



### <u>Vision</u> Vision for PE

At Oatlands Junior School, we recognise the important role that physical activity plays in achieving health, fitness and well-being among pupils, staff, parents/carers and the wider community. We aim to provide the knowledge, skills, and motivation necessary for a healthy lifestyle and lifelong participation in physical activity and sport.

## OJS Curriculum Threads

Our curriculum vision is based upon our knowledge of our pupils and community. Our three curriculum threads are:

- Promote Equality and Diversity
- Provoke Curiosity
  Embed Safe Behaviours



These threads are woven through each subject, alongside individual subject pedagogy, to ensure our learners benefit from a purposeful curriculum.

## **National Curriculum Aims**

The national curriculum for PE aims to ensure that all pupils:

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.

Pupils should be taught to:

- + 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
- A 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
- A compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety
- All schools must provide swimming instruction either in key stage I or key stage 2. In particular, pupils should be taught to:
- \* 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.





PE is engaging in physical activity, competitive sport, and learning how to live healthy, active lives.

### Planning and Resources

At OJS, we follow the National Curriculum as a foundation for our PE planning. We then have created our own curriculum for PE including making our own schemes of work, curriculum mapping, and long-term plan. PE is taught in t half termly blocks in each year group - class teachers teach one lesson of PE to their class a week, then children have PPA PE with the PE lead twice every three weeks. Our close links with Oatlands Infants School, Harrogate's Well Schools Partnership, and our local secondary schools, ensure that our PE curricula are both fluid and progressive.

### Wider Offer

In PE, our wider offer within the school day is: before school clubs arranged with external clubs three times a week, participating in half-termly Active Travel Days (Walk to School), participating in events that promote physical activity inside and outside of the school day (October Active Challenge) trained Sports Leaders (Year 6) to run activities during break and lunch times, after-school sports clubs offered every day internally and externally with local clubs, entering local competitions and events regularly, residentials (Y4 – 3 day and Y6 – 5 day), topic specific visitors (e.g. Olympic/Commonwealth Athletes). We celebrate PE through weekly Achievement Awards, Scarth's Celebrations and Oatlands Points as well as celebrating national events.

## Pupil Voice Groups

Through our PE-specific pupil voice group, Sports Crew, we gather pupil feedback about PE when monitoring and evaluating our PE curriculum offer.

## Links to other documents:

- Curriculum Handbook
- Teaching and Learning Policy
- Assessment and Reporting policy
- Key Knowledge Progression







	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
Year 3	<u>Learning basic skills</u>	Learning basic foot-	Learning basic skills	Learning basic skills	Improving	Developing hand-eye
	<u>using netball and</u>	<u>eye co-ordination</u>	using gymnastics	using dance (Ancient	<u>fundamental</u>	<u>co-ordination skills</u>
	<u>basketball</u>	<u>skills using football</u>		<u>Egyptian)</u>	<u>movement skills using</u>	<u>using striking and</u>
		and hockey	Key Learning		<u>athletics</u>	<u>fielding games</u>
	Key Learning		Objectives	Key Learning		
	Objectives	Key Learning	<ul> <li>Know and</li> </ul>	Objectives	Key Learning	
	<ul> <li>Know and</li> </ul>	Objectives	demonstrate the	<ul> <li>To perform dances</li> </ul>	Objectives	Key Learning
	demonstrate	<ul> <li>Know and</li> </ul>	different shapes in	using simple	• I can run at a	Objectives
	the correct	demonstrate	gymnastics	movement patterns	speed	<ul> <li>I can throw</li> </ul>
	technique for	the correct	<ul> <li>Explain and</li> </ul>	To explore	appropriate to	underarm and
	catching a larger	technique for	demonstrate the	different elements	the distance I am	overarm to a
	ball	dribbling balls of	difference between	of Ancient Egypt	running.	target.
	<ul> <li>Know and</li> </ul>	different	point and patch	and include these	<ul> <li>I can jump for</li> </ul>	<ul> <li>I can catch a</li> </ul>
	demonstrate	weights and	balances	themes within a	distance from a	small ball two
	the different	sizes with their	Describe and	dance	standing position.	handed.
	ways to pass a	feet and a stick	demonstrate the	To create Egyptian	<ul> <li>I can throw a</li> </ul>	<ul> <li>I can hit a ball</li> </ul>
	larger ball	<ul> <li>Know and</li> </ul>	different methods	themed shapes and	variety of objects	with a bat with
	<ul> <li>Demonstrate</li> </ul>	demonstrate	of travelling in	movements that	in one hand.	control.
	dribbling a ball	the correct	gymnastics	flow		
	with control	technique for	<ul> <li>Identify how we</li> </ul>	<ul> <li>To choreograph a</li> </ul>	Key Vocabulary	Key Vocabulary
		passing and	achieve quality in	group dance that	<ul> <li>Jog</li> </ul>	<ul> <li>Catching</li> </ul>
	Key Vocabulary	receiving with	gymnastics	includes clear	Run	<ul> <li>Underarm</li> </ul>
	<ul> <li>Footwork</li> </ul>	their feet and a		Ancient Egypt	Sprint	Overarm
	<ul> <li>Interception</li> </ul>	stick	Key Vocabulary	themes, using	Throw	<ul> <li>Batting</li> </ul>
	Consistency	<ul> <li>Explain what</li> </ul>	<ul> <li>Shapes</li> </ul>	moves, shapes and	• Jump	Fielding
	<ul> <li>Accuracy</li> </ul>	foot-eye co-	<ul> <li>Balances</li> </ul>	choreography	• Land	Bowler
	Contact	ordination is	<ul> <li>Travelling</li> </ul>	77711	Record	<ul> <li>Innings</li> </ul>
	Obstruction	and identify the	Tension	Key Vocabulary	Measure	Stance
		skills that link	Extension	Beats	<ul> <li>Personal best</li> </ul>	
	Wider Offer	between	Point	<ul> <li>Choreography</li> </ul>		Wider Offer
	<ul> <li>Weekly netball</li> </ul>	football, hockey,	Patch	Gods / Goddesses	Wider Offer	Yorkshire
	clubs for Year	and other	<ul> <li>Choreograph</li> </ul>	Shapes	Participating in	Cricket Board
	3/4 and 5/6 all	sports		Fluidity	athletics festivals,	deliver 2 x 2
				-		





of Autumn		Wider Offer		events and	hour sessions to
Term	Key Vocabulary	Students told about	Wider Offer	competitions	all Year 3
Competing in	Interception	local clubs	Students told about	<ul> <li>Participating in</li> </ul>	classes with
netball	Dribbling	Competing in	local clubs	cross country	class teacher
tournaments	Handball	gymnastics festivals	Competing in	meets	<ul> <li>After school</li> </ul>
<ul> <li>Students told</li> </ul>	Contact	and competitions	dance festivals and	<ul> <li>Promoting local</li> </ul>	clubs for Year
about local	Accuracy		competitions	clubs e.g.	3/4 and 5/6 for
clubs	Consistency	Curriculum Threads	Disability in Sport	Harrogate	striking and
	Consistency	Pupils will consider how	week	Harriers	fielding in
Curriculum Threads	Wider Offer	the different components		Sports	Summer term
Pupils will consider how	A football club	of fitness required for	Curriculum Threads	Afternoons	<ul> <li>Competing in</li> </ul>
the technique of the	offered for Year	gymnastics (balance,	Ancient Egypt has been		cricket and
different passes link	3/4 and 5/6 all	flexibility, <mark>strength,</mark>	chosen as this is Year 3's	Curriculum Threads	rounders
with each other, when	of Spring Term	muscular endurance) of the	Geography and History	Pupils will consider how	tournaments
they should be used in a	<ul> <li>Competing in</li> </ul>	different skills in gymnastics	topic during this half-term.	the technique of the	
game (and how to	football and	how these components can	Pupils will explore themes	different fundamental	Curriculum Threads
decide), and how the	hockey	be linked to, and are useful	and try to represent what	skills can link with skills in	There is a large
technique can link with	tournaments	for, other sports.	they have been learning in	other sports. They will	emphasis in this unit of
skills in other sports.	<ul> <li>Students told</li> </ul>	(I)	lesson through dance e.g.	explore when those FMS	work on the links
( <u>(</u> ( <u>(</u> )))	about local	$\gamma \gamma$	daily lives of Ancient	are used in other sports	between cricket and
	clubs		Egyptians, Gods/Goddesses.	and activities (running,	rounders, and what
	<ul> <li>Working with</li> </ul>			throwing, jumping).	hand-eye co-ordination is. Pupils will be
	Harrogate	Safety will be a large	mummification, artefacts.	(32)	questioned on how
Netball is being offered	Town FC to do	emphasis in every	(3)		technique of skills, rules
as a mixed sport for both boys and girls.	physical activity	gymnastics lesson. Pupils will be taught how to set	الب آ		and tactics are similar
Children will be	competitions	out mats safely, perform		Pusile will be tought how	and differ. Other sports
prompted to think	between local	different skills safely, and	Due ile suill de menetrete	Pupils will be taught how to safely perform skills in	(e.g. net/wall) will also
about the popularity of	schools such as	how to work safely on	Pupils will demonstrate their learning from	these lessons. A	be considered to draw
women's netball in	the October	equipment.	Geography / History about	particular safety focus will	links.
comparison to men's	Challenge		the culture of Ancient	take place when throwing	(A)
sports like football	Curriculum Threads		Egypt. They will show these	and jumping is	
despite the successes of	There is a large		themes in their dances e.g.	introduced, where	
our women's netball	emphasis in this unit of		and a second sec	students will be taught	
•	Chiphasis in this unit Of			<b>.</b>	





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team - televised, role models, pay, media, etc.



Pupils will learn some of the rules of netball to allow them to play safely (contact), and how to also behave safely within the lesson in different drills and games (e.g. reminders of how hard to pass the ball depending on the distance and how to catch properly).



work on the links between hockey and football, and what footeye co-ordination is. Pupils will be questioned on how technique of skills, rules and tactics are similar and differ. Other sports (particularly invasion games) will also be considered.



Football and hockey are being offered as a mixed sport for both boys and girls. Children will be prompted to think about the popularity of women's football in comparison to men's sports like football despite the successes of our women's team televised, role models, pay, media, etc. Promotion of girls' football through mixed gender PE and promotion of clubs / competing in girls' football competitions.

that woman could be Pharos.



Pupils will participate in a Disability in Sport week in the final week of half-term. They will have a talk from a Commonwealth / Invictus / Paralympic athlete who will do an assembly on their disability, their sport, etc to raise awareness. They will also participate in disability sports in their PPA PE lessons this week.



Pupils will learn the important safety elements of dance: warming up and cooling down properly, being aware of spatial awareness, and there will be rules surrounding what they can/cannot do for safety reasons.



how to use the equipment (mainly the different types of bats) safely and land safely. Soft equipment will be used.



Promotion of women's cricket through mixed gender PE lessons and promotion of clubs / competing in girls' cricket competitions.



Pupils will be taught how to safely perform skills in these lessons. A particular safety focus will take place when batting is introduced, where students will be taught how to use the equipment (mainly the different types of bats) safely. Soft balls and plastic bats/equipment will be used.







		Pupils will be taught how to safely perform skills in these sports. A particular safety focus will take place within hockey lessons, where students will be taught how to use the equipment (mainly the stick) safely.	ands Jun			
	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
	Grizzly Bears - Badminton at Harrogate	Snow Leopards - Badminton at Harrogate	Falcons - Badminton at Harrogate Racquets			
	Racquets	Racquets	Hair Ogale Racquels			
Year 4	Developing basic	Developing basic	Developing basic skills	Learning about healthy	Developing	Developing hand-eye
	skills using netball	<u>foot-eye co-</u>	using gymnastics	active lifestyles using	fundamental	<u>co-ordination skills</u>
	and basketball	ordination skills	K. L.	fitness	movement skills using	using striking and
	K	using football and	Key Learning	Kowleaming	<u>athletics</u>	fielding games
	Key Learning Objectives	hockey	• Know and safely	Key Learning Objectives	Key Learning	Key Learning
	• Know and	Key Learning	• Know and salely demonstrate	• I can measure my	Objectives	Objectives
	• Know and demonstrate	Objectives	different balances	pulse	• I can run at a	• I can throw
	the correct	Demonstrate	with quality	<ul> <li>I can work out my</li> </ul>	speed	underarm and
	technique for	the correct	Demonstrate the	heart rate and	appropriate to	overarm to a
	passing and	technique for	difference between	define what heart	the distance I am	target over
	· •	dribbling while	matching and	rate is	running and can	-





<ul> <li>catching a netball</li> <li>Explain and demonstrate adhering to the footwork and travelling rule</li> <li>Demonstrate dribbling with speed and control</li> <li>Describe how to make successful interceptions and demonstrate</li> </ul>	<ul> <li>changing speed and direction with their feet and a stick</li> <li>Demonstrate the correct technique for passing with power and accuracy, and receiving, with their feet and a stick</li> <li>Demonstrate safe and correct tackling technique with</li> </ul>	mirroring partner balances Describe and demonstrate the different methods of travelling in gymnastics Safely demonstrate jumping and rolling with fluidity Key Vocabulary Tension Extension Extension Point / Patch Matching /	<ul> <li>I can test my fitness levels and train to improve these in lessons</li> <li>I demonstrate the ability to train continuously, in circuits, and at intervals</li> <li>I can identify the body's responses to exercise</li> </ul> Key Vocabulary <ul> <li>Pulse</li> <li>Heart rate</li> </ul>	<ul> <li>maintain this for the duration of the run.</li> <li>I can jump for distance from a standing position and from a run up.</li> <li>I can throw a variety of objects in one hand for distance with good technique.</li> <li>Key Vocabulary</li> <li>Jog</li> <li>Run</li> </ul>	<ul> <li>varying distances.</li> <li>I can catch a small ball two handed at different heights and speeds.</li> <li>I can hit a ball with a bat with control and increasing accuracy.</li> <li>Key Vocabulary <ul> <li>Catching</li> <li>Underarm</li> </ul> </li> </ul>
<ul> <li>Key Vocabulary         <ul> <li>Footwork</li> <li>Interception</li> <li>Consistency</li> <li>Accuracy</li> <li>Contact</li> <li>Obstruction</li> <li>Stage I / Man to Man marking</li> </ul> </li> <li>Wider Offer         <ul> <li>Weekly netball clubs for Year 3/4 and 5/6 all</li> </ul> </li> </ul>	<ul> <li>becomposed on the constrate of the correct shooting technique with feet and a stick</li> <li>Explain what foot-eye coordination is and how skills link between football, hockey, and other sports</li> <li>Key Vocabulary         <ul> <li>Dribbling</li> </ul> </li> </ul>	Mirroring Canon / Unison Choreograph Wider Offer Students told about local clubs Competing in gymnastics festivals and competitions Curriculum Threads Pupils will consider how the different components of fitness required for gymnastics (balance, flexibility, strength, muscular endurance) of the	<ul> <li>Oxygen</li> <li>Responses to exercise</li> <li>Breathing</li> <li>Blood</li> <li>Temperature</li> <li>Muscles</li> <li>Stretch</li> <li>Warm up</li> <li>Cool down</li> <li>Train</li> <li>Circuit training</li> <li>Continuous training</li> <li>Interval training</li> <li>Strength</li> <li>Endurance</li> </ul>	<ul> <li>Sprint</li> <li>Throw</li> <li>Jump</li> <li>Land</li> <li>Record</li> <li>Measure</li> <li>Personal best</li> <li>Wider Offer</li> <li>Participating in athletics festivals, events and competitions</li> <li>Participating in cross country meets</li> </ul>	<ul> <li>Onderarm</li> <li>Overarm</li> <li>Accuracy</li> <li>Consistency</li> <li>Batting</li> <li>Fielding</li> <li>Bowler</li> <li>Innings</li> <li>Stance</li> </ul> Wider Offer <ul> <li>After school clubs for Year 3/4 and 5/6 for striking and fielding in Summer term</li> </ul>

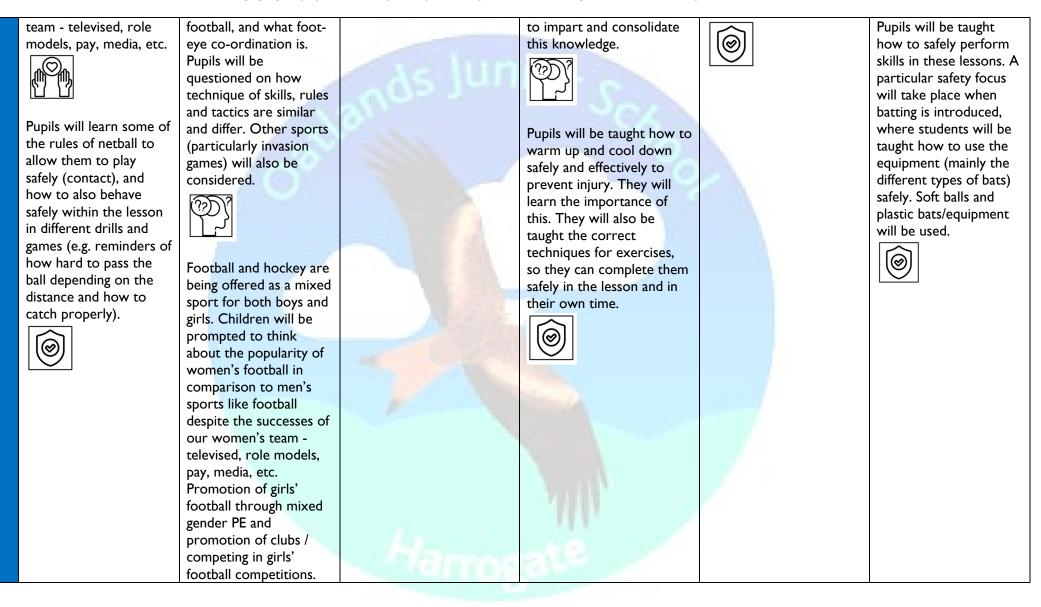




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of Autumn	<ul> <li>Handball</li> </ul>	different skills in gymnastics	<ul> <li>Speed</li> </ul>	<ul> <li>Promoting local</li> </ul>	<ul> <li>Competing in</li> </ul>
Term	<ul> <li>Contact</li> </ul>	how these components can		clubs e.g.	cricket and
<ul> <li>Competing in</li> </ul>	<ul> <li>Accuracy</li> </ul>	be linked to, and are useful	Wider Offer	Harrogate	rounders
netball	Consistency	for, other sports.	<ul> <li>Links to science</li> </ul>	Harriers	tournaments
tournaments	Shooting	2203	lessons when the	<ul> <li>Sports</li> </ul>	
<ul> <li>Students told</li> </ul>	Stick tackle		focus is biology	Afternoons	Curriculum Threads
about local			Disability in Sport		There is a large
clubs	Wider Offer		week	Curriculum Threads	emphasis in this unit of
	A football club	Safety will be a large		Pupils will consider how	work on the links
Curriculum Threads	offered for Year	emphasis in every	Curriculum Threads	the technique of the	between cricket and
Pupils will consider how	3/4 and 5/6 all	gymnastics lesson. Pupils	Pupils will participate in a	different fundamental	rounders, and what
the technique of the	of Spring Term	will be taught how to set	Disability in Sport week in	skills can link with skills in	hand-eye co-ordination
different skills link with	<ul> <li>Competing in</li> </ul>	out mats safely, perform	the final week of half-term.	other sports. They will	is. Pupils will be
each other, when they	football and	different skills safely, and	They will have a talk from a	explore when those FMS	questioned on how
should be used in a	hockey	how to work safely on	Commonwealth / Invictus /	are used in other sports	technique of skills, rules
game (and how to	tournaments	equipment.	Paralympic athlete who will	and activities (running,	and tactics are similar
decide), and how the	<ul> <li>Students told</li> </ul>		do an assembly on their	throwing, jumping).	and differ. Other sports
technique can link with	about local		disability, their sport, etc to	(B))?	(e.g. net/wall) will also
skills in other sports.	clubs		raise awareness. They will		be considered to draw
60002	<ul> <li>Working with</li> </ul>		also participate in disability		links.
	U		sports in their PPA PE		(20D)?
	Harrogate Town FC to do		lessons this week.	Pupils will be taught how	
				to safely perform skills in	
Netball is being offered	physical activity			these lessons. A	
as a mixed sport for	competitions between local			particular safety focus will	Promotion of women's
both boys and girls.	schools such as			take place when throwing	cricket through mixed
Children will be	the October		Pupils will be learning	and jumping is	gender PE lessons and
prompted to think			about the human body and	introduced, where	promotion of clubs /
about the popularity of	Challenge		its responses to exercise.	students will be taught	competing in girls'
women's netball in	Curriculum Threads		They will be taught basic	how to use the	cricket competitions.
comparison to men's	There is a large		biology of what happens in	equipment (mainly the	m©m
sports like football	3	the second second	your body when you	different types of bats)	
despite the successes of	emphasis in this unit of work on the links		exercise. Because of this,	safely and land safely. Soft	
our women's netball			lots of questioning will be	equipment will be used.	
	between hockey and		used and class discussions		
	1	1	-	1	











		Pupils will be taught how to safely perform skills in these sports. A particular safety focus will take place within hockey lessons, where students will be taught how to use the equipment (mainly the stick) safely.	ands Jun	ior schoo		
	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
	Macaws -	Swimming	Tigers - S	wimming	Lemurs - S	Wimming
		¥				9
Year 5	Securing my basic	Securing my foot-eye	Securing my basic skills	Developing my basic	Securing my	Securing my hand-
Year 5	skills using basketball	Securing my foot-eye co-ordination skills	Securing my basic skills using gymnastics and	Developing my basic skills using dance and	Securing my fundamental	Securing my hand- eye co-ordination
Year 5	skills using basketball and applying them to	Securing my foot-eye co-ordination skills using hockey and	Securing my basic skills using gymnastics and applying them to	Developing my basic skills using dance and applying them to	Securing my fundamental movement skills using	Securing my hand- eye co-ordination skills using cricket
Year 5	skills using basketball	Securing my foot-eye co-ordination skills using hockey and applying them to	Securing my basic skills using gymnastics and	Developing my basic skills using dance and	Securing my fundamental	Securing my hand- eye co-ordination skills using cricket and applying them to
Year 5	skills using basketball and applying them to games	Securing my foot-eye co-ordination skills using hockey and	Securing my basic skills using gymnastics and applying them to sequences	Developing my basic skills using dance and applying them to performances	Securing my fundamental movement skills using athletics	Securing my hand- eye co-ordination skills using cricket
Year 5	skills using basketball and applying them to games Key Learning	Securing my foot-eye co-ordination skills using hockey and applying them to games	Securing my basic skills using gymnastics and applying them to sequences Key Learning	Developing my basic skills using dance and applying them to performances Key Learning	Securing my fundamental movement skills using athletics Key Learning	Securing my hand- eye co-ordination skills using cricket and applying them to games
Year 5	skills using basketball and applying them to games Key Learning Objectives	Securing my foot-eye co-ordination skills using hockey and applying them to games Key Learning	Securing my basic skills using gymnastics and applying them to sequences Key Learning Objectives	Developing my basic skills using dance and applying them to performances Key Learning Objectives	Securing my fundamental movement skills using athletics Key Learning Objectives	Securing my hand- eye co-ordination skills using cricket and applying them to games Key Learning
Year 5	skills using basketball and applying them to games Key Learning Objectives • Know and	Securing my foot-eye <u>co-ordination skills</u> <u>using hockey and</u> <u>applying them to</u> <u>games</u> Key Learning Objectives	Securing my basic skills using gymnastics and applying them to sequences Key Learning Objectives • Know and safely	Developing my basic skills using dance and applying them to performances Key Learning Objectives • To perform dances	Securing my fundamental movement skills using athletics Key Learning Objectives • I can use different	Securing my hand- eye co-ordination skills using cricket and applying them to games Key Learning Objectives
Year 5	skills using basketball and applying them to games Key Learning Objectives • Know and demonstrate	Securing my foot-eye co-ordination skills using hockey and applying them to games Key Learning Objectives • Demonstrate	Securing my basic skills using gymnastics and applying them to sequences Key Learning Objectives • Know and safely demonstrate paired	Developing my basic skills using dance and applying them to performances Key Learning Objectives • To perform dances using a range of	Securing my fundamental movement skills using athletics Key Learning Objectives • I can use different running	Securing my hand- eye co-ordination skills using cricket and applying them to games Key Learning Objectives • I can throw
Year 5	skills using basketball and applying them to games Key Learning Objectives • Know and demonstrate the correct	Securing my foot-eye co-ordination skills using hockey and applying them to games Key Learning Objectives • Demonstrate the correct	Securing my basic skills using gymnastics and applying them to sequences Key Learning Objectives • Know and safely demonstrate paired balances with	Developing my basic skills using dance and applying them to performances Key Learning Objectives • To perform dances using a range of movement patterns	Securing my fundamental movement skills using athletics Key Learning Objectives • I can use different running techniques for	Securing my hand- eye co-ordination skills using cricket and applying them to games Key Learning Objectives • I can throw underarm and
Year 5	<ul> <li>skills using basketball and applying them to games</li> <li>Key Learning Objectives         <ul> <li>Know and demonstrate the correct technique for</li> </ul> </li> </ul>	Securing my foot-eye <u>co-ordination skills</u> <u>using hockey and</u> <u>applying them to</u> <u>games</u> Key Learning Objectives • Demonstrate the correct technique for	Securing my basic skills using gymnastics and applying them to sequences Key Learning Objectives • Know and safely demonstrate paired balances with quality	Developing my basic skills using dance and applying them to performances Key Learning Objectives • To perform dances using a range of movement patterns • To build a routine	Securing my fundamental movement skills using athletics Key Learning Objectives • I can use different running techniques for long and short	Securing my hand- eye co-ordination skills using cricket and applying them to games Key Learning Objectives • I can throw underarm and overarm to a
Year 5	<ul> <li>skills using basketball and applying them to games</li> <li>Key Learning Objectives         <ul> <li>Know and demonstrate the correct technique for passing and</li> </ul> </li> </ul>	Securing my foot-eye <u>co-ordination skills</u> <u>using hockey and</u> <u>applying them to</u> <u>games</u> Key Learning Objectives • Demonstrate the correct technique for dribbling while	Securing my basic skills using gymnastics and applying them to sequences Key Learning Objectives • Know and safely demonstrate paired balances with quality • Demonstrate the	Developing my basic skills using dance and applying them to performances Key Learning Objectives • To perform dances using a range of movement patterns • To build a routine around a motif	Securing my fundamental movement skills using athletics Key Learning Objectives • I can use different running techniques for long and short distances and run	Securing my hand- eye co-ordination skills using cricket and applying them to games Key Learning Objectives • I can throw underarm and overarm to a target over
Year 5	<ul> <li>skills using basketball and applying them to games</li> <li>Key Learning Objectives         <ul> <li>Know and demonstrate the correct technique for passing and catching a</li> </ul> </li> </ul>	Securing my foot-eye <u>co-ordination skills</u> <u>using hockey and</u> <u>applying them to</u> <u>games</u> Key Learning Objectives • Demonstrate the correct technique for	Securing my basic skills using gymnastics and applying them to sequences Key Learning Objectives • Know and safely demonstrate paired balances with quality • Demonstrate the difference between	Developing my basic skills using dance and applying them to performances Key Learning Objectives • To perform dances using a range of movement patterns • To build a routine around a motif • To perform with	Securing my fundamental movement skills using athletics Key Learning Objectives • I can use different running techniques for long and short distances and run at an appropriate	Securing my hand- eye co-ordination skills using cricket and applying them to games Key Learning Objectives • I can throw underarm and overarm to a target over varying
Year 5	<ul> <li>skills using basketball and applying them to games</li> <li>Key Learning Objectives         <ul> <li>Know and demonstrate the correct technique for passing and</li> </ul> </li> </ul>	Securing my foot-eye co-ordination skills using hockey and applying them to games Key Learning Objectives • Demonstrate the correct technique for dribbling while changing speed	Securing my basic skills using gymnastics and applying them to sequences Key Learning Objectives • Know and safely demonstrate paired balances with quality • Demonstrate the	Developing my basic skills using dance and applying them to performances Key Learning Objectives • To perform dances using a range of movement patterns • To build a routine around a motif	Securing my fundamental movement skills using athletics Key Learning Objectives • I can use different running techniques for long and short distances and run	Securing my hand- eye co-ordination skills using cricket and applying them to games Key Learning Objectives • I can throw underarm and overarm to a target over





<ul> <li>Explain and demonstrate adhering to the travelling and double dribble rule in conditioned games</li> <li>Know and demonstrate two different ways to beat a defender</li> <li>Demonstrate</li> </ul>	<ul> <li>Demonstrate the correct technique for passing and receiving on the move</li> <li>Demonstrate safe and correct block tackling technique with increased success</li> <li>Demonstrate the correct</li> </ul>	<ul> <li>Describe and demonstrate the different methods of travelling in gymnastics</li> <li>Safely demonstrate jumping and rolling with fluidity</li> <li>Choreograph paired sequences, including various choreographic devices</li> </ul>	quality performance • I can evaluate my own and others' performances and give them feedback so they improve <b>Key Vocabulary</b> • Motif • Rhythm • Beats • Perform • Evaluate	<ul> <li>I can jump for distance from a standing position and from a run up.</li> <li>I can throw a variety of objects in one hand for distance with good technique.</li> <li>I can evaluate a peer to improve their performance.</li> </ul>	<ul> <li>I can catch a small ball two handed, sometimes one-handed, at different heights and speeds.</li> <li>I can hit a ball using a cricket bat using the correct technique.</li> </ul>
<ul> <li>marking, stealing, and intercepting in drills and games</li> <li>Demonstrate the correct shooting technique</li> </ul>	<ul> <li>shooting technique with a consideration of tactics</li> <li>Explain what foot-eye co- ordination is and how skills link between football, hockey,</li> </ul>	Key Vocabulary • Tension • Extension • Point / Patch • Matching • Mirroring • Counterbalance • Countertension • Canon / Unison	<ul> <li>Evaluate</li> <li>Feedback</li> <li>Choreograph</li> <li>Routine</li> <li>Choreographic Devices</li> <li>Canon</li> <li>Unison</li> <li>Space</li> <li>Levels</li> </ul>	<ul> <li>I can compare my performance with previous ones and demonstrate improvement to achieve my personal best.</li> <li>Key Vocabulary         <ul> <li>Jog</li> </ul> </li> </ul>	Key Vocabulary <ul> <li>Catching</li> <li>Underarm</li> <li>Overarm</li> <li>Accuracy</li> <li>Consistency</li> <li>Batting</li> <li>Fielding</li> <li>Bowling</li> </ul>
Key Vocabulary <ul> <li>Passing</li> <li>Catching</li> <li>Dribbling</li> <li>Shooting</li> <li>Defending</li> <li>Marking</li> <li>Stealing</li> <li>Travelling</li> <li>Double dribble</li> </ul>	<ul> <li>and other sports</li> <li>Identify, describe, and umpire the rules of Quicksticks hockey</li> <li>Key Vocabulary</li> </ul>	<ul> <li>Choreographic devices</li> <li>Wider Offer         <ul> <li>Students told about local clubs</li> <li>Competing in gymnastics festivals and competitions</li> </ul> </li> <li>Curriculum Threads</li> </ul>	<ul> <li>Dynamics</li> <li>Actions</li> <li>Wider Offer         <ul> <li>Disability in Sport</li> <li>Week</li> </ul> </li> <li>Curriculum Threads         <ul> <li>Pupils will participate in a</li> <li>Disability in Sport week in</li> <li>the final week of half-term.</li> </ul> </li> </ul>	<ul> <li>Jog</li> <li>Run</li> <li>Sprint</li> <li>Throw</li> <li>Jump</li> <li>Land</li> <li>Hurdles</li> <li>Long jump</li> <li>Record</li> <li>Measure</li> <li>Personal best</li> </ul>	<ul> <li>Bowler</li> <li>Innings</li> <li>Wickets</li> <li>Wicket keeper</li> <li>Stance</li> </ul> Wider Offer <ul> <li>Yorkshire</li> <li>Cricket Board</li> <li>deliver 2 x 2-</li> <li>hour sessions to</li> </ul>

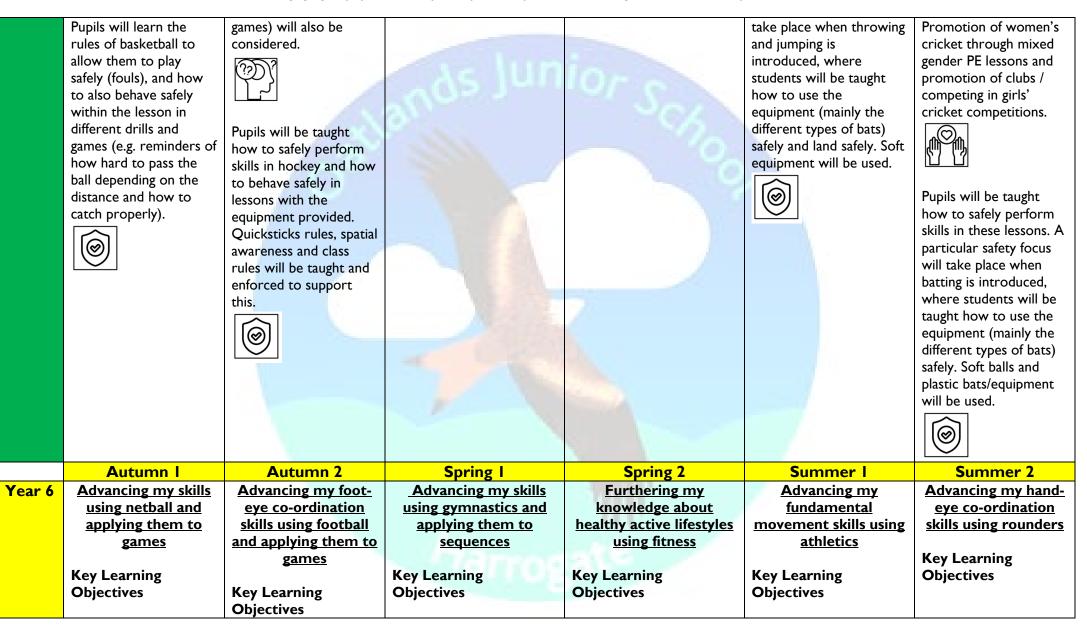




<ul> <li>Proot</li> <li>Interception</li> <li>Drubbling</li> <li>Push pass</li> <li>Dodging</li> <li>Contact</li> <li>Foul</li> <li>Sideline</li> <li>Wider Offer</li> <li>Sideline</li> <li>Wider Offer</li> <li>Stock tackle</li> <li>Stock</li></ul>			r	r	1	
	<ul> <li>Interception</li> <li>Dodging</li> <li>Contact</li> <li>Foul</li> <li>Sideline</li> <li>Wider Offer         <ul> <li>Weekly</li> <li>basketball clubs</li> <li>for Year 3/4 and</li> <li>5/6 all of Spring</li> <li>Term</li> <li>Competing in</li> <li>basketball</li> <li>tournaments</li> <li>Students told</li> <li>about local</li> <li>clubs</li> </ul> </li> <li>Curriculum Threads</li> <li>Pupils will consider how</li> <li>the technique of the</li> <li>different skills link with</li> <li>each other, when they</li> <li>should be used in a</li> <li>game (and how to</li> <li>decide), and how the</li> </ul>	<ul> <li>Push pass</li> <li>Dangerous play</li> <li>Contact</li> <li>Accuracy</li> <li>Consistency</li> <li>Shooting</li> <li>Stick tackle</li> <li>Wider Offer         <ul> <li>Competing in hockey tournaments</li> <li>Students told about local clubs</li> </ul> </li> <li>Curriculum Threads         <ul> <li>There is a large emphasis in this unit of work on building on and securing skills previously learned in Unihoc and football lessons, and what foot-eye coordination is. Pupils will be questioned on how technique of skills, rules and tactics are similar and differ between Unihoc, Quicksticks and football. Other sports</li> </ul> </li> </ul>	the different components of fitness required for gymnastics (balance, flexibility, strength, muscular endurance) of the different skills in gymnastics how these components can be linked to, and are useful for, other sports. Safety will be a large emphasis in every gymnastics lesson. Pupils will be taught how to set out mats safely, perform different skills safely, perform in pairs safely, and how to work safely on equipment.	Commonwealth / Invictus / Paralympic athlete who will do an assembly on their disability, their sport, etc to raise awareness. They will also participate in disability sports in their PPA PE lessons this week. Pupils will learn the important safety elements of dance: warming up and cooling down properly, being aware of spatial awareness, and there will be rules surrounding what they can/cannot do for	<ul> <li>Participating in athletics festivals, events and competitions</li> <li>Participating in cross country meets</li> <li>Promoting local clubs e.g. Harrogate Harriers</li> <li>Sports Afternoons</li> </ul> Curriculum Threads Pupils will consider how the technique of the different fundamental skills can link with skills in other sports. They will explore when those FMS are used in other sports and activities (running, throwing, jumping). Pupils will be taught how to safely perform skills in these lessons. A	classes with class teacher • After school clubs for Year 3/4 and 5/6 for striking and fielding in Summer term • Competing in cricket and rounders tournaments <b>Curriculum Threads</b> There is a large emphasis in this unit of work on the links between cricket and rounders, and what hand-eye co-ordination is. Pupils will be questioned on how technique of skills, rules and tactics are similar and differ. Other sports (e.g. net/wall) will also be considered to draw











<ul> <li>Know and demonstrate the correct technique for passing in front, signaling, and catching in netball</li> <li>Explain and demonstrate adhering to the footwork rule in drills and games</li> <li>Demonstrate three different ways to beat a defender with increased success</li> </ul>	<ul> <li>Demonstrate the correct technique for dribbling while changing speed and direction</li> <li>Demonstrate the correct technique for passing and receiving on the move</li> <li>Demonstrate safe tackling technique with increased success</li> <li>Demonstrate the correct</li> </ul>	<ul> <li>Know and safely demonstrate paired balances with quality</li> <li>Demonstrate the difference between counterbalance and countertension</li> <li>Describe and demonstrate the different methods of travelling in gymnastics</li> <li>Safely demonstrate jumping and rolling, on and off equipment, with fluidity</li> <li>Choreograph</li> </ul>	<ul> <li>I can measure my pulse</li> <li>I can work out my heart rate and define what heart rate is</li> <li>I can test my fitness levels and train to improve these in lessons</li> <li>I demonstrate the ability to train continuously, in circuits, and at intervals</li> <li>I can lead a safe and effective warm up and cool down</li> <li>I can identify</li> </ul>	<ul> <li>I can use different running techniques for long and short distances and run at an appropriate pace.</li> <li>I can use running, jumping and throwing in isolation and in combination under pressure.</li> <li>I can throw a variety of objects in one hand for distance with good technique.</li> <li>I can evaluate a</li> </ul>	<ul> <li>I can throw underarm and overarm to a target over varying distances to get opponents out.</li> <li>I can catch a small ball two handed, and one-handed, at different heights and speeds.</li> <li>I can hit a ball using a rounders bat using the correct technique.</li> </ul>
<ul> <li>Demonstrate successful interceptions using Stage I marking and explain what this is</li> <li>Demonstrate the correct shooting technique from different angles and distances</li> </ul>	<ul> <li>shooting technique with a consideration of tactics</li> <li>Explain what foot-eye co- ordination is and how skills link between football, hockey, and other sports</li> <li>Identify, describe, and</li> </ul>	<ul> <li>paired sequences, including various choreographic devices</li> <li>Assess other students' performances and give them feedback to improve</li> <li>Key Vocabulary         <ul> <li>Tension</li> <li>Extension</li> <li>Point / Patch</li> <li>Matching</li> </ul> </li> </ul>	<ul> <li>muscles in the body that are being trained in an activity</li> <li>I can identify and explain the body's responses to exercise</li> <li>I can identify and explain the body's adaptations to exercise</li> <li>Key Vocabulary <ul> <li>Pulse</li> </ul> </li> </ul>	<ul> <li>peer to improve their performance.</li> <li>I can compare my performance with previous ones and demonstrate improvement to achieve my personal best.</li> <li>Key Vocabulary <ul> <li>Jog</li> <li>Run</li> <li>Sprint</li> </ul> </li> </ul>	Key Vocabulary <ul> <li>Catching</li> <li>Underarm</li> <li>Overarm</li> <li>Accuracy</li> <li>Consistency</li> <li>Batting</li> <li>Fielding</li> <li>Bowling</li> <li>Bowler</li> <li>Innings</li> <li>Backstop</li> <li>No ball</li> </ul>





Describe the different	umpire the rules of football	<ul><li>Mirroring</li><li>Counterbalance</li></ul>	<ul><li>Heart rate</li><li>Oxygen</li></ul>	Throw     Jump	<ul><li>Bases</li><li>Stance</li></ul>
positions' roles	Tules of lootball	Counterbalance     Countertension		<ul> <li>Jump</li> <li>Land</li> </ul>	• Stance
and play	Key Vocabulary	Counter tension     Canon / Unison	Responses to     exercise	Hurdles	Wider Offer
different	Dribbling	Choreographic	Breathing	<ul> <li>Long jump</li> </ul>	<ul> <li>After school</li> </ul>
positions in Hi-5	• Handball	devices	Blood	Record	clubs for Year
games	• Foul		Temperature	Measure	3/4 and 5/6 for
<ul> <li>Identify, describe, and</li> </ul>	Accuracy	Wider Offer	Muscles	Personal best	striking and
umpire the	Consistency	Students told about	• Stretch		fielding in
rules of Hi-5	Shooting	local clubs	Warm up	Wider Offer	Summer term
netball	Penalty	Competing in	Cool down	<ul> <li>Participating in</li> </ul>	<ul> <li>Competing in cricket and</li> </ul>
necoan	Free kick	gymnastics festivals	• Train	athletics festivals,	rounders
	W. 1 0%	and competitions	Circuit training	events and	tournaments
Key Vocabulary	Wider Offer	Curriculum Threads	Continuous	competitions	cournamento
Footwork	<ul> <li>Competing in football</li> </ul>	Pupils will consider how	training	Participating in	Curriculum Threads
• Pivot	tournaments	the different components	Interval training	cross country meets	There is a large
<ul> <li>Replayed ball</li> </ul>	<ul> <li>Students told</li> </ul>	of fitness required for	Strength	Promoting local	emphasis in this unit of
Held ball	about local	gymnastics (balance,	Endurance	clubs e.g.	work on the links
Offside	clubs	flexibility, strength,	Speed	Harrogate	between cricket and
Interception	<ul> <li>A football club</li> </ul>	muscular endurance) of the	Bicep	Harriers	rounders, and what
Dodging	offered for Year	differen <mark>t skill</mark> s in gymnastics	Tricep	Sports	hand-eye co-ordination
Contact	3/4 and 5/6 all	how these components can	Quadricep	Afternoons	is. Pupils will be
Obstruction	of Spring Term	be linked to, and are useful	Hamstring		questioned on how
<ul> <li>Stage I / Man to</li> </ul>	<ul> <li>Working with</li> </ul>	for, other sports.	• Calf	Curriculum Threads	technique of skills, rules and tactics are similar
Man marking	Harrogate	<u>((3))</u>	Abdominals	Pupils will consider how	and differ. Other sports
	Town FC to do		Wider Offer	the technique of the	(e.g. net/wall) will also
Wider Offer	physical activity		Links to science	different fundamental	be considered to draw
Weekly netball	competitions	Safety will be a large	lessons when the	skills can link with skills in	links.
clubs for Year	between local	emphasis in every	focus is biology	other sports. They will	(??D)?
3/4 and 5/6 all of Autumn	schools such as the October	gymnastics lesson. Pupils	Disability in Sport	explore when those FMS are used in other sports	
Term	Challenge	will be taught how to set	week	and activities (running,	
renn	Chancinge	out mats safely, perform		throwing, jumping).	





