



**ST VINCENT'S**  
VC ACADEMY

# PE Curriculum



**St. Cuthbert's**  
Roman Catholic Academy Trust

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# PE Intent Statement

The intent of the PE curriculum at St Vincent's VC Academy is to provide every child with the tools to try and lead a healthy and active lifestyle, they will be encouraged to learn the core/fundamental skills that will help enable a lifelong involvement in sport and exercise. St. Vincent's children will endeavour to participate and accept both victory and defeat in the correct manner. We will foster an attitude of achieving personal goals and competing to the best of our ability.

Lessons will follow the Get Set 4 PE (Scheme of Work) LTP which has been implemented in consultation with SMC PE Specialists. This pathway of continuous learning will flow seamlessly as the pupils move on from their primary setting into a secondary setting, in most cases at St Vincent's the pupils will move onto St. Mary's Sports College. The PE phase starts at the EYFS age and then progresses on through KS1, KS2, Secondary and beyond:

Active Start	Fundamentals	Foundation
EYFS	Years 1 to 4	Years 5 to 8
Ages: 4-5	Ages: 5-8	Ages: 8-13

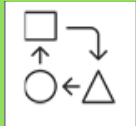
Our curriculum plan has been designed and built with clear schemes of work for each year group and each subject. The plan allows for spiral learning avoiding unnecessary repetition but recapping what has gone before and moving learning on. Rosenshine's Principles underpin the teaching and learning practices within planning, lesson design and delivery. Sequences of learning are also carefully planned for so that there is a natural flow between units of learning.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our curriculum aims to help children understand how they are developing personally/socially and how sport and physical activity can improve their health and well-being. Through PESSPA (PE, School Sport and Physical Activity) the children are challenged and motivated throughout their school journey to experience numerous activities offered to them, all this underpinned by a broad and stimulating PE curriculum.



## Big Ideas

DEVELOP KNOWLEDGE OF PHYSICAL EDUCATION TO LEAD A HEALTHY AND ACTIVE LIFESTYLE  
 CHRONOLOGICAL UNDERSTANDING  
 VOCABULARY  
 DO MORE, KNOW MORE AND REMEMBER MORE



## Content, Sequencing and Retrieval

PE units, in consultation with SMC Sports Department, are taught in a chronological order. The lessons are supported through our Trust Scheme of Work (Get Set 4 PE). The Long-Term Plan ensures that pre-requisite knowledge and skills are considered and linked to their new learning. Opportunities to revisit and retrieve prior learning are integrated into the scheme of work.



## Engagement / Enrichment

- Teachers, where possible, can plan a 'Hook' to engage the learning prior to the PE units starting. This may be showing the children a montage of clips . . . tennis matches, Usain Bolt running, balls being thrown over certain distances. Utilise children in the class or throughout the school to share their experiences if they are involved in that sport, either in or out of school.
- Signpost children in the direction of local clubs to help develop their skills and love of learning.
- Planned days to support and deepen their understanding of PESSPA: Sports Days, swimming lessons, Sustrans, Bikeability, HAS (Hull Active School) competitions and events, School clubs, intra leagues and also Major Sporting Activities (local and national).
- SHOWCASE: allow children the opportunity to showcase their learning at the end of the topic.



## Support, Challenge and Progress for All

Through collaboration with St. Mary's College and Get Set 4 PE, the units of work are carefully sequenced and returned to and built upon from previous year groups and units.

The STEP (Space, Task, Equipment and People) process is applied by all staff to help scaffold learning and challenge individuals/groups (EHCP and SEN)







Teachers are encouraged to use PE as an opportunity to develop the whole child: physically , socially and emotionally. This holistic approach is highlighted through our HAS School Games Values: Determination, Self-Belief, Honesty, Passion, Teamwork and Respect.

# PE Long Term Plan

Year Group	Autumn	Spring	Summer
<b>EYFS</b> (Two year rolling programme)	<b>Introduction to PE: Unit 1</b> <b>Ball skills: Unit 1</b>	<b>Dance: Unit 1</b> <b>Fundamentals: Unit 1</b>	<b>Games: Unit 1</b> <b>Gymnastics: Unit 1</b>
Year One	<b>Fundamentals</b> <b>Fitness and Yoga</b>	<b>Gymnastics</b> <b>Dance</b>	<b>Sending and receiving</b> <b>Striking and fielding</b> <b>Athletics</b>
Year Two	<b>Ball Skills</b> <b>Fitness and Yoga</b>	<b>Gymnastics</b> <b>Dance</b>	<b>Sending and receiving</b> <b>Striking and fielding</b> <b>Athletics</b>
Year Three	<b>Football</b> <b>Fitness and Dodgeball</b>	<b>Gymnastics</b> <b>Dance</b>	<b>Tennis</b> <b>Athletics</b>
Year Four	<b>Netball</b> <b>Fitness and Dodgeball</b>	<b>Gymnastics</b> <b>Dance</b>	<b>Hockey and OAA</b> <b>Athletics</b>
Year Five	<b>Football</b> <b>Fitness and Dodgeball</b>	<b>Gymnastics</b> <b>Dance</b>	<b>Tennis</b> <b>Athletics</b>
Year Six	<b>Netball</b> <b>Fitness and Dodgeball</b>	<b>Gymnastics</b> <b>Dance</b>	<b>Hockey and OAA</b> <b>Athletics</b>

# EYFS Overview

Term	Topic	Skills	School Games Values
Autumn	<p><b>Introduction to PE: Unit 1</b></p> <p><b>Ball Skills: Unit 1</b></p>	<p>In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning 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.</p> <p>In this unit children will develop their ball skills through the topic of 'minibeasts'. Children 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.</p>	 
Spring	<p><b>Dance: Unit 1</b></p> <p><b>Fundamentals: Unit 1</b></p>	<p>In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p>In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	 

# Summer

**Games: Unit 1**





**Gymnastics: Unit 1**

In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through 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.

In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.



# Year One Overview

Term	Topic	Skills	School Games Values
Autumn	<p><b>Fundamentals</b></p> <p><b>Fitness and Yoga</b></p>	<p>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.</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <p><b>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p>	 
Spring	<p><b>Gymnastics</b></p> <p><b>Dance</b></p>	<p>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p><b>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p>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.</p> <p><b>NC: perform dances using simple movement patterns</b></p>	 

# Summer

**Sending and receiving  
Striking and fielding**

**Athletics**

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.

Pupils develop their basic understanding of striking and fielding games such as 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.





In this unit, 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.

**NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**





# Year Two Overview

Term	Topic	Skills	School Games Values
Autumn	<p><b>Ball Skills</b></p> <p><b>Fitness and Yoga</b></p>	<p>In this unit, 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. Pupils will be able to explore their own ideas in response to tasks.</p> <p><b>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <p><b>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p>	 
Spring	<p><b>Gymnastics</b></p> <p><b>Dance</b></p>	<p>In this unit 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.</p> <p><b>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p><b>NC: perform dances using simple movement patterns</b></p>	 

# Summer

**Sending and receiving  
Striking and fielding**

**Athletics**

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.



Pupils develop their basic understanding of striking and fielding games such as 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.

In this unit, 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. They learn how to improve by identifying areas of strength as well as areas to develop.

**NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**



# Year Three Overview

Term	Topic	Skills	School Games Values
Autumn	Football Fitness and Dodgeball	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><b>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</b></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand 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 when performing new tasks.</p> <p><b>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. 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><b>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</b></p>	 

# Spring

## Gymnastics

### Dance

In this unit 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.

**NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**

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.

**NC: perform dances using simple movement patterns**



# Summer

## Tennis

### Athletics

In this unit 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.



**NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**

In this unit, 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, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.

**NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.**



# Year Four Overview

Term	Topic	Skills	School Games Values
Autumn	Netball Fitness and Dodgeball	<p>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 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.</p> <p><b>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</b></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand 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 when performing new tasks.</p> <p><b>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></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. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. 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><b>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</b></p>	 

# Spring

## Gymnastics

### Dance

In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

**NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]**

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.

**NC: perform dances using simple movement patterns**



# Summer

## Hockey and OAA

### Athletics

Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.

**NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**

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.

**NC: take part in outdoor and adventurous activity challenges both individually and within a team**



In this unit, 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, height, distance or accuracy and learn how to persevere to achieve their personal best.

In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.

**NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.**



# Year Five Overview

Term	Topic	Skills	School Games Values
Autumn	Football Fitness and Dodgeball	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p><b>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</b></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. 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 data they have collected.</p> <p><b>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p><b>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</b></p>	 



# Spring

## Gymnastics

### Dance

In this unit, 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.

**NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]**

Pupils learn different styles of dance, working individually, as a pair and in 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. 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.

**NC: perform dances using simple movement patterns**



# Summer

## Tennis

### Athletics

In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.

**NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**

In this unit, 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, height, 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.



In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.

**NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]** **NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.**





# Year Six Overview

Term	Topic	Skills	School games Values
Autumn	<p>Netball</p> <p>Fitness and Dodgeball</p>	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p><b>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</b></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. 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 data they have collected.</p> <p><b>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b></p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</p> <p><b>NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</b></p>	 

# Spring

## Gymnastics

### Dance

In this unit, 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 performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

**NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]**

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.

**NC: perform dances using simple movement patterns**



# Summer

## Hockey and OAA

### Athletics

In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games.

**NC: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending**

Pupils develop 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. Pupils learn to orientate and navigate using a map.

**NC: take part in outdoor and adventurous activity challenges both individually and within a team**

In this unit, 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, height, 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. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.

**NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. NC: compare their performances with previous ones and demonstrate improvement to achieve their personal best.**

