



Curriculum Subject - Whole School



**PHYSICAL
EDUCATION**



Curriculum Subject Rationale

At Wilbraham Primary school we recognise the importance of PE and Physical Activity. We intend to offer a curriculum that allows all children to not only benefit physically, but also socially and emotionally. We want to develop a lifelong passion for Sport and Physical Activity within our children.

Intent:	Children will be taught from the early years to develop a foundation of fundamental skills that allow children the basic skills to become physically literate. As they progress through the school, these fundamental will be essential to their continued development through a broad range of sports and activities that we offer. By the end of Year 6, all children will have attended swimming lessons; learnt a range of strokes, safe self rescue and be able to confidently swim a minimum of 25m. Where possible, physical activity will be resented in wider areas of the curriculum to reinforce the importance of physical health and wellbeing.
Implementation:	Our teachers provide challenging and enjoyable P.E lessons through a range of sporting activities. We ensure that the requirements of the National Curriculum are met through our long-term plan which sets out the P.E units and content that staff will teach throughout the year. We deliver two high quality P.E lessons each week, covering different aspects of the PE Curriculum. Across school, the lessons are mostly delivered by teachers; however each year group (1-6) will have a full term (1 lesson per week) delivered by a PE Specialist who works alongside the class teacher, providing essential CPD. Our Y4/5/6 children will take part in weekly swimming lessons for at least one term to ensure they meet the National Curriculum requirements.
Impact:	Our children enjoy taking part in P.E lessons and are enthusiastic about their learning. They are able to talk about what they have been learning and how the skills they have can be applied to a range of different sports. Our children will be assessed each term against outcomes that are linked to each unit taught.



Curriculum Map Subject - EYFS

EYFS

	Children will...	Vocabulary
Nursery	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank. 	Healthy/unhealthy Exercise Fast/slow Throw Bounce Control Jump Walking Running Rolling Crawling Hopping Skipping Climbing Balancing Movement Co-ordination Body parts Space Safety Direction Feeling
Reception	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength balance and coordination. Move energetically such as running , jumping , dancing , hopping, skipping and climbing. 	



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Dance - Body Shapes Fundamental Movement Skills	Gymnastics - Pathways Net + Wall Game Skills	Man City Target Games	Man City Striking and Fielding Games	Invasion Game Skills Dance	Gymnastics - Balancing/Spinning on Points + Patches Athletics
Y2	Outdoor Games - Net and Wall Games Fundamental Movement Skills	Dance - Great Fire of London Outdoor Games - Invasion Games	Yoga - Animals Man City	Gymnastics- Pathways: Straight, zigzag and curving Man City	Gymnastics - Stretching Curling and Arching Striking and Field Game Skills	Dance - Animals Outdoor games- Athletics
Y3	Gymnastics - Linking movements together Man City	Dance - Space Man City	Invasion Game Skills 3. Badminton	Dodgeball Health Related Fitness	Cricket	Dance - Egyptians Athletics



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	Dance - Ballroom Man City	Gymnastics - Balances, Matching/Mirroring and Evaluation Man City	Dance - Bollywood OAA Swimming	Dance - Bollywood Tennis Swimming	Gymnastics - Turning, Jumps and Rolls Rounders	Gymnastics - Working Co-operatively Athletics
Y5	Gymnastics - Matching, Mirroring and Contrasting Swimming	Dodgeball Swimming	Personal Best Dance	Hockey Gymnastics - Synchronisation and Canon	Gymnastics - Under and Over Man City - Invasion Games/Athletics	Cricket Man City - Invasion Games/Athletics
Y6	Gymnastics - Counter Balance & Counter Tension Team Building and Problem Solving	Dance - The Haka Netball	Gymnastics - Flight Tennis	Tag Rugby Bench Ball	Gymnastics - Group Sequencing Man City - Invasion Games/Athletics Swimming	Rounders Man City - Invasion Games/Athletics Swimming



Curriculum Map

Subject - Endpoints KS1

By the end of KS1

<u>Year 1</u>	<u>Year 2</u>
<p>DANCE - To be able to perform a simple sequence, movement, shape or pattern</p> <p>STRIKING AND FIELDING - To be able to move around a confined area, stop a ball and return accurately</p> <p>INVASION GAMES - To learn fundamental games skills as part of a team.</p> <p>GYMNASTICS - To be able to explore fundamental gymnastics skills safely on a range of apparatus.</p> <p>FUNDAMENTAL MOVEMENT SKILLS - To learn the fundamental movement skills</p> <p>NET AND WALL To have been introduced to net and wall games and the skills involved in the games they will play.</p>	<p>DANCE - To be able to perform a simple sequence, movement, shape or pattern with rhythm</p> <p>STRIKING AND FIELDING - To be able to move around a confined area, stop a ball and return accurately overarm</p> <p>INVASION GAMES - To explore attack and defence as part of a team in preparation for a range of sports.</p> <p>GYMNASTICS - To learn and develop fundamental gymnastics skills safely on range of apparatus.</p> <p>FUNDAMENTAL MOVEMENT SKILLS - To develop the fundamental movement skills</p> <p>NET AND WALL - To be able to play shots/strokes as part of a rally on a court.</p>



Curriculum Map

Subject - Overview Y1

Autumn 1 Topic focus Dance, Fundamental movement skills 1	Autumn 2 Topic focus Gymnastics (Pathways small and long) Net and wall game skills 1	Spring 1 Topic focus Man City Target games 2	Spring 2 Topic focus Man City Striking and fielding games 1	Summer 1 Topic focus Invasion game skill 1	Summer 2 Topic focus Gymnastics- balancing and spinning on points and patches Athletics 2
<p>Dance-Use my body, create theme related shapes, movements, actions and feelings, show good listening skills, travel safely and creatively in space, use pictures to create shapes, movements and actions, remember and perform a simple sequence of movement, feedback</p> <p>FMS1- Run skillfully, negotiate space successfully, Show increasing control over an object Balance on one leg, move through an obstacle course skilfully, Play games fairly</p>	<p>Gymnastics- Step in controlled movements, create a sequence involving stepping and turning, push and pull myself along the ground on different parts of my body, form a sequence by travelling in specified pathways, step and turn gracefully, travel at high levels to trace a pattern on the floor, jump in different pathways with coordination</p> <p>NWGS1- Send a ball with accuracy, receive, strike and volley a ball with accuracy, strike and receive a ball, throw with accuracy and power</p>	<p>Target Games Coordinate the skill of punting a ball consistently Punt a ball with increasing accuracy with both feet Strike a ball at a target using equipment with increasing accuracy Strike a ball, at a target, with some degree of force and into spaces Choose correctly when it is best to throw underarm and when to throw overarm with some accuracy at a target Throw overarm on, 'one bounce' to a friend Receive a ball consistently well after one bounce</p>	<p>Elements covered fielding Get into line with the ball stop a ball with 2 hands, batting and bowling Pick up a ball with one hand and throw it underarm, Running and calling for runs, chase and retrieve a ball</p>	<p>Elements covered Get into a good ready position to receive bounce passes consistently well Pass the ball from my chest using a bounce pass Change direction confidently and competently and move around safely in a limited space Push pass and receive a hockey ball Bounce/ dribble a ball with my hands with good control Dribble a ball with my feet with good control Stop a ball on the run by trapping it</p>	<p>Elements covered Gymnastics-Perform controlled spins, Support my body weight in symmetrical balances, Spin on apparatus, perform asymmetrical spins on side front back and bottom, demonstrate quality work on the floor and apparatus, balance asymmetrically, perform a combination of symmetrical and asymmetrical spins on patches, spin and hold at different levels on points</p> <p>Athletics 2- Show a sense of anticipation to begin work, React quickly Jump in a variety of ways Discover and develop different styles of jumping Jump in a variety of ways competently Throw with good technique Help a peer improve their performance with good feedback</p>
<p>Key Vocabulary: travelling, sequence, movement, balance, obstacle, direction, body actions</p>	<p>Key Vocabulary: Balance, zig-zag, sequence, turning, jumping, pattern, travel, apparatus, strike, ball, palm, accuracy, power</p>	<p>Key Vocabulary: Control, pass, direction, throwing, underarm, overarm, target, bounce</p>	<p>Key Vocabulary: Fielding, barrier, strike, bowl, leg side, run, offside, batting, chase</p>	<p>Key Vocabulary: Bounce, pass, direction, space, push, receive, dribble</p>	<p>Key Vocabulary: Spin, a/symmetrical, balance, spins, jump, react, throw</p>



Curriculum Map

Subject - Overview Y2

Autumn 1 Outdoor games- net and wall games Fundamental movement skills	Autumn 2 Dance- Great Fire of London Outdoor games- invasion games	Spring 1 Yoga- Animals Manchester City	Spring 2 Gymnastics- Pathways: Straight, zigzag and curving Manchester City	Summer 1 Gymnastics - Stretching, curling & arching lessons and plans. Striking & Field Game Skills 2 lessons and plans.	Summer 2 Dance - Animals Outdoor games- Athletics
<p>Net and wall games: Send and receive a ball accuracy Move quickly and fluently into space and around court Volley a ball by getting in line and underneath it Keep a rally going with a partner Strike a forehand and backhand</p> <p>Fundamental movement skills: Hop and retain balance Travel backwards and share space Jump and land safely Combine a run and jump Dodge and move safely with awareness Attack and evade Punt and strike a ball accurately and with power</p>	<p>Dance- Great Fire of London Use my body and create theme related shapes, movements and actions Travel safely and creatively in space. Show different levels when I travel. Use pictures and poems to create shapes, movements and actions. Remember and perform a simple sequence of movement.</p> <p>Invasion games: Throw overarm for my partner to catch after one bounce Catch a ball consistently after one bounce Track a ball and intercept a pass Dodge to beat an opponent Pass the ball consistently with control Retain possession of the ball Compete with some spatial awareness in team games</p>	<p>Yoga Pose like a variety of jungle creatures Control my breathing pattern Bend, stretch and reach Work imaginatively Work without inhibitions Pose depicting Mother Earth Depict Roman Life through my poses Breathe in 3 parts Work quietly focusing on what I am doing in the moment</p>	<p>Gymnastics Jump with a 90, 180 and 270 degree turn. Turn through 180 degrees. Create a sequence in zigzag pathways. Demonstrate zigzag and straight pathways in my sequence work Perform a sequence of moves in a curved pathway Travel backwards and sideways as part of a sequence Link movements together well Perform a variety of moves on floor and apparatus using different pathways</p>	<p>Gymnastics Travel in curled positions, support my own body weight, stretch whilst in balance, arching and stretching, transitions, arches, inversion and counter balance, form front and back supports, ways of travelling into and out of supports, starting and finishing positions</p> <p>Striking and Field Games Catching, striking a ball off a tee, bowling, stop the ball as wicket keeper, fielding, striking from a delivery, make a barrier</p>	<p>Dance- Animals Use my body and create theme related shapes, movements and actions and feelings, show good listening skills. travel safely and creatively in space, different levels, communicate effectively, use pictures and poems to create shapes, movements and actions, remember and perform a simple sequence of movement, give feedback</p> <p>Athletics: Anticipation, react quickly and demonstrate agility, coordination and balance, jump in a variety of ways, coordinate a run with a jump, different styles of jumping, leap, jump and hop, run ups, throwing, feedback, athletic techniques.</p>
Catch, pass, space, forehand, backhand, balance, hop, travel,	Travel, levels, sequence Overarm, possession, space, throw, dodge, catch	Stretch, breathe, pose,	Degrees, jump, turn, sequence, travel,	Balance, arching, stretching, support, transition Catch, strike, wicket, field, bowl	Travel, levels, sequence, Run, agility, balance, jump, throw, react



Curriculum Map

Subject - Endpoints LKS2

By the end of LKS2

Year 3

DANCE - To be able to perform and sequence of linked skills to create a routine

STRIKING AND FIELDING - To stop a ball using two hands, creating a barrier behind it with feet or legs and return accurately using appropriate throw

- To be able to bowl underarm, accurately.

- To be able to strike an underarm bowled ball.

INVASION GAMES - To learn the skills of attack and defence as part of a team in a range of sports.

GYMNASTICS - To be able to perform sequences using fundamental gymnastic skills safely on a range of apparatus skills.

FUNDAMENTAL MOVEMENT SKILLS - To be able to perform the fundamental movement skills with an element of control

NET AND WALL - To be able to play a range of different strokes/shots.

OUTDOOR ADVENTUROUS ACTIVITIES - To be able to plan and communicate as part of a group before and during physical challenges (Year 3 and 4)

Year 4

DANCE - To be able to perform and evaluate a sequence to linked skills to create a routine

STRIKING AND FIELDING - To stop a ball using two hands, creating a barrier behind it with feet or legs and return accurately using appropriate throw.

To be able to return the ball in one fluid motion

To bowl effectively at a target

INVASION GAMES - To learn different strategies of attack and defence as part of a team in a range of sports.

GYMNASTICS - To be able to perform technical gymnastic skills safely on a range of apparatus.

FUNDAMENTAL MOVEMENT SKILLS - To be able to perform the fundamental movement skills with an element of control whilst competing against myself

NET AND WALL - To be able to play a range of different shots/strokes while moving around the court.

OUTDOOR ADVENTUROUS ACTIVITIES - To be able to plan and communicate as part of a group before and during physical challenges (year 3 and 4)



Curriculum Map

Subject - Overview Y3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<p>Gymnastics - Linking movements together & Man city</p> <ul style="list-style-type: none"> •Stepping with control •Turn through 90, 180, 270 and 360 degrees •Hold balances with control •Change balance and level. •Link high and low moves •Explore a variety of rolls, sequences and balances. •Perform with work at contrasting levels •Perform a range of gymnastic movements at my own level •Link movements. <p><u>Man City</u></p>	<p>Dance - Space</p> <ul style="list-style-type: none"> •Develop a motif demonstrating some agility, balance, coordination and precision •Change static actions into travelling movements •Show different levels and pathways when I travel •Communicate effectively with a partner and a group. •Improve and evaluate work. <p><u>Man City</u></p>	<p>Invasion game skills 3.</p> <ul style="list-style-type: none"> •Dodge •Creating spaces and positions •Pass and move into space •Turn in different ways whilst in possession •Dribble with control Defending an opponent •Communicate with players <p>Badminton</p> <ul style="list-style-type: none"> •Assume the 'ready position' •Serve accurately •Move quickly •Hit shots overhead, forehand and backhand •Move around court using different footwork. 	<p>Dodgeball</p> <ul style="list-style-type: none"> •Throw overarm •Catching •Show good peripheral awareness •Attack decisively •Defend skilfully •Teamwork and tactics <p>Health related fitness.</p> <ul style="list-style-type: none"> •Warm up and cool down Perform a variety of yoga poses •Demonstrate good core strength •Jump dynamically •Land safely •Demonstrate good sprinting technique. 	<p>Cricket</p> <ul style="list-style-type: none"> •Bowling •Wicket keeping stance •Throw accurately and powerfully •Hit a ball by driving it •Bat successfully with a partner, communicating effectively. •Bowl with increasing accuracy •Bowl with a run up •Communicate effectively with a partner when batting. 	<p>Dance - Egyptians</p> <ul style="list-style-type: none"> •Develop a motif demonstrating agility, balance, coordination and precision •Change static actions into travelling movements •Communicate effectively with a partner and group. •Improve and evaluate work. <p>Athletics</p> <ul style="list-style-type: none"> •Technique to start a sprint race •Develop speed •Hurdle efficiently and consistently •Develop techniques for running, jumping throwing and kicking.
<p>Key Vocabulary: Control, balance, technique, strength, flow, evaluate, improve, stretch.</p>	<p>Key Vocabulary: Create, combination, sequence, motif, adappt, movement, space.</p>	<p>Key Vocabulary: Defending, attacking, points, rules, tactics, target. scoring, batting, court.</p>	<p>Key Vocabulary: Defending, attacking, points, rules, tactics, target. Scoring, warm up, cool down, heart rate.</p>	<p>Key Vocabulary: Throw, overarm, underarm, fielding, bowler, wicket, innings, backstop.</p>	<p>Key Vocabulary: Create, combination, sequence, motif, adappt, movement, space. improvisation, rhythm, perform. Running, speed, jumping, throwing, kicking.</p>



Curriculum Map

Subject - Overview Y4

Autumn 1 Dance: Ballroom dancing Man City	Autumn 2 Gym: 2 point balance Man City	Spring 1 Dance: Bollywood Sports: OAA	Spring 2 Dance: Bollywood contd Sports: Tennis	Summer 1 Gym: Sports: Rounders	Summer 2 Gym: Rolling and travelling low Sports: Athletics
<p>Ballroom Dance Learn the characteristics of each ballroom style - compare/contrast. Jive, Tango, waltz, quick step. Learn, create and practice simple motifs. Perform motifs using timing, dynamics, coordination and in the style of each dance. Self and peer feedback - improve.</p> <p>Man City - Invasion Games</p>	<p>Gymnastics Create and perform gymnastics sequences using different shapes, 2 point balances, travel, movement patterns, mirror, balances, held positions, linking movements. Move safely on apparatus Teach sequence to a partner Perform with control and poise Self and peer evaluation solo and in a group.</p> <p>Man City - Invasion Games</p>	<p>Bollywood Dance Learn the characteristics and some specific movements of each Bollywood dancing and where it originated/history. Learn, create and practice simple motifs. Perform motifs incorporating canon, unison, various formations, levels, dynamics, freeze, pathways, ensuring coordination and timing are key. Self and peer feedback - improve.</p> <p>OAA</p> <p>Work as part of a team to solve a range of physical problems, Follow the rules and work within them to find a solution. Use a map to navigate around a school area quickly during a competition</p>	<p>Bollywood Dance Learn the characteristics and some specific movements of each Bollywood dancing and where it originated/history. Learn, create and practice simple motifs. Perform motifs incorporating canon, unison, various formations, levels, dynamics, freeze, pathways, ensuring coordination and timing are key. Self and peer feedback - improve.</p> <p>Tennis</p> <p>Use the ready position to get into position to receive and return. Hit consistent forehand returns. Volley the ball on the forehand. Serve from the baseline. Use tactics against an opponent.</p>	<p>Elements covered (gym) Create and perform gymnastics sequences using turning jumps, safe controlled landing, rolls, balance with body tension and extension, inverted balance on apparatus, move towards and away from partner, mirror, balances, linking movements. Move safely on apparatus Use technical language Teach sequence to a partner/group Perform with control and poise Self and peer evaluation solo and in a group.</p> <p>Rounders</p> <p>Send and receive using the correct technique. Develop basic bowling an batting techniques. Field the ball using different techniques. Catch high balls confidently. Play a game and perform in different positions.</p>	<p>Elements covered (gym) Support body weight on hands and feet only. Spin from one support to another. Perform with control making good decisions. Perform sequences using front and back asymmetrical supports and symmetrical spinning to other balances. Use floor space and apparatus. Change direction/level. Comment constructively on work of others. Create sequences involving different rolls and supports. Perform in unison. Work in tandem with a partner in different ways.</p> <p>Athletics</p> <p>Use the correct technique when starting a sprint race. Hurdle efficiently and consistently. Develop a range of jumping techniques. Throw accurately using a range of techniques. Measure and improve on personal bests.</p>
<p>Key Vocabulary: Motif, steps, count, characteristics, pairs, timing, dynamics, coordination, control, style</p>	<p>Key Vocabulary (gym): Balance, mirror, control, travel, patterns, sequences, symmetry, asymmetry, safety.</p>	<p>Key Vocabulary (dance): Motif, steps, count, characteristics, perform, timing, dynamics, coordination, control, levels, formations, pathways, timing Key vocabulary (Sports): Attack, defend, pass, score, intercept, tackle, space.</p>	<p>Key Vocabulary (dance): Motif, characteristics, dynamics, coordination, control, style, speed, levels, formations, pathways, timing. Key vocabulary (Sports): Serve, forehand, backhand, volley, ready position.</p>	<p>Key Vocabulary (gym): Mirror, perform, balance, control, sequences, turning, jumps, rolls, tension, extension, inverted, apparatus, self/peer evaluation Key vocabulary (Sports): Field, bowl, rounder, base, throw, backstop</p>	<p>Key Vocabulary (gym): body weight, support, control, sequences, asymmetrical, balance, apparatus, feedback, formations, unison, count, tandem Key vocabulary (Sports): Sprint, throw, measure, run, challenge</p>



Curriculum Map

Subject - Endpoints UKS2

By the end of UKS2

<u>Year 5</u>	<u>Year 6</u>
<p>DANCE - To know elements of choreography can be used as part of a linked sequence of skills to create a routine.</p> <p>STRIKING AND FIELDING - To develop an awareness of fielding positions and communicate effectively as a team</p> <p>To be able to strike accurately into a chosen space</p> <p>INVASION GAMES - To select arrange of attacking and defensive tactical strategies as part of a team in a range of sports.</p> <p>GYMNASTICS - To be able to select, perform and evaluate technical gymnastics skills safely on a range of apparatus.</p> <p>FUNDAMENTAL MOVEMENT SKILLS - To be able to select and perform appropriate movement skills with control in a range of competitive events and to evaluate performance</p> <p>NET AND WALL - To be able to play a repertoire of strokes with increasing accuracy and control.</p> <p>OUTDOOR ADVENTUROUS ACTIVITIES - To use verbal and non-verbal communication and teamwork to solve a variety of team challenges.</p>	<p>DANCE - To select and apply elements of choreography and use them to create a routine. Evaluate and amend routines with technical language.</p> <p>STRIKING AND FIELDING - To be able to select and apply specific striking and fielding skills in order to play a game</p> <p>To show an awareness and understanding of relevant rules</p> <p>INVASION GAMES - To select, apply and evaluate tactical strategies as part of a team in a range of sports.</p> <p>GYMNASTICS - To be able to select, perform, evaluate and amend technical gymnastics skills safely on a range of apparatus.</p> <p>FUNDAMENTAL MOVEMENT SKILLS - To be able to perform technical movement skills with control in a range of competitive events and evaluate performance</p> <p>NET AND WALL - To be able to select and apply the correct shots/strokes, use tactics and rules to play in a game situation.</p> <p>OUTDOOR ADVENTUROUS ACTIVITIES - To use verbal and non-verbal communication and teamwork to solve a variety of team challenges.</p>

Swimming - Swim confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively. Perform safe self-rescue in different water based situations



Curriculum Map

Subject - Overview Y5

Autumn 1 Topic focus	Autumn 2 Topic focus	Spring 1 Topic focus	Spring 2 Topic focus	Summer 1 Topic focus	Summer 2 Topic focus
<p><u>Matching, Mirroring and Contrast</u></p> <ul style="list-style-type: none"> -Perform matching moves with a partner -Control an Arabesque -Mirroring symmetrical and asymmetrical shapes -Matching and contrasting -Work as a group to demonstrate fluent routines -Perform elements of unison and canon in a group routine <p><u>Swimming</u></p> <ul style="list-style-type: none"> -2 classes, with 1 class completing a later topic focus 	<p><u>Dodgeball</u></p> <p>Throw hard and low at opponents. Dodge and evade the balls. Throw with accuracy. Catch balls and use a ball to block. Work with team mates to win a game.</p> <p><u>Swimming</u></p> <ul style="list-style-type: none"> -2 classes, with 1 class completing a later topic focus 	<p><u>Personal Best</u></p> <p>Run for a period of time, maintaining a good pace. Use both hands to bounce and catch. Perform a range of exercises, showing technique and determination. Stay motivated to beat previous scores.</p> <p><u>Swimming</u></p> <ul style="list-style-type: none"> -1 class, with 2 classes completing an earlier topic focus 	<p><u>Hockey</u></p> <p>Hold the hockey stick correctly. Dribble accurately into space. Pass Accurately to teammates. Tackle attackers to regain possession. Apply attacking and defending strategies as a team.</p> <p><u>Gymnastics - Synchronisation and Canon</u></p> <p>Perform in canon with a consistent tempo. Create a sequence with different levels and dynamics. Perform balances in unison and canon. Perform in a group. Perform a routine displaying canon and unison. Give feedback to others.</p>	<p><u>Gymnastics - Partner work, under and over.</u></p> <p>Roll over a partner in a long pencil shape. Form strong arches and bridges. Leapfrog others safely. Travel over and under benches with a partner. Work over and under apparatus with a partner, taking weight on hands.</p> <p>Manchester City - Invasion Games/Athletics</p>	<p><u>Cricket</u></p> <p>Catch well under pressure. Play a pull shot from a short delivery. Perform a range of fielding techniques. Bowl with accuracy. Show tactical awareness and apply them to a game situation.</p> <p>Manchester City - Invasion Games/Athletics</p>
<p>Key Vocabulary:</p> <p>Match, mirror, contrast, contact, transition, arabesque, symmetrical asymmetrical, fluent</p>	<p>Dodge, throw, evade, tactics, attack, defense.</p>	<p>Measure, pace, motivation, desire.</p>	<p>Dribble, fluently, push pass, technique, receive, cushion, tackle, defend, attack. formation</p>	<p>Roll, travel, apparatus, weight</p>	<p>Catch, bowl, bat, pull, length, field, throw, stumps, wicket.</p>



Curriculum Map

Subject - Overview Y6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gymnastics - Counter balance & counter tension. Explore a range of balances using the equipment and the floor. Work together to explore counter balance and counter tension. Create a sequence including all element and feedback on performances.</p> <p>Team building and Problem Solving Work together to solve a range of different problems, focusing on problem solving skills rather than activity outcome.</p>	<p>Dance - The Haka Learn the origins and symbolism of the Haka and practise simple motifs. Perform motifs using canon and unison to develop a sequence as a group. Give feedback on group performances.</p> <p>Netball Send and receive a netball in a variety of ways. Shoot the netball accurately and understand how to recover a re-bound. Apply a range of attack and defense tactics to a game.</p>	<p>Gymnastics - Flight Take off from one foot and two feet Gain elevation from a powerful run and dynamic take off. Create shapes whilst in flight. Land with soft knees and in a strong symmetrical position. Work to create a sequence as a group.</p> <p>Tennis Get into the 'ready position' Hit a forehand shot consistently. Hit a backhand shot with some consistency. Play a competitive game using a range of ground strokes. Control where I hit the ball.</p>	<p>Tag Rugby Tag someone safely. Send and receive a ball on the run and under pressure. Pass a rugby ball backwards consistently. Organise my position so that I receive passes on the run. Apply skills effectively Develop game understanding and compete in a game of Tag Rugby.</p> <p>Bench Ball Work as a team in attack and defence. Understand how to attack and defend space as a team. Discuss tactics and feedback to others. .</p>	<p>Gymnastics - Group sequencing Work in a group of 4 to create a sequence of rolls, flight, formations, pathways, and at different levels. Include clear start and end points. Perform mirroring and in unison. Give effective feedback on performance.</p> <p>Manchester City - Invasion Games/Athletics</p>	<p>Rounders Catch with soft hands and throw accurately into space. Bowl accurately at a consistent height. Strike with some accuracy into a given area Communicate with my fellow batsmen when between bases. Play a full game in a small group taking on different roles within the team</p> <p>Manchester City - Invasion Games/Athletics</p>
<p>Key Vocabulary: Communication, Resilience, Solution, Attack, Defence, Balance, Control, Tension, Counter Balance/Tension</p>	<p>Key Vocabulary: Attack, Defense, Pivot, Space, Chest/Shoulder/Bounce Pass, Unison, Cannon, Control, Performance, Motif</p>	<p>Key Vocabulary: Control, Landing, Balanced, Straddle/Pike/Tuck, Forehand, Backhand, Volley, Serve, Stroke</p>	<p>Key Vocabulary: Tag Pass Defense/Attack Mark Space Movement</p>	<p>Key Vocabulary: Rolls, flight, levels, mirror, unison.</p>	<p>Key Vocabulary: Base, bowl, hit, rounder, half-rounder, back stop</p>