

Key stage 2 PE core units

Term	Y5 & 6	Y6 only and Special Activities	
Autumn 1 <i>Cognition</i> BALANCE	Create Unit 2 Invasion games		
Autumn 2 <i>Creative</i> DANCE	Create Unit 3 Gymnastics	Bikeability	
Spring 1 <i>Personal</i> GYMNASTICS	Create Unit 5 OAA (team work)		
Spring 2 <i>Health and Fitness</i> AGILITY	Create Unit 1 Net and Wall		
Summer 1 <i>Physical</i> BALL SKILLS	Create Unit 4 Striking and Fielding	OAA Residential	
Summer 2 <i>Social</i> GAMES	Create Unit 6 Athletics Dance	Sports Day	

Year 5 & 6

Autumn 1	Content Focus	Assessment Foci
<p>Create Unit 2</p>	<p>Multi – ability: Cognitive Fundamental Movement Skill Funs Station 9 - Coordination – ball skills Funs Station 12 - Agility – reaction / response</p>	<p>Cognitive</p> <ul style="list-style-type: none"> • I have a clear idea of how to develop my own and others’ work • I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents • I can review, analyse and evaluate my own and others’ strengths and weaknesses and I can read and react to different game situations as they develop <p>Coordination – ball skills</p> <ul style="list-style-type: none"> • I can hold a ball in-between my legs with a hand around the front and the back, I can swap hands and re-catch the ball without letting it bounce • I can front to back catch – I can catch a ball which I have bounced between my legs front to back • I can overhead throw and catch – I can throw a ball over my head and catch it behind me. I can reverse this. • I can throw a ball using my right hand over my left shoulder and catch it behind my back with my right hand (repeat using left hand and right shoulder)
<p>Invasion Games</p>	<p>Focus on invasion games (ball handling, kicking and implement)</p> <ul style="list-style-type: none"> - choose and use skills which meet the specific needs of the ball – handling and kicking and implement invasion games, e.g. passing by throwing, bouncing and striking, receiving, carrying, dribbling and shooting - understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement or playing in ball handling invasion games and adapt them to meet the needs of the situation - understand and show how a team can retain possession and find ways of progressing towards an opponent’s goal - play in a range of small sided games and make effective choices about when, how and where to pass so that they retain possession and progress towards an opponent’s goal - know how to mark an opponent effectively and defend a goal - demonstrate a range of skills using one hand or two hands, feet or implement for passing and receiving - know and understand the positions they play and identify and show specific attacking and defending skills e.g. marking a player or a space, intercepting, dodging, moving into space and shooting - carry, bounce and dribble the ball in a controlled manner whilst moving - find and use space to help their team and use a variety of tactics to keep the ball e.g. changing speed and direction - understand how to organise their team into different formations to concentrate more on attack or on defence e.g. overload the attack or give it numerical advantage; recognise how to transfer these principles to other invasion games - work as a team in various small sided ball handling, kicking and implement invasion games and be able to transfer common principles of play and basic attacking strategies across the game - recognise and describe the best parts in an individual or team performance; identify aspects that need improvement and suggest how to improve them 	

		<p>Agility – reaction / response</p> <ul style="list-style-type: none"> • Standing two metres away from my partner and facing away, I can react to a call when they drop the ball, turn and catch the ball after one bounce • Standing two metres away from my partner and facing away, I can react to a call when they drop the ball, turn and catch the ball after one bounce, balancing on one leg • I can respond to the sound of the ball rather than the call
Autumn 2	Content Focus	Assessment Foci
Create Unit 3	<p>Multi – ability: Creative Fundamental Movement Skill Funs Station 2 - Static balance – seated Funs Station 3 - Static balance – floor work</p>	<p>Creative</p> <ul style="list-style-type: none"> • I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others • I can effectively disguise what I am about to do next • I can use variety and creativity to engage an audience
Gymnastics	<p>Focus on travel, shape, balance, flight and rotation Through skill exploration, provide opportunities to learn, practise and link specific movements Through sequence development provide opportunities to explore different choreographic techniques, as well as creating criteria against which to judge Through performance, provide opportunities for children to share ideas and judge performance Explore group sequences involving hand apparatus and benches, partner sequences involving partner balances and large apparatus sequences - explore the terms counter balance and counter tension (i.e. counter balance is pushing or leaning against a partner and counter tension is pulling or leaning away) - show counter balance / counter tension in in twos or threes and know that variations can be developed through changing body shape or being on different levels - compose an individual sequence comprising travel, jump, turn and balance and then teach it to a partner and perform it together exploring matching and mirroring - understand and use a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to face, back to back and meeting and parting and explore ways of traveling over and under a partner - understand and use the terms synchronisation and canon when working with a partner</p>	<p>Static balance – seated</p> <ul style="list-style-type: none"> • I can sit down without my hands and feet on the floor and transfer objects across my body to the points of the compass • I can repeat this with a partner applying force • I can sit with my arms and legs off the floor and can collect different items within arms reach

	<ul style="list-style-type: none"> - understand and use the possible variations in level, speed and direction when working with a partner - transfer and extend all these ideas and skills onto low and high apparatus - Travel in different directions showing a range of bridge shapes with back, front or side towards the floor or apparatus - spring from feet to hands and back to feet again - with a partner join together in a controlled manner a jump and a roll to show contrasting body shapes e.g. tucked jump/ stretched roll - compose a sequence showing different actions / moves e.g. two different jumps, landings and rolls and one action of flight taking weight from feet to hands to feet - identify and show different ways of gripping apparatus with hands and different body parts to climb, swing and spring onto/off over or balance - transfer all these skills to apparatus 	<ul style="list-style-type: none"> • I can sit with my arms and legs off the floor and do a 360 degree turn on my bottom without using my hands • I can do both the above whilst sitting on a bench <p>Static balance – floor work</p> <ul style="list-style-type: none"> • I can start in a front support position (press up) and lift one arm up and rotate fluently until I am in a back support position. I can continue to rotate fluently. • I can maintain a press up position whilst taking one foot off the floor and moving objects to the points of a compass
Spring 1	Content Focus	Assessment Foci
Create Unit 5	<p>Multi – ability: Personal Fundamental Movement Skill Funs Station 11 - Agility – ball chasing Funs Station 8 - Coordination with equipment</p>	<p>Personal</p> <ul style="list-style-type: none"> • I see all new challenges as opportunities to learn and develop • I recognise my strengths and weaknesses and can set myself appropriate targets • I can create my own learning plan and revise that plan when necessary • I can accept critical feedback and make changes
OAA (Team work)	<ul style="list-style-type: none"> - Understand the short term and beneficial effects of different OAA activities for the body. - Know how to warm up and prepare appropriately for different OAA activities. - Understand how OAA can suit a wide range of abilities and can contribute to a healthy lifestyle. - Know how to work collaboratively and in a team. - Know how to set up/organise and lead own competition. 	<p>Agility – ball chasing</p> <ul style="list-style-type: none"> • I can stand facing my partner who feeds a ball over my head, I can turn and collect the ball after one bounce • I can stand facing away from my parent and repeat the above

		<ul style="list-style-type: none"> I can face away from my partner and catch a ball that they have fed over my head in-between my knees I can face away from my partner and catch a ball they have fed over my head on the instep of my foot and lower it to the ground <p>Coordination with equipment</p> <ul style="list-style-type: none"> With a partner, I can pass and receive more than one object using feet and hands simultaneously. I can create a throwing circuit with a partner throwing three objects for 30 seconds With a partner, I can pass and receive more than 3 objects using feet and hands simultaneously
Spring 2	Content Focus	Assessment Foci
Create Unit 1	<p>Multi – ability: Health and Fitness Fundamental Movement Skill Funs Station 4 - Static balance – small base Funs Station 10 - Coordination – floor movement patterns</p>	<p>Health and Fitness</p> <ul style="list-style-type: none"> I can select and perform appropriate warm ups and cool down activities I can identify possible dangers when planning activities I can explain how individuals need different types and levels of fitness to be more effective in their activity / role / event I can plan and follow my own basic fitness programme <p>Static balance – small base</p> <ul style="list-style-type: none"> I can stand on a line or bench whilst throwing, catching and striking a ball with a partner
Net and Wall	<p>Focus on Net / Wall</p> <ul style="list-style-type: none"> play a variety of shots with intent when striking a ball after one bounce or on the volley direct a ball into an opponents’ court at different speeds, heights and angles and explain why they are doing it evaluate the effectiveness of a shot and suggest ways of improving work cooperatively as a team in twos or small groups to create rules and play them play a range of small sided net/wall games and apply basic common principles for attack and defence across the activities play shots on both sides of the body and from above the head with reasonable control understand how to position their bodies to receive a ball coming from different heights and angles recognise where there are spaces on an opponent’s court and try to hit into them 	

	- recognise which things they need to practise more	<ul style="list-style-type: none"> • I can do the above whilst catching and striking more distal (away from your body) feeds • I can stay balanced on a bench whilst catching 2 balls alternatively using both left and right hands and close and far from my body • I can stay balanced on a bench whilst volleying a ball back to my partner with both my left and right foot. <p>Coordination – floor movement patterns</p> <ul style="list-style-type: none"> • I can do a 3 step zig zag with alternating knee lifts and heel lifts • I can do a 3 step swerve whilst moving backwards • I can do a 3 step zig zag with knee raises across my body whilst moving backwards • I can do a 3 step zig zag with heel lifts whilst moving backwards • I can do a 3 step zig zag with alternating knee lifts and heel lifts whilst moving backwards
Summer 1	Content Focus	Assessment Foci
Create Unit 4	Multi – ability: Physical Fundamental Movement Skill Funs Station 1 - Static balance – one leg standing Funs Station 6 - Dynamic balance to agility	Physical <ul style="list-style-type: none"> • I can use combination of skills confidently in sport specific contexts • I can perform a range of skills fluently and accurately in practice situations • I can effectively transfer skills and movements across a range of activities and sports • I can perform a variety of skills consistently and effectively in challenging of competitive situations
Striking and fielding	Focus on striking / fielding games - use a rounders bat or a cricket shaped bat with confidence - strike and throw the ball with reasonable accuracy and consistency - bowl underarm so the ball arrives appropriately for the batter to hit (bowling with a bounce and without a bounce) - bowl in competitive situations and understand strategies that can be deployed between bowler / wicket keeper / backstop / bases	

	<p>- understand when and how to move when fielding a ball e.g. move across the path of the ball to intercept it or move towards a ball traveling slowly and directly towards the fielder</p> <p>- play confidently in a range of small sided striking – fielding games using different bats, balls and rules and experience all roles</p> <p>- Know, understand and show correct striking stance and direct the ball away from fielders using different angles and speeds</p> <p>- know when to run after hitting a ball</p> <p>Play confidently and effectively in a range of small sided striking. fielding games and work as a team to e.g. fielders develop strategies to outwit the batters</p> <p>- Recognise and identify what needs to be improved in their performance and can suggest ways of doing it</p>	<p>Static balance – one leg standing</p> <ul style="list-style-type: none"> • I can transfer my weight onto the balls of my feet on a range of raised and uneven surfaces with or without my eyes closed • I can balance on either foot, raising myself to my tip toes and lowering myself again with or without my eyes closed • I can perform the above whilst adding a squat into the movement • I can stand on my right foot and place / collect 4 cones form the compass points • I can do the above alternating between left and right hands and feet. <p>Dynamic balance to agility</p> <ul style="list-style-type: none"> • I can perform a two footed 180 degree jump, with a safe landing including a tuck jump • I can stand vertically and jump and land in a lunge position • I can perform a two footed jump with a half twist, landing in a balanced position • I can extend the above to include a half twist with a tuck • I can perform a jump landing in a lunge position alternating my lead leg
Summer 2	Content Focus	Assessment Foci
Create Unit 6	Multi – ability: Social Fundamental Movement Skill	Social

	<p>Funs Station 5 - Dynamic balance Funs Station 7 - Counter balance in pairs</p>	<ul style="list-style-type: none"> ● I can give and receive sensitive feedback to improve myself and others ● I can negotiate and collaborate appropriately <p>Dynamic balance</p> <ul style="list-style-type: none"> ● I can pivot forwards and backwards using my dominant and non-dominant leg to lead ● Standing sideways, I can perform a cross over step to travel along a straight line ● I can complete the grapevine movement whilst remaining balanced <p>Counter balance in pairs</p> <ul style="list-style-type: none"> ● I can support the weight of my partner whilst balancing on one leg ● I can support the weight of my partner whilst balancing and moving together on a raised beam
Athletics	<p>Focus on running, throwing and jumping</p> <p>Throwing</p> <ul style="list-style-type: none"> - identify the basic throwing actions of the pull, push, fling and heave - display a strong release position and strong braced side - model the correct throwing stance and the transference of weight from back foot to front foot - demonstrate the sequence of events in a throw (legs first, arms last, low to high, slow to fast, strong to weak) - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw - identify which athletics throwing events use push, pull or heave techniques and know how the different equipment suits different styles <p>Jumping</p> <ul style="list-style-type: none"> - demonstrate the principles of jumping for height and length - understand that a long stride will help increase distance or height - recognise that to jump long, height is required - show that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings - explain the need to start consistently from their own special starting position and to mark out a run up - use a run up with control and consistency to increase the jumping distance <p>Running</p> <ul style="list-style-type: none"> - run at a steady pace when running at different speeds - demonstrate some ability to judge pace and be able to plan a run - discover the different effects produced by standing starts / falling starts / reaction starts - understand and describe what is required to make a fast start - understand and demonstrate an effective relay takeover technique - demonstrate observation, analysis and evaluation skills and use correct technical language - accept advice and use it in a reflective way to improve the quality of their work. 	
Dance	<p>Focus on performance, composition and appreciation</p> <ul style="list-style-type: none"> - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with control, fluency, coordination and accuracy - perform the actions in different combinations to increase the complexity of the dance - maintain the tempo and rhythm of particular patterns - know how to develop motifs in relation to space, dynamics, relationship, rhythm (use a variety of rhythm) and a range of compositional devices (unison, canon, repetition, variation) 	

	<p>(Motif - a simple movement pattern, perhaps 3 movements or a phrase which is composed and remembered by the dancer. The initial motif starts to communicate the dance idea/theme and is capable of being developed. It provides shape and structure to a dance.)</p> <ul style="list-style-type: none"> - respond to a range of stimuli and accompaniment – demonstrate initial movement responses whilst demonstrating the ability to translate the ideas into movement - share ideas with partners / small groups and whole class - perform with expression showing an understanding of space, dynamics and relationships to achieve mood, feeling, idea and character - demonstrate an awareness of the value of other dancers in their relationship to each other within the dance - observe themselves and each other and professional artists in order to comment upon the compositional work using the appropriate language - identify and suggest ways of improving performance - describe, interpret and evaluate what they see, do and feel in dance using appropriate dance language - respond to feedback and know how to improve performance and composition, giving effective and constructive feedback to others - understand that dance has many forms and styles and that people dance for different reasons 	
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Year 6 Only

Summer 1	Content Focus	Assessment Foci
OAA	<p>Using off site and onsite location (Residential)</p> <ul style="list-style-type: none"> - Contribute to familiarisation with different maps and locations - Understand how to complete timed short courses - Know how to adapt to challenges (e.g. night walks, safety rules, care of equipment, shelter building and blindfold activities). - Develop a range of personal learning and thinking skills to overcome problems. - To begin to take on different roles within a team. <p>Know and understand the importance of giving constructive support and feedback to the group.</p>	