

**Intent:**

The structure of our PE curriculum is divided between three main components.

**Performance and skill** shows pupils can move with some control and coordination, following imitate sequences and patterns in their movements. Can use small and large apparatus safely and apply these skills when playing simple games.

**Knowledge and analysis** enables children to recognise the changes that happen to their bodies when they are active. Keeping score and following game rules with support.

**Leadership and teamwork** shows awareness of space, themselves and others.

Term	Week/s	Topic/Theme Key vocabulary including Tier 3 subject specific words.	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC Gatsby Benchmarks
Autumn 1	1 -3	<b>Hand eye – coordination</b> Listening Follow Control Coordination Throw Catch Movement Travel	<ul style="list-style-type: none"> <li>To be able to listen to and follow a set of simple instructions for a set activity.</li> <li>To show a simple underarm throw when using a range of equipment with some accuracy.</li> <li>To demonstrate a simple catch using the correct techniques with a range of equipment.</li> <li>To show how to travel in a range of different movements.</li> </ul>	<p><b>Literacy</b> <b>Reading:</b> Look at pictures, Reading with support / independently e.g. instructions, Ask and answer questions. <b>Writing:</b> Write for a purpose e.g. taking scores / self &amp; peer review, present work e.g. dance performance and act on feedback. <b>GPS/Spoken Language:</b> Speak coherently, take part in discussion.</p> <p><b>Numeracy</b> <b>Problem solving:</b> Visualisation, Trial and improvement. <b>Functional Skills:</b> Read a digital clock and use a timetable of events. Measurement skills: Record length / time. <b>Calculation skills:</b> Addition / Subtraction. <b>Number skills:</b> Counting forwards and backwards.</p> <p><b>SMSC</b> – Enjoy learning about themselves and others, Use imagination e.g. make animal shapes, Be creative, Reflect on own success, Recognise right and wrong skills and techniques, Cooperate with others, Demonstrate mutual respect and participate in sport.</p>
	3-7	<b>Hand eye- coordination</b> Target Aim Bounce Roll Accuracy Direction Perform	<ul style="list-style-type: none"> <li>To show a range of techniques with intention and direction when bouncing a ball at a target.</li> <li>To show rolling skills with a large / small ball with some accuracy.</li> <li>To be able to demonstrate how to strike a ball with intention and direction using a bat.</li> <li>To take on board and follow the rules of a game. To be able to continue applying the same skills when equipment size has changed.</li> </ul>	
	8 - 11	<b>Invasion Games</b> Competitive sport Catch Positive feedback Motivation	<ul style="list-style-type: none"> <li>To be able to explain what a warm up is and demonstrate what parts of the body need to be warmed up.</li> <li>To be able to catch an object when stable and moving showing some knowledge of using the correct techniques.</li> <li>To attempt and demonstrate actions for a range of passing techniques.</li> </ul>	
Autumn 2	12 - 14	<b>Invasion Games</b> Passing Receiving Demanding Team work Defender Copy	<ul style="list-style-type: none"> <li>To be show some techniques when receiving an object from a partner.</li> <li>To show team working skills by supporting other players effectively.</li> <li>To show some understanding about what a defender does and copying the actions of the teacher to apply that role in a small group activity.</li> </ul>	
Spring 1		<b>Agility, Balance and co – ordination</b> Control Coordination	<ul style="list-style-type: none"> <li>To move fluently, changing direction &amp; speed easily, avoiding collisions &amp; developing spatial awareness.</li> </ul>	

		Agility Balance Space awareness Static Balance Dynamic balance	<ul style="list-style-type: none"> <li>To be able to recognise space in their games &amp; use it.</li> <li>To be able to show some level of balance on a range of different levels.</li> <li>To be able to perform a static balance (stationary) and a dynamic balance (movement).</li> <li>To be able to perform at least two factors together e.g. balance and co-ordination.</li> </ul>
Spring 2		<b>Striking Games</b> Skills Strike Copy Practise Apply Control Simple Tactics	<ul style="list-style-type: none"> <li>To safely use the correct technique to be able to strike a ball.</li> <li>To learn, practise and apply the batting stance with some level of accuracy.</li> <li>To be able to strike a ball at an intended target.</li> <li>To use a range of striking skills with some control.</li> <li>To be familiar with striking equipment.</li> </ul>
		<b>Fielding Games</b> Skills Techniques Tactics Copy Catch Fiedler Throwing Cooperatively Apply Situation	<ul style="list-style-type: none"> <li>To learn the skills and techniques for catching different sized balls.</li> <li>To understand the role of a fielder.</li> <li>To learn different throwing techniques e.g. overarm and underarm.</li> <li>To be able to work cooperatively to field a ball.</li> <li>To apply fielding skills during a game style situation.</li> </ul>
Summer 1		<b>Summer Sports</b> Throwing Catching Batting Situation Working together Follow Apply Rules	<ul style="list-style-type: none"> <li>To develop throwing and catching skills in a game style situation.</li> <li>To develop batting skills in a game style situation.</li> <li>To be able to work as a team and support others.</li> <li>To be familiar with and follow some of the rules set for each game.</li> </ul>
Summer 2		<b>Athletics</b> Competitive Sport Running Jumping Throwing Fluency Throwing Techniques Skill Tactics Follow Practise Apply	<ul style="list-style-type: none"> <li>To practise running, jumping and throwing skills.</li> <li>To be able to sprint effectively.</li> <li>To run with fluency over hurdles.</li> <li>To jump for a distance.</li> <li>To develop different throwing and push throw techniques.</li> <li>To take part in an athletics event to put learnt skills to practise.</li> </ul>

**Intended impact:**  
 Pupils will have developed performance and skills by showing some control and coordination of physical movement. They will show some knowledge of how their body changes when active. They will have gained some awareness of space and others when working, having worked in a team.