achieve their <b>personal best</b>. They learn how to improve by identifying <b>areas of strength</b> as well as <b>areas to develop</b>. Pupils are also given opportunities to lead when <b>officiating</b> as well as observe and provide feedback to others.</p>	

<p>Summer 2</p> <p><b>Yoga</b></p>	<p><b>How does yoga support my mental health?</b></p> <p>Confident to lead others, demonstrating poses and teaching them my flow.</p> <p>Use my breath to transition from one pose to another with control.</p> <p>Choose poses which link easily from one to the other to help my sequence flow</p> <p>Use yoga poses to improve my flexibility, strength and balance.</p> <p>Understand that there are different areas of fitness and how this helps me in different activities</p>	<p>Pupils learn about <b>mindfulness</b> and <b>body awareness</b>. They learn yoga <b>poses</b> and <b>techniques</b> that will help them to connect their <b>mind</b> and <b>body</b>. The unit looks to improve <b>well-being</b> by building <b>strength, flexibility</b> and <b>balance</b>. The learning includes <b>breathing</b> and <b>meditation</b> taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own <b>flows</b> and lead others.</p>	
<p>Summer 2</p> <p><b>Rounders</b></p>	<p><b>What skills and strategies do I need to support my team in rounders?</b></p> <p>Strike a bowled ball with increasing consistency</p> <p>Make decisions about where and when to send the ball to stump a batter out</p> <p>Develop a variety of fielding techniques and when to use them in a game</p> <p>Know the different fielding techniques and know when to use them</p> <p>Use the rules of the game consistently to play fairly</p>	<p>Pupils develop the quality and consistency of their <b>fielding</b> skills and understanding of when to use them such as <b>throwing underarm</b> and <b>overarm, catching</b> and <b>retrieving</b> a ball. They learn how to play the different roles of <b>bowler, backstop, fielder</b> and <b>batter</b> and to apply tactics in these <b>positions</b>. In all games activities, pupils have to think about how they use <b>skills, strategies</b> and <b>tactics</b> to <b>outwit</b> the <b>opposition</b>. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with <b>honesty</b> and fair play when playing <b>competitively</b>.</p>	