



Physical Education Curriculum at Scargill CE Primary School 2022-23

Cycle A

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p> <p>By creating games and providing opportunities for play both indoors and out-doors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility.</p> <p>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • participate in team games, developing simple tactics for attacking and defending. • perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><u>Swimming and water safety</u></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 				

(P) Physical Success (C) Cognitive success (S) Social Success (W) Wellbeing/Emotional Success



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Cycle A

EYFS Indoor PE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Progression of knowledge and skills 	Dance: Ourselves <ul style="list-style-type: none"> Moving in sequence. Responding in movement to words and music. Moving with props and contrasting tempos. Creating their own movements. Exploring opposites and creating simple movement sequences. 	Dance: Dinosaurs <ul style="list-style-type: none"> Moving with control Adding movements together Responding to rhythm in character Adding expression to our characters' (dinosaur) movements. Performing with a partner. Exploring relationships. 	Gymnastics High, Low, Over, Under <ul style="list-style-type: none"> Introduction to high, low, over and under. Introduction to the apparatus. Applying high and low on apparatus 	Dance: Nursery Rhymes <p>Moving in sequence</p> <ul style="list-style-type: none"> Creating our own movements. Creating simple movement sequences. Responding in movement to words and music Exploring contrasting tempos. Exploring character movements. 	Gymnastics: Moving <ul style="list-style-type: none"> Explore moving and making shapes using different body parts. Explore moving in different directions. Explore big and small ways of moving and making shapes. Moving in pairs. Creating shapes in pairs. 	Games for Understanding <ul style="list-style-type: none"> Taking turns/keeping the score. Understanding and playing by the rules. Avoiding a defender Preventing an attacker from scoring. Applying attacking and defending into a game
	Developing the whole child 	<p>(P) Pupils will move their bodies with big actions linked to the idea of 'ourselves'.</p> <p>(C) Pupils will develop their curiosity and imagination as they experiment moving in different ways.</p> <p>(S) Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.</p> <p>(W) Pupils will develop their self-belief as they move and travel with confidence.</p>	<p>(P) Pupils will move their bodies with big actions as they explore moving as different types of dinosaurs.</p> <p>(C) Pupils will develop their curiosity and imagination as they experiment moving in different ways.</p> <p>(S) Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.</p> <p>(W) Pupils will develop their self-belief as they move and travel with confidence.</p>	<p>(P) Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.</p> <p>(C) Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.</p> <p>(S) Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.</p> <p>(W) Pupils will begin to show self-belief as they travel with confidence, over, under and through apparatus.</p>	<p>(P) Pupils will move their bodies with big actions linked to the nursery rhymes.</p> <p>(C) Pupils will develop their curiosity and imagination as they experiment moving in different ways.</p> <p>(S) Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.</p> <p>(W) Pupils will develop their self-belief as they move and travel with confidence.</p>	<p>(P) Pupils will be able to move and balance in big and small ways, applying champion gymnastics criteria, both on the floor and on apparatus.</p> <p>(C) Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.</p> <p>(S) Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.</p> <p>(W) Pupils will begin to show self-belief as they travel with confidence, over, under and through apparatus.</p>	<p>(P) Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils.</p> <p>(C) Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.</p> <p>(S) Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.</p> <p>(W) Pupils will start to explore honesty, as they learn to keep the score and self-belief, understanding why it is important to try our hardest.</p>
	Key Vocabulary 	Champion dancers, beat, moving, control, rhythm timing, sequence, opposite	Champion dancers, beat, moving, control, rhythm timing, sequence, expression	Champion Gymnastics, shapes, high, low, over, under, apparatus, transition	Champion dancer, beat, moving, control, rhythm, timing, sequence, tempo	Champion Gymnastics, shapes, big, small, high, low, apparatus, transition	Attacker, defender, space, rules, tagging, sharing



Physical Education Curriculum at Scargill CE Primary School 2022-23

Cycle A

EYFS Outdoor PE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Progression of knowledge and skills 	Locomotion: Walking <ul style="list-style-type: none"> Explore/develop walking Explore walking in different pathways. Sustain walking. Explore marching. Apply walking into a game 	Ball Skills: Hands 1 <ul style="list-style-type: none"> Explore pushing. Explore rolling. Explore bouncing. Explore bouncing into space. Combine pushing and rolling Combine rolling, pushing and bouncing 	Ball Skills: Hands 2 <ul style="list-style-type: none"> Explore throwing overarm. Explore throwing underarm. Explore rolling. Explore stopping a ball. Explore catching. 	Locomotion: Jumping <ul style="list-style-type: none"> Explore/develop jumping. Apply jumping into a game. Jumping for distance. Explore jumping high. Explore hopping. 	Ball Skills: Feet <ul style="list-style-type: none"> Explore moving with a ball using our feet. Develop moving with a ball using our feet. Understand dribbling. Develop dribbling against an opponent. 	Games for Understanding <ul style="list-style-type: none"> Taking turns/keeping the score. Understanding and playing by the rules. Avoiding a defender Preventing an attacker from scoring. Applying attacking and defending into a game
	Developing the whole child 	<p>(P) Pupils will develop their ability to walk and move into space, change direction and keep away from the defenders.</p> <p>(C) Pupils will develop an understanding of why we move into space as they explore moving and walking.</p> <p>(S) Pupils will develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.</p> <p>(W) Pupils will develop their own self-belief as they move and travel with confidence.</p>	<p>(P) Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.</p> <p>(C) Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities</p> <p>(S) Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.</p> <p>(W) Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.</p>	<p>(P) Pupils will develop their ability to throw, roll and stop a ball with control. Pupils will explore catching and will be ready to receive a ball.</p> <p>(C) Pupils will develop life skills such as concentration by focusing on the ball and the target. Pupils will listen carefully and follow the instructions.</p> <p>(S) Pupils will develop life skills such as fairness and empathy as they encourage and support each other.</p> <p>(W) Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.</p>	<p>(P) Pupils will develop their ability to jump and land safely. Pupils will adjust their speed and change direction as they jump in order to avoid the defenders.</p> <p>(C) Pupils will explore their curiosity as they try jumping in a variety of different ways</p> <p>(S) Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils.</p> <p>(W) Pupils will show courage as they apply developing confidence while exploring their jumping skills.</p>	<p>(P) Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.</p> <p>(C) Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions</p> <p>(S) Pupils will develop life skills such as fairness and empathy as they encourage and support each other.</p> <p>(W) Pupils will apply their skills with developing success as they demonstrate courage and self-belief to keep working as hard as possible.</p>	<p>(P) Pupils will be able to move into spaces avoiding other pupils. Pupils will also be able to adjust their speed and change direction to avoid other pupils.</p> <p>(C) Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.</p> <p>(S) Pupils will develop life skills such as fairness, while playing by the rules of the game and empathy when they need to encourage others.</p> <p>(W) Pupils will start to explore honesty, as they learn to keep the score and self-belief, understanding why it is important to try our hardest.</p>
	Key Vocabulary 	Defender, change of direction, space, speed, walking, marching, tag	Space, control, defender, bouncing, rolling, pushing	Control, accuracy, aiming, distance, power, throwing, catching, rolling, stopping.	Jumping, distance, height, space, hopping, speed, landing.	Attacker, defender, space, opponent, dribbling, control	Attacker, defender, space, rules, tagging, sharing



Physical Education Curriculum at Scargill CE Primary School 2022-23

Cycle A

Year 1 & 2 Indoor PE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Progression of knowledge and skills 	Locomotion: Jumping <ul style="list-style-type: none"> Consolidate jumping Apply jumping into a game. Linking jumping Explore jumping combinations. Develop jumping combinations. 	Dance: Heroes <ul style="list-style-type: none"> Performing movements in sequence Creating movements that represent superpowers Creating movements that represent a superhero rescuing/saving, someone/something Exploring character movements 	Gymnastics: Wide, Narrow Curled <ul style="list-style-type: none"> Introduction to wide, narrow and curled Exploring the difference between wide, narrow and curled. Transitioning between wide, narrow and curled movements. Linking two movements together. 	Gymnastics: Pathways <ul style="list-style-type: none"> Explore/develop zig-zag pathways/on apparatus. Explore/develop curved pathways/on apparatus Creation of pathway sequences. Completion of pathways sequences and performance. 	Dance: Explorers <ul style="list-style-type: none"> Responding to stimuli Developing our motif with expression and emotion. Applying choreography in our motifs. Extending our motifs. Sequences, relationships and performance. 	Ball skills: Feet <ul style="list-style-type: none"> Develop moving the ball using the feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing) Apply kicking (passing) to score a point.
	Developing the whole child 	<p>(P) Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.</p> <p>(C) Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.</p> <p>(S) Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.</p> <p>(W) Pupils will consistently apply life skills such as self-belief and honesty as they play within the rules of the game and jump confidently.</p>	<p>(P) Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.</p> <p>(C) Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</p> <p>(S) Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences.</p> <p>(W) Pupils will develop life skills such as self-belief and courage as they create their sequences including more advanced compositional elements.</p>	<p>(P) Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>(C) Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.</p> <p>(S) Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>(W) Pupils will develop their self-belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.</p>	<p>(P) Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</p> <p>(C) Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p> <p>(S) Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</p> <p>(W) Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.</p>	<p>(P) Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.</p> <p>(C) Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.</p> <p>(S) Pupils can demonstrate fairness and gratitude. Work well with others and enjoy creating their movements and sequences.</p> <p>(W) Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others.</p>	<p>(P) Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.</p> <p>(C) Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p> <p>(S) Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>(W) Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p>
	Key Vocabulary 	Jumping, distance, space, attacker, defender, speed, landing	Champion dancers, beat, moving, control, rhythm, sequence, motif, expression	Champion gymnastics, wide, narrow, curled, transition, interesting, linking.	Champion gymnastics, linking, flow, transition, zig-zag, curved, sequence.	Champion dancers, control, rhythm, expression, Emotion, choreography, unison, motif	Attacker, defender, space, dribbling, passing, control



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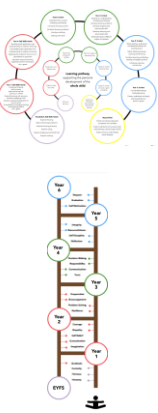

Cycle A

Year 1 & 2 Outdoor PE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Progression of knowledge and skills 	Team Building <ul style="list-style-type: none"> Introducing teamwork Develop teamwork Building trust and developing communication. Cooperation and communication Explore simple strategies Problem solving Consolidate teamwork 	Ball Skills: Hands 1 <ul style="list-style-type: none"> Introduce sending (bouncing) with control Introduce aiming with accuracy. Introduce power and speed when sending a ball. Introduce/develop stopping, combining sending skills. Combine sending and receiving skills 	Locomotion: Dodging <ul style="list-style-type: none"> Explore dodging. Develop dodging. Apply dodging. Explore attacking and defending Apply dodging in teams 	Health and Wellbeing <ul style="list-style-type: none"> Introduce and explore agility. Introduce and explore balance. Introduce and explore coordination. Bouncing, rolling and throwing. 	Ball Skills: Rackets, Bats and Balls <ul style="list-style-type: none"> Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent. Introduce hitting (sending/striking) a ball into a space. Striking the ball (with a bat) into space with intent. 	Attack vs Defence Games For Understanding <ul style="list-style-type: none"> Understanding the principles of attack/defence. Applying attacking/defending principles into a game. Consolidate attacking/defending
	Developing the whole child 	<p>(P) Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully.</p> <p>(C) Pupils will demonstrate a strong understanding of what makes an effective team. Pupils will create and apply simple tactics.</p> <p>(S) Pupils will develop and apply life skills such as fairness and respect as they work together to complete the challenges.</p> <p>(W) Pupils will develop life skills such as courage and self-belief as they strive to complete the different challenges, adapting strategies and never giving up.</p>	<p>(P) Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.</p> <p>(C) Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p> <p>(S) Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>(W) Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p>	<p>(P) Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders.</p> <p>(C) Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.</p> <p>(S) Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others.</p> <p>(W) Pupils will develop life skills such as honesty and self-belief as they strive to dodge effectively and keep the score in their games.</p>	<p>(P) Pupils will move showing agility, be able to remain balanced and apply coordination in activities and within circuit challenges.</p> <p>(C) Pupils will demonstrate a basic understanding of agility, balance and coordination and why they are important.</p> <p>(S) Pupils will develop life skills such as empathy and fairness as they collaborate with their partners and support each other to complete the circuits.</p> <p>(W) Pupils will demonstrate honesty and self-belief as they try their hardest to improve their performances and keep their score.</p>	<p>(P) Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately</p> <p>(C) Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.</p> <p>(S) Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.</p> <p>(W) Pupils will develop and apply life skills such as self-belief and honesty as they strive to improve their own performance and always keep the score playing fairly.</p>	<p>(P) Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.</p> <p>(C) Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.</p> <p>(S) Pupils will develop life skills such as empathy and fairness as they collaborate with their own team.</p> <p>(W) Pupils will continue to develop and apply honesty as they play by the rules and keep the score.</p>
	Key Vocabulary 	Teamwork, inclusion, communication, cooperation, strategy, courage, motivation	Possession, space, control, attacker, dribbling, accuracy, power	Attacker, defender, space, dodge, tagging	Attacker, defender, agility, balance, coordination, hand-eye coordination, throwing, aiming	Attacker, defender, space, dribbling, passing, control	Attacker, defender, space, rules, tactics, team



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Cycle A

Year 3 & 4 Indoor PE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Progression of knowledge and skills 	Dance: Space <ul style="list-style-type: none"> Extending sequences with a partner in character. Developing sequences with a partner in character that show relationships and interlinking dance moves. Sequences, relationships, choreography and performance. 	Gymnastics: Symmetry & Asymmetry <ul style="list-style-type: none"> Introduction to symmetry. Introduction to asymmetry. Application of learning onto apparatus. Sequence formation. Sequence completion. 	Games Invasion: Basketball <ul style="list-style-type: none"> Introduce dribbling; keeping control. Introduce passing and receiving. Combine dribbling and passing to create space. Develop passing, receiving and dribbling. Introduce shooting.	Health, Wellbeing & Mindfulness <ul style="list-style-type: none"> Exploring relaxation techniques. Applying relaxation techniques and using them effectively. Performing balanced meditative pose. Using props to help us balance in our meditative poses. 	Games Invasion: Netball <ul style="list-style-type: none"> Introduce passing, receiving and creating space. Develop/combine passing and moving. Combine/develop passing and shooting. 	Games Striking and fielding: Cricket <ul style="list-style-type: none"> Understand the concept of batting and fielding. Introduce throwing overarm. Introduce throwing underarm. Introduce catching. Striking with intent
	Developing the whole child 	(P) Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character. (C) Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences. (S) Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences. (W) Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.	(P) Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together. (C) Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary. (S) Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others. (W) Pupils will develop their resilience and ability to remain self-motivated.	(P) Pupils will develop their passing and moving, dribbling and shooting skills to outwit their opponents and keep possession of the ball and score. (C) Pupils will apply an understanding of where, when and why we pass, dribble and shoot in order to score points against another team. (S) Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents. (W) Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self-motivation	(P) Pupils will develop their ability to use and apply different relaxation techniques. Pupils will be able to execute a variety of meditative balances correctly. (C) Pupils will understand what relaxation means as well as understanding why meditative balances can benefit the mind and body. (S) Pupils will effectively apply life skills such as cooperation as they collaborate with others. (W) Pupils will develop their ability to stay focused when using various mindfulness techniques as they strive to improve their performances showing integrity	(P) Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. (C) Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team. (S) Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents. (W) Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.	(P) Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game. (C) Pupils will demonstrate a growing understanding of the difference between attack and defence (batting and fielding). (S) Pupils will develop life skills such as respect and cooperation as they collaborate with others including their opponents. (W) Pupils will apply their skills with developing confidence as they grow in their ability to show self-motivation and determination.
	Key Vocabulary 	Excellent dancers, expression, creativity, emotion, motif, choreography, character	Excellent gymnastics, linking, flow, interesting, extension, symmetrical, asymmetrical	Attacker, defender, dribbling, possession, triple threat, chest pass	Emotions, relaxed, anxious, balanced, techniques, meditative balances, deep breathing	Attacker, defender, possession, chest pass, footwork	Throwing, catching, outwit, strike, batting, fielder, out



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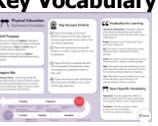
Cycle A

Year 3 & 4 Outdoor PE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Progression of knowledge and skills 	Outdoor Adventurous Activity: Communication and Tactics <ul style="list-style-type: none"> Creating and applying Simple tactics. Developing leadership. Developing communication as a team / collaborate effectively as a team. Create defending and attacking tactics as a team. 	Games Invasion: Hockey <ul style="list-style-type: none"> Introduce dribbling; keeping control. Introduce passing and receiving. Combine dribbling and passing to create space. Develop passing, receiving and dribbling. Introduce shooting 	Games Invasion: Football <ul style="list-style-type: none"> Introduce/develop dribbling keeping control Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling 	Games Net/ Wall: Tennis <ul style="list-style-type: none"> Introduction tennis, outwitting an opponent. Creating space to win a point. Consolidate how to win a game introduce rackets. Introduce the forehand. 	Games Invasion: Tag Rugby <ul style="list-style-type: none"> Introduce moving with the ball, passing and receiving. Introduce tagging. Create space when attacking. Develop passing and moving. Combine passing/moving to create attacking opportunities 	Athletics <ul style="list-style-type: none"> Explore running for speed. Explore acceleration. Introduce /develop relay: Running for speed in a team. Throwing: Accuracy vs distance Standing long jump
	Developing the whole child 	<p>(P) Pupils will work within teams to complete the different problem-solving challenges successfully</p> <p>(C) Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team.</p> <p>(S) Pupils will develop life skills such as collaboration and communication as they apply both speaking and listening skills within their teams.</p> <p>(W) Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes.</p>	<p>(P) Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>(C) Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team.</p> <p>(S) Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.</p> <p>(W) Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and self-motivation.</p>	<p>(P) Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.</p> <p>(C) Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team</p> <p>(S) Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.</p> <p>(W) Pupils will develop their resilience and ability to remain self-motivated.</p>	<p>(P) Pupils will throw/hit the ball into space on their opponents' side of the court. After playing a shot, pupils will recover to a ready position, ready to return the ball.</p> <p>(C) Pupils will develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents' side of the court.</p> <p>(S) Pupils will develop life skills such as cooperation and encouragement as they play fairly against others, keeping the score.</p> <p>(W) Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.</p>	<p>(P) Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent.</p> <p>(C) Pupils will apply an understanding of where, when and why we pass and move, in order to score a try. Pupils will understand the importance of tagging.</p> <p>(S) Pupils will develop life skills such as cooperation and communication as they collaborate with others including their opponents.</p> <p>(W) Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and self-motivation.</p>	<p>(P) Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.</p> <p>(C) Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p> <p>(S) Pupils will develop life skills such as cooperation and encouragement.</p> <p>(W) Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.</p>
	Key Vocabulary 	Communication, tactics, teamwork, strategy, attacker, defender, tag	Attacker, defender, possession, space, intercepting, shooting, barrier	Attacker, defender, space, possession free kick, penalty	Outwit, Space, return, recover, baseline, forehand, rally, out	Attacker, defender, possession, dodge, try, tagging, ball carrier	Tactics, speed, acceleration, distance, accuracy, relay, change over



Physical Education Curriculum at Scargill CE Primary School 2022-23




Cycle A

Year 5 & 6 Indoor PE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Progression of knowledge and skills 	Swimming <ul style="list-style-type: none"> A continuous swim of more than 25 metres. Use a range of strokes, alternating on their front and back, and adapt them for a range of purposes. Know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue. <p>Each year 5&6 class will swim for a full term at some point during the school year. During the other terms, they will complete all the other activities. The Department Newsletter details more specifically which class is being taught the specific aspects of the curriculum and when. All classes will have been taught the same curriculum by the end of the year.'</p>		Dance: Carnival <ul style="list-style-type: none"> Performing with technical control and rhythm in a group. Creating rhythmic patterns using the body. Experiencing dance from a different culture. <p>Chorographical elements including still imagery.</p>	Gymnastics <ul style="list-style-type: none"> Counter Balance & Counter Tension Introduction to counter balance. Application of counter balance learning onto apparatus. Sequence formation. Counter tension. <p>Sequence completion.</p>	Games Net/ Wall: Badminton <ul style="list-style-type: none"> Exploring different forehand /backhand shots. Applying different forehand/backhand shots to win a point. Consolidate outwitting an opponent/ Understanding and applying tactics to win a point. 	Games Striking and fielding: Rounders <ul style="list-style-type: none"> Develop fielding tactics maximising players. Understand what happens if the batter misses the ball Refine fielding tactics, what players where? Applying tactics in mini games
	Developing the whole child 	<p>(P) A continuous swim of more than 25 metres without touching the side of the pool or pool floor.</p> <p>(C) Pupils can identify various dangers and how to avoid them by recognising water safety signs comply with them.</p> <p>(S) Pupils will demonstrate life skills such as communication and teamwork as they work safely with each other in the pool.</p> <p>(W) Pupils will strive to improve their own technique, ensuring they apply maximum effort. Pupils will develop self-confidence through achieving recognised awards.</p>		<p>(P) Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group.</p> <p>(C) Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances.</p> <p>(S) Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance.</p> <p>(W) Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work.</p>	<p>(P) Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.</p> <p>(C) Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences.</p> <p>(S) Pupils will demonstrate communication skills and show respect as they watch.</p> <p>(W) Pupils will apply integrity and self-discipline as they perform their sequences.</p>	<p>(P) Pupils will be able to execute the backhand and forehand technique with accuracy and consistency. Pupils will be able to use and apply the serve in games.</p> <p>(C) Pupils will demonstrate an understanding of where to play the shuttle and why. Pupils will understand the consequences if shots are not accurate and controlled.</p> <p>(S) Pupils will develop life skills such as communication and respect.</p> <p>(W) Pupils will apply self-motivation and integrity as they strive to always try their best, even when they are losing or finding the skills difficult to apply.</p>	<p>(P) Pupils will be able to apply refined fielding skills, (accurate throwing, catching and retrieving skills).</p> <p>(C) Pupils will apply effective decision making as they unpick the different positions within the fielding team making choices as to which positions pupils play.</p> <p>(S) Pupils will work positively with their team members to find success demonstrating effective collaborative skills, leading their team.</p> <p>(W) By facilitating learning through game situations, pupils will be challenged to always try their best, even when they find it difficult and when their team is losing.</p>
	Key Vocabulary 	<p>Timing, breathing, body position, S.A.F.E (water safety) scull, front/back crawl, breaststroke, butterfly tread, H.E.L.P (water safety), stroke.</p>		<p>Excellent dancers, expression, creativity, emotion, stimulus, choreography, rhythm</p>	<p>Excellent gymnastics, interesting, flow, levels, counter balance, counter tension, unison, canon</p>	<p>Outwit, space, return, recover, forehand, backhand, serve</p>	<p>Tactics, fielder, bowling, batting and bowling square, no ball, out</p>



Physical Education Curriculum at Scargill CE Primary School 2022-23

Cycle A

Year 5 & 6 Outdoor PE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Progression of knowledge and skills 	Swimming <ul style="list-style-type: none"> • A continuous swim of more than 25 metres. • Use a range of strokes, alternating on their front and back, and adapt them for a range of purposes • Know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue. <div> <p>Each year 5&6 class will swim for a full term at some point during the school year. During the other terms, they will complete all the other activities. The Department Newsletter details more specifically which class is being taught the specific aspects of the curriculum and when. All classes will have been taught the same curriculum by the end of the year.'</p> </div>		Games Invasion: Hockey <ul style="list-style-type: none"> • Develop defending; block and tackling. • Recap and refine dribbling and passing to create attacking opportunities. • Refine attacking skills, passing dribbling and shooting. • Refine defending skills developing transition from defence to attack. 	Games Invasion: Basketball <ul style="list-style-type: none"> • Recap and refine dribbling and passing to create attacking opportunities. • Develop marking. • Refine shooting. • Refine attacking skills, passing, dribbling and shooting introduce officiating 	Outdoor Adventurous Activity: Orienteering <ul style="list-style-type: none"> • Face orienteering. • Cone orienteering. • Point and return. • Point to point. • Timed course. • Orienteering competition. 	Athletics <ul style="list-style-type: none"> • Finishing a race. • Evaluating our performance. • Sprinting: My personal best. • Relay changeovers. • Shot Put. • Introducing the hurdles.
	Developing the whole child 	<p>(P) A continuous swim of more than 25 metres without touching the side of the pool or pool floor.</p> <p>(C) Pupils can identify various dangers and how to avoid them by recognising water safety signs comply with them.</p> <p>(S) Pupils will demonstrate life skills such as communication and teamwork as they work safely with each other in the pool.</p> <p>(W) Pupils will strive to improve their own technique, ensuring they apply maximum effort. Pupils will develop self-confidence through achieving recognised awards.</p>		<p>(P) Pupils will be able to pass, move, dribble, shoot, tackle and block accurately and consistently, switching fluidly between attack and defence as possession changes.</p> <p>(C) Pupils will begin to create and apply tactics in a games situation.</p> <p>(S) Pupils will develop communication skills as they officiate in game-based scenarios.</p> <p>(W) By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing.</p>	<p>(P) Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes</p> <p>(C) Pupils will begin to create and apply tactics that they can then adapt depending on the situation.</p> <p>(S) Pupils will develop communication skills as they officiate in game-based scenarios. Pupils will also start to lead their team and manage their games.</p> <p>(W) By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others.</p>	<p>(P) Pupils will refine their developing ability to orientate a map and locate points, returning to base as quickly as possible.</p> <p>(C) Pupils will refine their understanding of what makes an effective team and understand how important teamwork is when orienteering.</p> <p>(S) Pupils will refine life skills such as cooperation as they collaborate with their team to successfully complete the orienteering challenges.</p> <p>(W) Pupils will apply integrity and self-discipline as they complete the orienteering challenges. Pupils will refine their leadership skills and take responsibility for others</p>	<p>(P) Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.</p> <p>(C) Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</p> <p>(S) Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.</p> <p>(W) Pupils will strive to improve their own technique, ensuring they always apply maximum effort</p>
	Key Vocabulary 	Timing, breathing, body position, S.A.F.E (water safety) scull, front/back crawl, breaststroke, butterfly tread, H.E.L.P (water safety), stroke.		Tactics, marking, attack, counter attack, man to man marking, goal side	Tactics, transition, marking, rebound, travelling, double dribble	Navigate, teamwork, strategy, tactics, leadership, responsibility, cooperation	Tactics, speed, distance, evaluation change over, personal best, lap