



# Curriculum Subject Overview 2021-22

## Physical Education

### Autumn 1

	1	2	3	4	5	6
Reception	<b>EYFS- FMS- Rosie's Walk</b> Jumping and landing appropriately Different ways of travelling using hands and feet Climb over and under using equipment					
Year 1	To demonstrate the FMS of underarm throwing and hopping.	To demonstrate the FMS of jumping and skipping.	To demonstrate the FMS of an catching and bouncing a ball	To demonstrate the FMS of rolling a ball and kicking.	To demonstrate the FMS of running and overarm throw.	
	To demonstrate a travel and pencil roll To show a jump 2 feet to 2 feet with a straight shape <b>Self-belief - To focus on what I can do to improve.</b>	To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll To show a jump 2 feet to 2 feet with a tuck shape. <b>Self-belief - To focus on what I can do to improve.</b>	To demonstrate travelling actions To show a travel and roll with a shape To jump 2 feet to 2 feet with a wide shape <b>Self-belief - To know that I can learn new things and improve if I try.</b>	To apply the skills of travelling, rolling, jumping into a sequence. <b>Concentration - To focus on the task of creating a sequence of a travel, roll and jump with a shape.</b>	To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes <b>Concentration - To focus on the task of creating a sequence of a travel, roll and jumps with two different shapes.</b>	To show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus. <b>Concentration - To focus on the task of creating and performing a sequence with control.</b>
Year 2	To develop the skill of dodging/changing direction when playing a tig game. <b>Curiosity - To explore different ways of playing tig games.</b>	To develop the skill of hopping when playing a game. <b>Curiosity - To explore different ways of playing playground games.</b>	To demonstrate catching a ball with some control. To throw underarm with some accuracy. <b>Co-operation - To work together in a game.</b>	To throw a ball underarm to a partner with some accuracy. To catch a ball. To demonstrate a side gallop.	To show the ready position To catch a ball To perform a side gallop <b>Co-operation - To work in a small group cooperatively</b>	To catch a ball from the ready position. To strike a ball to a partner <b>Co-operation - To work in a small group cooperatively and encourage each other.</b>



## Curriculum Subject Overview 2021-22

				<b>Determination - To keep trying at a skill I find difficult.</b>	<b>to make as many passes as possible.</b>	
	To demonstrate bouncing a ball with some control. <b>Resilience – To improve my performance in bouncing a ball and not worry about what other people can do.</b>	To demonstrate bouncing a ball with some control while moving. <b>Resilience - To persevere and try to improve dribbling a ball through sustained effort.</b>	To demonstrate bouncing a ball and passing in a simple game. <b>Resilience - To willingly have a go at dribbling a ball and persevere when things get hard.</b>	To demonstrate throwing a ball at a target with some accuracy. <b>Resilience - To learn from my mistakes and ask for feedback so that I can improve.</b>	To demonstrate passing a ball with accuracy then move into a space. To use a simple tactic in a game <b>Resilience - To keep trying in a game even if things aren't working.</b>	To show a simple tactic in a game. <b>Resilience - To keep trying in a game even if things aren't working.</b>
<b>Year 3</b>	To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. <b>Trust - To willingly accept feedback from my partner to help me improve.</b>	To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. <b>Trust - To willingly accept feedback from my partner to help me improve.</b>	To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. <b>Trust- To willingly accept feedback from my partner to help me improve my rolling skills.</b>	To demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner <b>Trust- To willingly accept feedback from my partner to help me improve my sequence.</b>	To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. <b>Evaluation - To recognise strengths and areas for improvement in a partner's performance.</b>	To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. <b>Evaluation - To recognise strengths and areas for improvement in a partner's performance.</b>
	Explore different throwing actions. To consolidate throwing actions and practise catching.	Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to improve their play.	Strike the ball using their hand or small bat.	Improve movement skills and body positions.	Familiarise them with a racquet and practise striking skills using a racquet.	To devise their own game. Consolidate striking and ball control skills.



## Curriculum Subject Overview 2021-22

Year 4	<p>To demonstrate passing a ball using a one handed pass accurately. To move into space after using a one handed pass in a game. <b>Determination - To show determination by simply not giving up.</b></p>	<p>To pass a ball accurately to a teammate using a one handed bounce pass. To demonstrate a simple tactic in a game. <b>Determination - Keep trying to dribble a ball even if it is difficult.</b></p>	<p>To demonstrate passing a handball with some accuracy. To find space to receive a pass. <b>Determination - To show willpower when dribbling a handball.</b></p>	<p>To demonstrate one handed passing with some control To use simple tactics to outwit an opponent. <b>Determination - To not give up trying to dribble a handball when it gets hard.</b> To evaluate how determined they were when dribbling and when playing a game.</p>	<p>To shoot a ball with accuracy. To use tactics to outwit an opponent. <b>Evaluation - To use the success criteria to identify strengths of the attacking team.</b></p>	<p>To use tactics to outwit an opponent. To evaluate what worked well in a team. <b>Evaluation - To use the success criteria to identify strengths of the attacking team.</b></p>
	<p>Pupils understand uses for electricity. Pupils can think creatively and create their own movement using words as inspiration. <b>Encouragement - To motivate all group members to share ideas and create movement ideas.</b></p>	<p>Pupils can name the key components of an electrical circuit. Pupils can create and perform their own dance movements from the inspiration given, being as imaginative as possible. <b>Encouragement - To support and reassure others to create a group sequence.</b></p>	<p>Pupils will demonstrate CANON and UNISON. Pupils will demonstrate developing performance skills. <b>Encouragement - To support others to create a sequence and give constructive feedback.</b></p>	<p>Pupils can explain the difference between conductors and insulators. Pupils can demonstrate performance skills. <b>Encouragement - To support and motivate each other to rehearse and refine group dance.</b></p>	<p>Pupils will have created a duet using increased choreographic skills. <b>Encouragement - To work with and support a partner to create a duet.</b></p>	
Year 5	<p>To perform partner balances. To create a simple sequence of matched</p>	<p>To perform a range of counter-balance actions with a partner.</p>	<p>To know the difference between counter balance and counter tension.</p>	<p>To create a gymnastic sequence with counter balances and</p>	<p>To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success. <b>Evaluation - To recognise strengths and areas for improvement in their performance.</b></p>	



## Curriculum Subject Overview 2021-22

	and mirrored partner balances. <b>Communication - To speak clearly, with confidence, when demonstrating a shape.</b>	<b>A willingness to try out different partner balances with a partner.</b>	To perform a range of counter-tension actions with a partner. <b>A willingness to try out different partner balances with a partner.</b>	counter tension with a partner. <b>Evaluation - To identify strengths and areas for improvement through using the success criteria.</b>		
	Swimming Autumn 1					
Year 6	To demonstrate passing and catching a rugby ball with consistency, accuracy and control. <b>Decision Making - To make a definite conclusion of when to pass the ball when playing 3v1.</b>	To pass and catch rugby ball with consistency, accuracy and control. <b>Decision Making - To make decisions on when to pass the ball.</b>	To apply simple tactics when playing a rugby type game. <b>Decision Making - To make decisions on when to pass the ball in a game situation.</b>	To apply simple tactics when playing a rugby-type game. <b>Evaluation - To evaluate own work and that of others and suggest ways to improve.</b>	To apply simple attacking and defending tactics when playing a rugby-type game. <b>Evaluation - To evaluate own work and that of others and suggest ways to improve.</b>	
	To perform shapes and balances with a partner. <b>Resourcefulness - To make positive suggestions to my partner and experiment with different shapes and balances.</b>	To demonstrate counter balance and counter tension paired balances using apparatus. <b>Resourcefulness - To make positive suggestions to my partner and experiment with different shapes and balances using apparatus.</b>	To demonstrate a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. <b>Responsibility- To plan and organise so that as a group we complete the group balance to the best of our ability.</b>	To create a gymnastic sequence with counter balances and counter tension with a partner <b>Responsibility- To plan and organise so that as a group we complete the group balance to the best of our ability.</b>	To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances. <b>Evaluation - To recognise strengths and areas for improvement in their performance.</b>	To create a sequence of gymnastic actions, paired and group balances. <b>Evaluation - To recognise strengths and areas for improvement in their performance.</b>