

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**.
4. Teachers start each lesson with a **discursive statement** to engage pupils and draw links between prior and new learning. Different levels of challenge and '**what if**' challenges help to ensure our children have high aspirations of themselves and strive to be the best they can be.
5. Teachers skillfully use the '**Deliberate Mistake**' approach to learning to build pupil **resilience** to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

How we evaluate learning in PE:

To capture learning in Physical Education, class teachers use video footage to show progress between the first and final session within each unit of work. 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"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<p>Gross-motor development is developed throughout weekly afternoon 'bike time' sessions where pupils are encouraged to traverse through a series of obstacles on a range of bikes, tricycles and scooters. During the autumn term, pupils accessed more regular bike-time sessions as their level of gross-motor development was low, this has reduced based on the needs of the class.</p> <p>Within these sessions, pupils will develop their movement, balancing, riding on scooters, trikes and bikes.</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>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 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"> ➤ rolling ➤ crawling ➤ walking ➤ jumping 	<p>Outdoor provision is set up daily to enable pupils to play with large</p>	

			<ul style="list-style-type: none"> ➤ running ➤ hopping ➤ skipping ➤ climbing <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • 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. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>construction blocks. This enables them to share, take part in group activities and plan.</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>
ELG	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 		

	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. 		
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others 		

EYFS	Substantive Knowledge Content	Recurring themes, ideas and language	Contribution to wider PE knowledge and what later content this prepares for
Autumn 1 Introduction to PE	How does my body move?	Pupils will be introduced to Physical Education. They will spend time learning the basic principles of a PE lesson such as finding space , freezing on command, using and sharing equipment and working individually , with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping .	The learning in this unit is an introduction to physical education PE and begins to 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. This prepares the children for weekly PE lessons throughout KS1 and KS2.
	Develop balance		
	Develop movements and co ordination		
	Explore a range of body movements		
	Follow instructions a set of instructions		
	Negotiate space safely considering others		
Autumn 2 Fundamentals	How many different ways can I move my body?	Pupils will develop their fundamental movement skills. Fundamental skills will include balancing, running , changing direction, jumping, hopping and travelling . Pupils will develop gross motor skills through a range of activities. They will learn how to stay safe using space , working independently and with a partner.	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 ' Managing Feelings ' during their PSHE lessons and prepares them for their Games unit in Summer 1 and 2 . This unit also prepares them for their Fundamentals Unit in Year 1 . It also prepares the pupils to explain their Physical Health 'Fun Times' 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		

Spring 1 Dance	How can I move my body to music?	Pupils will develop their expressive movement through the topic of dance. Pupils explore space and how to use space safely. They explore travelling movements, shapes and balances . Children choose their own actions in response to a stimulus . They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music . They perform to others and begin to provide simple feedback .	Pupils begin to understand that their bodies can move in different ways to create interesting actions. This prepares the children for their Dance Unit in Year 1 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.		
Spring 2 Gymnastics	How can I make shapes with my body?	Pupils will develop their basic gymnastics. Children explore basic movements, creating shapes, balances , and jumps and begin to develop rocking and rolling . They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus . They copy, create , remember and repeat short sequences . They begin to understand using levels and directions when traveling and balancing .	Pupils begin to understand that their bodies can make different shapes. This prepares them to develop more flexibility for their Year 1 Gymnastics unit .
	Match skills to tasks and apparatus.		
	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		
Summer 1 Ball Skills	How many ways can I move the ball with my body?	Pupils will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling 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. In Year 1 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 Netball in Year 3 and 5, Football in Year 4 and basketball and Handball in Year 6 .
	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		
Games	How do you play nicely in a team?	Pupils will practice and further develop fundamental movement skills through	Team work is a continual thread throughout all aspects of the Hadley Wood

	<p>Negotiate space safely with consideration for myself and others</p> <p>Play games honestly with consideration of the rules</p> <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>games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	<p>curriculum, ensuring that pupils are able to self-regulate and play cooperatively.</p> <p>These fundamentals are mirrored in the Year 1 unit on team games, invasion games and a range of other sporting and playmaking opportunities. Throughout the PE curriculum, these skills are developed regularly year on year.</p>
<p>Summer 2</p> <p>Games</p>	<p>How do I play fairly in a game?</p> <p>Negotiate space safely with consideration for myself and others</p> <p>Play games honestly with consideration of the rules</p> <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>Pupils will practice and further develop their fundamental movement skills through games. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p>	
<p>Gross motor skills - Bike time</p>	<p>What skills are needed to ride a bike or scooter?</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>In this unit, children will be introduced to Physical Education through the use of bikes and scooters. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually. They will take part in activities which will develop fundamental movement skills such as balance, coordination, strength and control.</p>	<p>Gross motor skills are embedded throughout the EYFS curriculum. 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.</p>

	Explain the reasons for rules, know right from wrong and try to behave accordingly		
Year 1	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
Autumn 1	How do I communicate in sports?	Pupils learn develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.	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. In Year 2 the children revisit team building at the beginning of the year to further enhance these skills and this proves particularly important in Year 3 where the children learn OAA games, supporting each other.
Team Games	Communicate and follow simple instructions.		
	Suggest ideas to solve tasks.		
	Listen to others' ideas.		
	Work with a partner and a small group.		
	Understand why games have rules.		
Autumn 1	What actions can I do with my body?	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping . They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement . Pupils will work collaboratively with others, taking turns and sharing ideas.	This unit builds on the fundamentals from EYFS 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.
Fundamentals	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		
Autumn 2	How can I move my body in different ways?	Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are	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
Gymnastics	Link together a set of actions and shapes into a sequence		

	Explore how my body can change through exercise	used individually and in combination to create movement phrases . Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing . Pupils begin to understand the use of levels, directions and shapes when travelling and balancing .	develop a sense of dynamic and expressive qualities in their movements. 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.
	Evaluate what is good about a performance		
	Know how to use apparatus safely		
Autumn 2 Dance	How does my body move to differently to music?	Pupils will explore travelling actions, movement skills and balancing . They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases . Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	This unit further develops from EYFS where pupils look at moving to music and following actions and develops a copy and repeat routine. 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 move in beats of 8. This is then looked at deeply in Year 4 where pupils learn how to convey stories using dance.
	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.		
	Show some sense of dynamic and expressive qualities in my dance.		
Spring 1 Sending and Receiving	What skills are needed for an accurate aim?	Pupils will begin to develop their sending and receiving skills by including throwing and catching, rolling, kicking, tracking 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). 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. Throughout all of these sessions children are encouraged to develop communication and teamwork skills.
	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		
Spring 1 Invasion Games	How do I keep possession of a ball?	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in	Invasion Games are developed annually with the skills of attacking and defending taught a progressive manner through a range of games. As children progress through Key Stage 2, invasion games
	Dribble a ball with hands and feet		
	Send and receive a ball with hands and feet		

	<p>Change direction to move away from a defender</p> <p>Move to stay with another player when defending</p> <p>Use simple rules to play fairly</p> <p>Recognise changes in my body when exercising</p>	<p>possession' 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 teammates and opponents.</p>	<p>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. The focus in using rules to play fairly and recognising physical changes in the body when exercising is noted in all aspects of PE.</p>
<p>Spring 2</p> <p>Yoga</p>	<p>How can being mindful help me to focus?</p> <p>Remember and repeat actions</p> <p>Show an awareness of space when travelling</p> <p>Develop flexibility and balance</p> <p>Work collaboratively with other to create poses</p>	<p>Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.</p>	<p>Pupils develop mindfulness techniques in both Yoga, taught in Year 1,4 and 6 as well as throughout the PHSE curriculum and our wider curriculum offer (including the work of the Learning Mentor with pupils). 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.</p>
<p>Spring 2</p> <p>Net and Wall</p>	<p>What skills do I need when playing Net and Wall games?</p> <p>Develop control when holding a racket</p> <p>Track equipment sent to me i.e. a ball</p> <p>Use a ready position</p> <p>Develop decision making</p> <p>Develop under and overarm throwing techniques</p>	<p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>	<p>Developing control of using a racket and tracking the ball supports the children to develop more sophisticated Net and Wall skills in Year 2. 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.</p>
<p>Summer 1</p>	<p>What skills do I need when striking a ball and fielding?</p>	<p>Pupils develop their basic understanding of striking and fielding games such as</p>	<p>Striking and fielding skills are developed in Year 2 with a focus on understanding</p>

Striking and fielding	Track a ball that is coming towards me.	Rounders and Cricket. They learn skills including throwing and catching , stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics . They learn the rules of the games and use these to play fairly . They show respect towards others when playing competitively and develop communication skills.	the power needed to strike a ball and supporting decision making when fielding. This supports pupils with readiness for learning how to play Cricket in Year 3 and 5 and Rounders in Year 4 and 6.
	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		
Summer 1 Ball skills	How can I develop control with different ball skills?	Pupils will explore their fundamental ball skills such as throwing and catching , bouncing , hitting a target , dribbling 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. 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.
	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.			
Summer 2 Athletics	What different skills do I need in athletics?	Pupils will develop skills required in athletic activities such as running at different speeds , changing direction , jumping and throwing . In all athletic based activities, pupils will engage in performing skills and measuring performance , competing to improve on their own score and against others. They are given opportunities to work collaboratively 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.
	Develop a range of throwing techniques (overarm, underarm)		
	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		
Summer 2	How can I develop my accuracy when throwing at a target?	Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and	Developing pupils' precision through a range of target games supports their hand eye coordination. These games are

Target games	Know how to throw towards a target with accuracy	apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	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. Pupils can also access additional enrichment provision including Dodgeball and Multisports Club from Sports4Kids, with accredited Sports Coaches.
	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
Autumn 1 Team Building	What skills do I need to work well in a team?	Pupils develop their communication and problem-solving skills . They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork . 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 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 . 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		
Autumn 1 Fundamentals	How can I develop confidence with a range of fundamental skills?	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping . Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	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		
Describe what happens to our bodies during exercise			

Autumn 2 Gymnastics	How can I develop my jumping, rolling and balancing to help me create short sequences of movements?	Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases . Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions . They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.	This unit of work supports pupils to create longer sequences and fine tune control of their bodies in preparation for further gymnastic units in 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 Year 6 where counter balance is used to refine new skills . The spiral approach to gymnastics taught annually ensures that progression is clear and skills are developed fully.
	Develop basic actions, shapes and control when performing		
	Develop control and balance		
	Develop use of levels and direction create effect		
	Use key words to evaluate my performance		
Spring 1 Invasion	How can I effectively defend and attack in games?	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking 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 abiding by rules to keep themselves and others safe .	This learning lays the foundations needed for further invasion games such as 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 (where the dribbling skills learnt in this Year 2 unit prove invaluable). Further opportunities to refine invasion skills are afforded in Year 5 and 6 with sports such as Tag Rugby also being introduced .
	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		
Spring 2 Net and Wall	How can I use a racket effectively to send and receive a ball?	Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding	The opportunity to develop racket holding techniques, as well as sending and receiving the ball supports pupils with readiness for Tennis in Year 3 and 4 and Badminton in Year 5 .
	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	by the rules and showing respect towards their opponents and teammates .	
Spring 2 Ball Skills	How many different ways can I send and receive a ball and how can this help me in games?	Pupils will develop their fundamental ball skills such as throwing and catching , rolling , hitting a target , dribbling with both hands and feet and kicking 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 in 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.
	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		
Summer 1 Target Games	What skills do I need to acquire to aim accurately at a target?	Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets . They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation .	This learning supports the pupils with readiness to learn how to play Dodgeball in Year 3 and Golf in Year 4 , 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		
Summer 1 Dance	How can I express myself through dance?	Pupils will explore space and how their body can move to express and idea , mood , character or feeling . They will expand their knowledge of travelling actions and use them in relation to a stimulus . They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time	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 Year 4 where children have the opportunity to convey story telling messages through dance.
	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 pathways , levels, shapes , directions , speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	
Summer 2 Striking and Fielding	How can I develop the skills I need for sticking and fielding games?	Pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules . Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition 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 cricket in Year 3 and 4, and rounders in Year 6 . 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			
Summer 2 Athletics	How can I refine my athletic techniques?	Pupils will develop skills required in athletic activities such as running at different speeds , jumping and throwing . In all athletic based activities, pupils will engage in performing skills and measuring performance , competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently . They learn how to improve by identifying areas of strength as well as areas to develop .	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			

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
Autumn 1 OAA	Why is teamwork and planning pivotal to Outdoor Adventurous Activities? 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 problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies . They learn to be inclusive of others and work collaboratively to overcome challenges . Pupils learn to orientate a map, identify key symbols and follow routes .	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). The fundamental skills of teamwork and mapwork support the geography curriculum and are revisited and developed in Year 4,5 and 6.
Autumn 1 Fundamentals	How can refining my fundamental skills support me with my personal sporting performance? 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 balancing, running, jumping, hopping and skipping . Pupils will develop their ability to change direction with balance and control . They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate . Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development . Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.	This learning builds on the fundamentals units in Year 1 and 2 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.
Autumn 2 Netball	What skills do I need to learn and apply to play netball effectively? 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 persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting . They will learn to use a range of different passes in different situations to keep possession and attack towards goal . Pupils will learn about defending	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. This is further developed in progression when children learn to play Netball in Year 5, and show adaptation to this

	Understand the roles of attackers and defenders	and attacking play as they begin to play even-sided versions of 5-a-side Netball . They will learn key rules of the game such as footwork, held ball, contact and obstruction .	learning in Year 4 when learning the skills and rules of Basketball . 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		
Autumn 2 Gymnastics	How can I develop my gymnastic movements to improve a performance?	Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms ' extension ' and ' body tension .' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination . Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform , considering the quality and control of their actions.	The development in progression of gymnastic skills presents the opportunity for pupils to create flow through movements and actions. 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 . 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		
Spring 1 Dance	How can I vary levels within a dance?	Pupils create dances in relation to an idea including historical and scientific stimuli . Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm . Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Having considered counting beats and remembering short dance phrases in Year 2, this unit prepares pupils for retelling stories through dance in Year 4 and continued expressive movement and fluency in Year 5 . 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 & dynamics to convey a piece of music.
	Show respect when others perform		
	Use counts to keep in time		
	Use dynamic and expressive qualities		
	Create short dance phrases		

<p>Spring 1</p> <p>Ball Skills</p>	<p>What skills do I need to ensure I have effective ball skills?</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 tracking a ball. They will explore a variety of throwing techniques (bounce pass, chest pass, shoulder pass) and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>	<p>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.</p> <p>The ability to apply these skills to small group games, enables the pupils to develop fluency and strategy with this.</p>
<p>Spring 2</p> <p>Tennis</p>	<p>What are the key skills and techniques needed to play tennis?</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 ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>Pupils apply their racket skills developed in Year 2 to learning Tennis. This learning is then continued in Year 4 where these skills are consolidated and then applied to Badminton in Year 5.</p>
<p>Spring 2</p> <p>Dodgeball</p>	<p>What skills and tactics do I need to play dodgeball effectively?</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 throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve 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. Target aim is further refined in Year 4 when learning to play golf.</p>

<p>Summer 1 Handball</p>	<p>How can I choose passes effectively to play Handball confidently?</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 throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend 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. 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.</p>
<p>Summer 1 Fitness</p>	<p>Why is it important to challenge myself to develop my personal fitness?</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>Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>	<p>Developing an understanding and focus on personal fitness ensures that pupils are able to apply these skills in a range of sports and help pupils to understand the impact that having high levels of fitness has on the body both physically and mentally. This unit of work is further developed in Year 5 where pupils analyse their fitness scores and work on how to improve them.</p>

<p>Summer 2</p> <p>Athletics</p>	<p>How can I achieve my greatest possible speed, distance or accuracy in athletics?</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 running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</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>Summer 2</p> <p>Cricket</p>	<p>What are the key skills I need to develop to play cricket?</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 score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Applying the knowledge acquired when learning how to play different striking and fielding skills supports pupils to understand the principles of Cricket. 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.</p>
<p>Year 4</p>	<p>Substantive Knowledge Content based around a Big Question</p>	<p>Recurring themes, ideas and language</p>	<p>Contribution on wider PE knowledge and what later content this prepares for</p>
<p>Autumn 1</p> <p>OAA</p>	<p>How important is teamwork in sport?</p> <p>Problem solving skills through a range of challenges.</p>	<p>Pupils can accurately follow and give instructions confidently and effectively through communicating to one another. They can identify 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). The</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 navigate around a grid. They can plan and apply strategies to solve problems and reflect on what was successful and any challenges they have face.</p>	<p>knowledge builds to support the pupils in Year 5 and 6 with their communication and to critically think when under pressure.</p>
Autumn 1 Dance	<p>How does your body move differently to different types of music?</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 characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p>From learning how to sequence a dance to counts in previous years. The knowledge builds across 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</p>
Autumn 2 Dance	<p>How can dance tell a story?</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 phrases of movements 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 inspired by themes. Children will think how to use movement to communicate ideas, moods and feelings.</p>	<p>This unit supports the children with linking body movements and music from the previous unit. 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</p>
Autumn 2 Basketball	<p>How are the rules and skills from netball transferable to basketball?</p>	<p>Pupils will be encouraged to persevere 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>attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p>	<p>their throwing and catching skills alongside their invasion skills through basketball. This is further consolidated in Year 5 where the pupils look at transferring their skills in netball and tag rugby.</p>
Spring 1 Football	<p>How can I apply different passes and tactics effectively when playing football?</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 opponent and help to prevent the other team from scoring. They can dribble, pass, receive and shoot the ball with increasing control. They can move to space to help their team to keep possession and score goals. They can provide feedback using key terminology and understand what they need to do to improve. Pupils can use simple tactics to help my team score or gain possession. They understand the rules of the game and I can use them often and honestly.</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. This is then revisited again in Year 6 where pupils look at understanding positions and improving their performance.</p>
Spring 1 Gymnastics	<p>How can using a range of travelling movements help me to create a complex sequence to perform?</p> <p>Develop sequences individually and in pairs using a range of levels, direction shape and balances</p>	<p>Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will</p>	<p>This unit builds on pupils being able to create simple actions and movements to create complex gymnastic routines. 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</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 control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>their own routines that include apparatus.</p>
<p>Spring 2</p> <p>Tennis</p>	<p>What skills do I need to refine to play tennis effectively?</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 tactics. They can explain what happens to my body when they exercise and how this helps to make me healthy. They can use a range of basic racket skills to return a ball. Pupils at times should be able to play a continuous rally 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. In Year 5 these skills are then applied during the badminton unit of work and again during the handball unit of in Year 6.</p>
<p>Summer 1</p> <p>Hockey</p>	<p>What skills do I need to play hockey effectively?</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>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies</p>	<p>The pupils use their ball tracking skills from Year 1 and 2 in Hockey. The pupils develop their hand eye coordination and the power needed to strike a ball. 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.</p>

	Use simple tactics to help my team score or gain possession.	and tactics to outwit the opposition . Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	
Summer 1	How does good hand eye co-ordination support me with playing golf?	Pupils will develop their aiming and striking skills and apply them to striking, chipping, putting , and playing a short and long game. They will develop their coordination, accuracy, and control of movements. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths.	This unit builds on the pupils previous learning of target games from Year 1 and 2 and then further developed within a games context in the Year 3 Dodgeball unit of work .
Golf	Explore hitting techniques with different equipment		
	Explain how to aim with increasing accuracy		
	Understand the principles of golf		
	Use different actions for different shots.		
Summer 2	How can I challenge myself as an athlete to improve my performance?	Pupils will develop basic running, jumping and throwing techniques . They are set challenges for b and time that involve using different styles and combinations of running, jumping and throwing . As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best .	This unit is built on from the previous athletics in Year 3 where the pupils looked at building stamina during their fitness unit and Athletics. This is further developed through to Year 5 and 6 where pupils look further into building accuracy, strength and perseverance during their athletics unit .
Athletics	Demonstrate the difference in sprinting and jogging techniques.		
	Explain what happens in my body when I warm up		
	Throw with some accuracy and power to a target area.		
	Identify when I was successful and what I need to do to improve.		
Summer 2	How can I bat and field effectively in rounders to improve my team's performance?	Pupils learn how to score points by striking a ball into space and running around cones or bases . When fielding , they learn how to play in different fielding roles . They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how	This unit builds on previous skills taught in Year 1 and 2 through striking and fielding activities . These skills are then incorporated into a game of cricket in Year 3. Rounders is then re-established in Year 6 where pupils look closely at trying to outwit the opposition and
Rounders	Use overarm and underarm throwing and catching skills with increasing accuracy.		

	Bowl a ball with some accuracy, and consistency.	they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules , as well as being respectful of the people they play with and against.	pupils take charge of their own fielding placements.
	Learn the rules of the game		
	Communicate with my teammates to apply simple tactics		
	Provide feedback using key terminology and understand what I need to do to improve		
Year 5	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
Autumn 1 OAA	How important is communication in sport?	Pupils learn to orientate and navigate using a map. They achieve this by developing teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas create strategies and plans 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. 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.
	Navigate around a course using a map		
	Be inclusive of others and share job roles		
	Reflect on what was successful at solving challenges		
	Alter methods in order to improve		
Autumn 1 Netball	How can clear communication and a good understanding of positioning help when playing netball?	Pupils will develop defending and attacking play during even-sided 5-a-side netball . Pupils will learn to use a range of different passes to keep possession and attack towards a goal . Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition . They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the	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. This unit then moves pupils onto applying their knowledge of striking a ball and invasion games in Year 6 through handball and volleyball.
	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		

	<p>Know what position I am playing in and how to contribute when attacking and defending</p> <p>Understand the need for tactics and can identify when to use them in different situations</p>	<p>game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>	
Autumn 2 Gymnastics	<p>How can I work with a partner to achieve synchronisation?</p> <p>Use cannoning, sync, match and mirroring and comment on effect on sequence</p> <p>Develop strength, flexibility and control</p> <p>Create and perform sequences using apparatus - adapting to suit individually or group based</p> <p>Set criteria to evaluate performance</p>	<p>Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>Pupils have developed putting together simple and complex routines with and without apparatus from years 2-4. Once the pupils are secure they move on to using their compositional knowledge to combine and link actions with apparatus in Year 6</p>
Autumn 2 Fitness	<p>How important is physical health?</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 fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired 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 improvement 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. 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.</p>
Spring 1	<p>How can I refine the way I use actions, dynamics and space in</p>	<p>Pupils learn different styles of dance, working individually, as a pair and in small</p>	<p>This unit supports the development of skills from year 3 and 4 where pupils look</p>

<p>Dance</p>	<p>a dance to engage my audience?</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>groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>	<p>at the different movements and techniques used within dance and learn how to use particular movements to portray a story or feelings. In Year 6 pupils then use the skills acquired from Year 3- 6 to choreograph their dance.</p>
<p>Spring 1</p> <p>Tag Rugby</p>	<p>What skills do I need to develop to play Tag Rugby?</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 defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defense. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty 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. 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.</p>
<p>Spring 2</p> <p>Cricket</p>	<p>What skills and tactics can I use to outwit my opponent in a Cricket match?</p>	<p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how</p>	<p>The skills of striking and fielding using a bat improve pupils hand eye coordination and confidence in</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>to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>readiness for application when playing rounders in Year 6. 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 Swimming</p>	<p>How can I develop the skills of a fluent and safe swimmer?</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>Increase speed, stamina and confidence</p> <p>Learn how to keep safe around water and what to do if they face danger</p>	<p>This first half of a year long swimming programme aims to ensure that all children are able to swim a minimum of 25m competently, confidently and proficiently. They are taught to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Pupils will be taught to perform safe self-rescue in different water-based situations.</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 curriculum standards. This lays the foundations of a valuable life skill as well as ensuring that pupils in KS3 and 4 are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.</p>
Year 6	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
<p>Autumn Term and Spring 1</p>	<p>How can I develop the skills of a fluent and safe swimmer?</p> <p>Swim a minimum of 25m safely</p>	<p>Pupils continue to build on the skills developed from Year 5 at their appropriate swimming level. The aim is to ensure that</p>	<p>The PE curriculum at Hadley Wood Primary School lays the foundations for pupils to have the core fundamental knowledge</p>

Swimming	Develop stroke techniques (front crawl and back crawl)	all children can swim a minimum of 25 metres by the end of KS2 . Pupils will develop the skills required to swim front crawl and back crawl , with more confident swimmers learning breast stroke and butterfly stroke 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 stamina, speed and technique . Pupils also learn basic survival techniques and consider the importance of water safety .	and skills surrounding physical fitness, health and teamwork skills in preparation for the National Curriculum taught at Key Stage 3. The Key Stage 3 National Curriculum states that: 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. 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. Pupils should be taught to: <ul style="list-style-type: none"> • 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] • Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
	Increase speed, stamina and confidence		
	Learn how to keep safe around water and what to do if they face danger		
Autumn 1	How can I develop my map reading and problem solving skills in Outdoor and Adventurous Activities?	Pupils learn to orientate and navigate using a map. They achieve this by developing teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group.	
OAA (Outdoor and Adventurous Activities)	Share jobs and lead when necessary		
	Pool ideas within a group, selecting and applying the best method to solve a problem		
	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	How can I decide when to pass, dribble or shoot in football to	Pupils will improve their defending and attacking play, developing further	

Football	make me an effective team player?	knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping . Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly , abiding by the rules of the game and being respectful of their teammates, opponents and referees .	<ul style="list-style-type: none"> • Perform dances using advanced dance techniques within a range of dance styles and form • 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 • Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best • Take part in competitive sports and activities outside school through community links or sports clubs.
	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	What makes a dance engaging for an audience?	Pupils will focus on developing an idea or theme into dance choreography . They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics . Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters . Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups .	
Dance	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		
Spring 2	How can I use a range of compositional devices to improve the quality of my performance?	Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway , how to combine and link actions , how to relate to a partner and apparatus , when developing sequences . They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on	
Gymnastics	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.		

	<p>Understand what counter balance and counter tension is and can show examples with a partner</p> <p>Use appropriate language to evaluate and refine my own and others' work</p>	<p>performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>
<p>Spring 2</p> <p>Volleyball</p>	<p>What skills do I need to refine when playing Volleyball?</p> <p>Select the appropriate action for the situation and make this decision quickly</p> <p>Use a wider range of skills with increasing control under pressure.</p> <p>Develop the dig and understand when to use it.</p> <p>Volley the ball using a set shot</p> <p>Use the rules of the game consistently to play honestly and fairly.</p>	<p>Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defense. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.</p>
<p>Summer 1</p> <p>Handball</p>	<p>What skills do I need to apply when playing Handball?</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>Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defensive principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defense. They develop their understanding of the rules</p>

	Develop a variety of passes and know when to use each to help to maintain possession.	and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.
Summer 1	How does yoga support my mental health?	Pupils learn about mindfulness and body awareness . They learn yoga poses and techniques that will help them to connect their mind and body . The unit looks to improve well-being by building strength, flexibility and balance . The learning includes breathing and meditation 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 flows and lead others.
Yoga	Confident to lead others, demonstrating poses and teaching them my flow.	
	Use my breath to transition from one pose to another with control.	
	Choose poses which link easily from one to the other to help my sequence flow	
	Use yoga poses to improve my flexibility, strength and balance.	
	Understand that there are different areas of fitness and how this helps me in different activities	
Summer 2	What skills and strategies do I need to support my team in rounders?	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions . In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition . Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively .
Rounders	Strike a bowled ball with increasing consistency	
	Make decisions about where and when to send the ball to stump a batter out	
	Develop a variety of fielding techniques and when to use them in a game	
	Know the different fielding techniques and know when to use them	
	Use the rules of the game consistently to play fairly	

<p>Summer 2</p> <p>Athletics</p>	<p>How can I challenge myself to be my personal best in different athletic disciplines?</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 distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p>	
---	--	--	--