
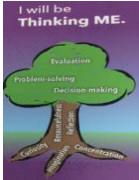


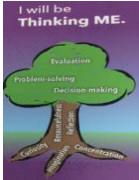





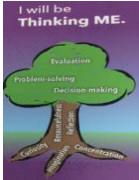



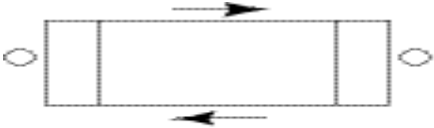




| Focus | Curriculum Content | | | | | | | | |
|---|--|---|-------|-------|---|--|---|--|--|
| <p>SEASIDE CURRICULUM </p> <p>Sport and Wellbeing</p> <p>This theme runs through all PE lessons for the year and links to the PSHE curriculum and whole school approach to Sport and wellbeing and personal development:</p> <p>Head Heart Hands</p> <div data-bbox="152 834 418 979" style="background-color: #333; color: white; padding: 5px; text-align: center;"> <p>OUR VALUES GRACE INTEGRITY ASPIRATION</p> </div> <div data-bbox="118 994 479 1302" style="background-color: #f9c94f; padding: 5px; text-align: center;"> <p>POWERFUL LEARNING ATTRIBUTES</p> <p>REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPENDENCE COLLABORATION DECISION MAKING CREATIVITY</p> </div> | <p style="text-align: center;">'My Personal Best' YST resource cards</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="495 437 732 496">Head</th> <th data-bbox="732 437 969 496">Heart</th> <th data-bbox="969 437 1198 496">Hands</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 496 732 1078"> <p>Thinking me: Decision Making & concentration</p>  </td> <td data-bbox="732 496 969 1078"> <p>Social me: Fairness & Trust</p>  </td> <td data-bbox="969 496 1198 1078"> <p>Healthy me: Self- motivation</p>  </td> </tr> </tbody> </table> <p>NB – see new PSHE curriculum</p> | Head | Heart | Hands | <p>Thinking me: Decision Making & concentration</p>  | <p>Social me: Fairness & Trust</p>  | <p>Healthy me: Self- motivation</p>  | <p>Trickbox cards</p> <p>Super States</p>  <p>Break Through</p>  <p>Brilliant Beliefs</p>  | |
| Head | Heart | Hands | | | | | | | |
| <p>Thinking me: Decision Making & concentration</p>  | <p>Social me: Fairness & Trust</p>  | <p>Healthy me: Self- motivation</p>  | | | | | | | |

| GAMES | Key Outcomes | Skills | Vocabulary |
|--|---|--|--|
| <p style="text-align: center;">INVASION</p> | <ul style="list-style-type: none"> • Use a range of techniques when sending and receiving • Change direction and speed to improve performance • Know and apply the rules to a variety of games • Use simple tactics to score point against the opposition <p>Complete PE Curriculum map</p> <p>Term 2,3</p> <p>Example</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">  <p>Endzone Hockey 4v2 with dribbling</p> <p>Structure</p> <ul style="list-style-type: none"> • Split the class into groups of six; four attackers and two defenders. • The attackers need to dribble inside the endzone to score a point. • The defenders are not allowed in the endzone. • The defenders are not allowed to tackle, intercepting or blocking only. </div> <p>1:</p> <p>Play the game four against two and then four against three. Play on a pitch that is about 10m x 20m – the end zones should be about 1m wide, running the width of the pitch. Use netball, basketball, football or hockey equipment and techniques.</p> | <p>Head:</p> <ul style="list-style-type: none"> • Know and apply the rules to a variety of games • Intercept a ball with accuracy • Begin to make decisions to outwit the opposition • Show growing consistency and control in games • Suggest how rules could be changed to improve the game by collaborating accordingly to peers • Show integrity and honesty when producing own rules • Have simple plans that they know they can make work • Demonstrate confidence and depth of knowledge when explain the tactics and skills being used • Describe the help they need to improve their play <p>Heart:</p> <ul style="list-style-type: none"> • Work well in a group to develop various games • Show confidence in suggesting new skills to support the creation of new games • Make sensible suggestions as to what resources can be used to differentiate <p>Hands:</p> <ul style="list-style-type: none"> • Change direction and speed to improve performance • Travel with a ball showing changes of speed and directions using either foot or hand • Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency | <p>Keep possession</p> <p>Keep control</p> <p>Make and use space</p> <p>Support</p> <p>Pass</p> <p>Points, goals</p> <p>Rules</p> <p>Tactics</p> |

| | | | |
|--------------|---|---|------------|
| | <p>To score points, the ball has to be passed to, and stopped by, a player who has been nominated to receive the ball in the end zone. This player can move anywhere on the pitch, but must be in the end zone to receive the ball, and then shoot to score a 'goal'. The goals can be hoops, nets, posts, etc. After every goal, the team that did not score takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out.</p>  <p>Diagram 1</p> <p>2</p> <p>Play three against two and then three against three. Play on a pitch that is about 10m x 20m and position three goals at either end of the pitch. Follow similar rules to those described in Task 1. Each team has three goals to score in – the middle goal is worth three points, the outer goals are worth one. Start by using throwing and catching skills, then introduce equipment and rules using kicking or striking skills</p> | <ul style="list-style-type: none"> • Use a range of techniques when passing, eg high, low, bounced, fast, slow • Change direction and speed when dribbling the ball • Play with greater speed and flow • Use a range of tactics to keep possession of the ball and get into positions to shoot or score • Choose different ways of practising these tactics and skills | |
| GAMES | Key Outcomes | Skills | Vocabulary |
| | <ul style="list-style-type: none"> • Use a range of skills with control • Intercept and send a ball with accuracy | Head: | Batting |

STRIKING AND FIELDING

- Begin to make decisions to outwit the opposition

Complete PE Curriculum map

Term 6

Example:

**Racing Rounders:
Consolidation (batting)**

Structure

- Split the class into groups of six, seven or eight.
- The batter throws the ball forwards and runs around the bases.
- An outfielder retrieves the ball and throws it to base one. Base one throws the ball to base two, base two throws to base three and base three throws to base four who stumps the ball on their cone.
- Once all the batters have had a throw teams swap roles. The winning team is the team with the most points.

Notes:

- Increase the size of the pitch/playing area
- Increase the number of fielders

Tip: Pupils (batters) will throw the ball away from the fielders to score points (rounders).

1

The aim of this game is to hit the ball into an arc, and to score points by running to one of four zones before the fielding team gets the ball back to the stumping base (see diagram 2 opposite).

Play the game three against one or four against one. The batter hits the ball off a low tee into the arc and runs into one of the four zones. The fielders retrieve the ball and try to get it back to the stumping base as quickly as possible. Each player should have four or five goes at hitting before the next one has a turn. Add up the scores for each hit to make an innings score.

- Choose and use batting or throwing skills to make the game hard for their opponents
- Judge how far they can run to score points
- Choose where to stand as a fielder to make it hard for the batter
- Familiar with and use the rules set, and keep games going without disputes
- Know the demands that specific activities make on their bodies
- Describe what is successful in their own and others' play
- Identify parts of their performance that need improvement, and suggest how to achieve this

Heart:

- Demonstrate resilience working with teams of two or more
- Work well as a team to make it hard for the batter
- Communicate effectivity with peers in order to make the game harder for opponents
- Demonstrating integrity, use and interpret rules fairly

Hands:

- Intercept and stop the ball with consistency, and sometimes catch the ball
- Strike a ball with intent and throw it more accurately when bowling and/or fielding
- Return the ball quickly and accurately
- Transfer the throwing and catching skills they've learned to other types of games
- Use and adapt the striking skills they learn in other types of invasion games

Fielding

Bowler

Wicket

Tee

Base

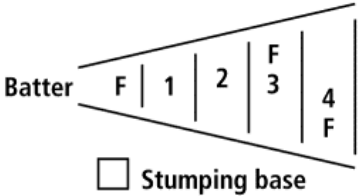
Boundary

Innings

Rounder

Backstop

Score

| | | | |
|-----------------|--|--|---|
| |  <p>Diagram 2</p> <p>2</p> <p>Ask the children to adapt the rules, equipment or skills of the game they are playing so that it suits them better. Then ask them to make up a new striking and fielding game, with a scoring system. They should be able to play their game well and teach it to others in the class.</p> | <ul style="list-style-type: none"> • Hit a ball with reasonable consistency when practising | |
| GAMES | Key Outcomes | Skills | Vocabulary |
| NET/WALL | <ul style="list-style-type: none"> • Keep a game going using a range of different ways of sending • Use a variety of equipment and show how to change speed and direction • begin to choose the appropriate skill to gain the most points <p>Complete PE Curriculum map</p> <p>Term 5</p> <p>Example:</p> | <p>Head:</p> <ul style="list-style-type: none"> • Perform the basic skills needed for the games with control and consistency • Choose good places to stand when receiving, and give reasons for their choice • Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights • Use the rules and keep games going without disputes • Identify what activities and exercises they could use recognise what happens to their bodies when playing the games • Know why warming up is important in a warm up <p>Heart:</p> | <p>Court</p> <p>Target</p> <p>Net</p> <p>Striking</p> <p>Hitting</p> <p>Defending</p> <p>Opponent</p> <p>Tactics</p> <p>Scoring</p> <p>Points</p> |



Continuing to develop the forehand

Structure

- Structure a mini court, using cones as a net.
- In pairs, player one starts with the racket, in the ready position on one side of the court.
- Player two feeds the ball underarm, over the net to partner one to their forehand.
- Partner one lets the ball bounce and then returns it back over the net landing it on partner two's side of the court.



Pupils will hit the ball using a forehand, and land it on the inside of their opponents court.

1

Play the game one against one. Use a high net on a long narrow court (about 3 to 5m long on each side of the net, and 1 to 2m wide). Position a target near the front of the court on either side of the net, or another towards the back of the court. Encourage the children to use short, low throws to try to hit the target at the front, and long, high throws to try to hit the target at the back. Their opponent's aim is to intercept the ball or beanbag before it bounces.

Later, a racket can be used to hit a ball or shuttlecock. The same technique of partner feeding can be used as in Task 1, but the feed should be a full toss.

- Describe what is successful in their own and others' play
- Identify aspects of their game that need improving, and say how and where they could go about improving them

Hands:

- Keep a game going using a range of different ways of throwing
- Vary the speed and direction of the ball
- Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots

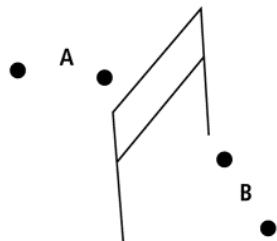
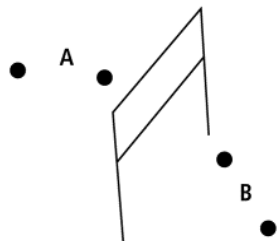


Diagram 2

2

Ask the children to adapt the rules, equipment or skills of the game they are playing so that it suits them better. Then ask them to make up a new net game, with a good scoring system. They should be able to play their game well and teach it to others in the class.

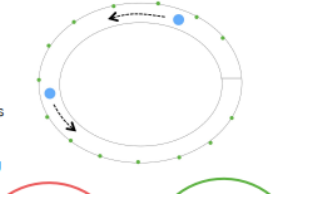
| |  <p>Diagram 2</p> <p>2</p> <p>Ask the children to adapt the rules, equipment or skills of the game they are playing so that it suits them better. Then ask them to make up a new net game, with a good scoring system. They should be able to play their game well and teach it to others in the class.</p> | | |
|------------------|---|--|--|
| GAMES | Key Outcomes | Skills | Vocabulary |
| ATHLETICS | <ul style="list-style-type: none"> • Apply the five basic jumps in a variety of contexts • Demonstrate the correct running pace for an event • Apply the correct throwing technique using different equipment <p>Complete PE Curriculum map</p> <p>Term 4</p> <p>Example:</p> | <p>Head:</p> <ul style="list-style-type: none"> • Identify and record when their body is cool, warm and hot • Recognise and record that their body works differently in different types of challenge and event • Watch and describe specific aspects of running, jumping and throwing styles • Communicate and collaborate effectively when passing/receiving a baton in a relay <p>Heart:</p> <ul style="list-style-type: none"> • Suggest, with guidance, a target for improving distance or height | <p>Vocabulary</p> <p>Sprint</p> <p>Jog</p> <p>Pace</p> <p>Throwing action</p> <p>Power</p> <p>Stamina</p> <p>Speed</p> |



Pacing v Sprinting

Structure

- Mark out a circular running track with cones at 10m intervals.
- In pairs, Partner one runs around the track for ten seconds. Partner two counts how many cones they have past. Rotate roles.
- Discuss pacing and why we pace ourselves during a race.
- Can pupils pace themselves when running for 20s, 40s, 60s and 130s?



1

In small groups, investigate and compare the effectiveness of different styles of:

- Running, e.g. short steps, long strides, straight arms, bent arms, swinging arms
- Jumping, e.g. off one foot, off two feet
- Throwing, e.g. underarm, overarm, pushing, pulling, slinging

Decide which styles you like best, and see if you can go faster, higher or further.

2

In teams of four, find out ways of running:

- The fastest time as a relay team over a shared distance of 60m
- The longest distance as a relay team over times of 1 minute, e.g. 1 minute 30 seconds, 2 minutes, 3 minutes

- Provide constructive feedback to peers evaluating their performance
- Demonstrate self-believe by evaluating own performance and thinking of ways to improve
- Demonstrate self-belief and confidence by exploring different combinations of jumps with control

Hands:

- Carry out stretching and warm-up activities safely
- Throw more accurately and greater distance
- Show an increased awareness of speed & pace judgement
- Demonstrate with control how to send an object with force
- Demonstrate good understanding and knowledge of skills to use changeovers in different relay games

Safety

Relay

Time

Measure

Record

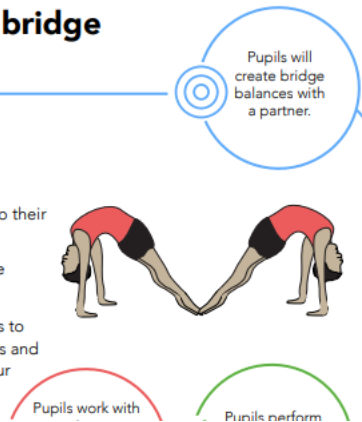
| | Key Outcomes | Skills | Vocabulary |
|---------------------|--|--|---|
| 4 GYMNASTICS | <p>The main KS2 National Curriculum aims covered in the Gymnastic units are:</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Compare performances with previous ones and demonstrate to achieve their personal best. • Apply a range of gymnastics movements, following criterion • Demonstrate a thorough knowledge of gymnastic vocabulary • Work well in different combinations: on their own and with others • Create a sequence to include different levels, speeds and directions • Use equipment to vault in a variety of ways <p>Complete PE Curriculum map</p> <p>Term 2-4</p> | <p>Head:</p> <ul style="list-style-type: none"> • Understand that strength and suppleness are key features of gymnastic performance • Make simple assessments of performance based on a criterion given by the teacher • Devise routines of stretching exercises that prepare them for their gymnastic work • Create a sequence of actions that fit a theme • Carry out balances, recognising the position of center of gravity and how this affects balance <p>Heart:</p> <ul style="list-style-type: none"> • Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement • Offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight • Work collaborate to use assessments to modify and refine their sequences and others' work <p>Hands:</p> <ul style="list-style-type: none"> • Perform a range of actions and agilities with consistency, fluency and clarity of movement • Make similar or contrasting shapes on the floor and apparatus, working with a partner | <p>Rotation</p> <p>Spinning</p> <p>Axis</p> <p>Strength , suppleness, stamina</p> <p>Combine</p> <p>Approaching, leaving</p> <p>Height</p> <p>Inversion</p> <p>Against, towards, away, across</p> |

Example:

Creating pair bridge balances

Structure

- In pairs, ask pupils to create bridge balances.
- Pupils should be linked / connected to their partner.
- How many different connected bridge balances can they create?
- Can pupils apply excellent gymnastics to their balances? Extending their fingers and toes and remaining still for at least four seconds.



1

Create a sequence using floor and mats that has up to six elements, *eg four twisted shapes and two ways of turning while travelling*. Teach your sequence to a partner, and then perform it so that both of you start, perform and finish at the same time.

2

Using floor and apparatus, work with a partner to create and perform a sequence that involves both of you moving together from a starting point, and then moving apart to finish. The sequence should include at least four elements, and each of you should follow an L-shaped pathway.

- Combine actions and maintain the quality of performance when performing at the same time as a partner
- Combine actions to make sequences with changes of speed, level and direction, and clarity of shape
- Gradually increase the length of sequence
- Travel in different ways including flight
- Improve placement and alignment of body parts in balances

| | | |
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| <p>SWIMMING</p> | <p>KEY OUTCOMES:</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>Task 1</p> <p>How fast can you swim:</p> <ul style="list-style-type: none"> • 10 metres? • 25 metres? • 50 metres? <p>Task 2</p> <p>Working as a team of three or four swimmers, how fast can you swim:</p> <ul style="list-style-type: none"> • 100 metres? • 200 metres? • 400 metres? <p>Task 3</p> <p>How long can you keep going around a personal survival obstacle course without touching the ground? Try to keep going for set lengths of time, <i>eg 5 minutes, 8 minutes, 12 minutes.</i></p> | |
| <p>OUTDOOR ADVENTUROUS ACTIVITIES</p> | <p>KEY OUTCOMES:</p> <ul style="list-style-type: none"> • Take part in activity challenges, using a range of equipment within different settings, both individually and within a team <p>Complete PE Curriculum map</p> <p>Term 5</p> <p>Example</p> <p>Task 1: Orienteering activities and journeying</p> | |

Working in pairs or small groups, complete an orienteering course using a map. Your challenge is to find between eight and 12 controls in under 45 minutes. The course will be in your school grounds, or in a local park that you know.

Task 2: Physical challenge and problem-solving activities

Take part in a range of activities that involve working with, and trusting, others in your class. Your teacher will suggest activities, such as:

- one person who can see leading their blindfolded partner over difficult ground (this might include obstacles), or helping their partner to carry out some simple tasks
- one person who can see, but is not allowed to move, helping a group of blindfolded people to complete a task, *eg making a square from a line or rope*
- a blindfolded group following a 'night line' – a line or rope around, over or through a safe course

Task 3: Physical challenge and problem-solving activities

In teams, complete a range of problem-solving adventure games, eg cross an 'electric fence' made from elastic, without any of the team or the equipment you are carrying touching it; cross a divide using stepping stones, while carrying 'precious' materials.