



WOMBWELL PARK STREET PRIMARY SCHOOL PE SUBJECT OVERVIEW

WHOLE SCHOOL SUBJECT OVERVIEW

SUBJECT: PE **SUBJECT LEADER:** Mrs Firth (supported by Mr Smith)

YEAR GROUP	Early Learning Goals	Routines	Core Books and Experiences	Continuous Provision	Themes for Learning
EYFS, Reception	<p>ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>				

Y1					
DELIVERY METHOD: ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: Delivered through weekly sessions taught by Sports Coach or/and class teacher. Each class is timetabled 2 hours of PE each week. Blocked activities during annual health and sports week.					
OUTLINE OF TERMLY LEARNING THEMES –		NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand		KEY VOCABULARY	
AUTUMN 1 Games 1 (Year 1) Dance 1 (Year 1) Mindfulness (Year 1)	AUTUMN 2 Games 2 (Year 1) Gymnastics 1 (Year 1) Sleep (Year 1)	KS1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.		Gymnastics: Balance Copy, Entrance and exit, High, Low, Mirror, Points and patches, Points of contact, Roll, Shapes and positions, Stretch, Tall, Tension, Tip toes, Tuck shape, Wide, Arch, Core, Dish, Feet, Hands, Jump, Land, Low level shapes, Momentum, Over, Pike, Routine, Stomach, Straddle, Techniques, Through, Transfer, Travel, Tuck, Under, Weight, Apparatus, Benches, Control, Copying, Direction, Levels, Linking, Mirroring, Points, Safety, Timing Athletics: Aim, Bowl, Catch, Direct, Distance, Driving, Javelin, Relay, Run, Sprint, Strong leg, Target, Throw Dance: Phrase, Gesture, Pathways, Energy, Weight, Recall, Rehearse, Refine, Command, Travelling, Motif, Movement Games:	
SPRING 1 Games 3 (Year 1) Dance 2 (Year 1) Nutrition (Year 1)	SPRING 2 Games 4 (Year 1) Gymnastics 2 (Year 1) Teamwork and Leadership (Year 1)				
SUMMER 1 Games 5 (Year 1) Dance 3 (Year 1) Personal Care (Year 1)	SUMMER 2 Athletics Gymnastics 3 (Year 1) Yoga (Year 1)				



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			<p>Accuracy, Aiming, Balance, Bouncing, Catching, Change direction, Control, Handling, Pathways, Receiving, Rolling, Sending, Space, Stop, Target, Throwing, Underarm, Direction, Dribbling, Hitting, Kicking, Losing, Passing, Points, Racket face, Rebound, Sideways, Stopping, Striking, Teamwork, Winning, Attackers, Attacking, Communicating, Defenders, Defending, Dodging, Eye contact, Intercepting, Marking, Mirroring, Scoring, Side-step, Space, Tactics, Team, Backwards, Dribbling, Football, Forwards, Inside of foot, Rugby, Sideways, Tagging, Try scoring, Try, Circuits, Continuous, Core muscles, Exercise, Fitness, Games, Heart rate, Intensity, Jumping Jacks, Jumps, Motor skills, Mountain climbers, Reactions, Recovery, Relay races, Shuttle run, Speed</p> <p>Mindfulness: Attention, Breathe, Lungs, Mindfulness, Noticing, Relax, Visualisation exercise</p> <p>Sleep: Routine, Sleep</p> <p>Nutrition: Balanced diet, Carbohydrates, Dairy, Food groups, Healthy lifestyle, Nutrition</p> <p>Teamwork and Leadership: Communication, Encouragement, Problem solving, Teamwork, Verbal</p> <p>Personal Care: Bacteria, Confidence, Decay, Dental, Gums, Mouth, Personal care, Plaque, Self-care, Teeth, Toothbrush, Toothpaste</p> <p>Yoga: Balance, Body-weight, Breath, Chest, Hips, Lungs, Nostril, Poses, Relax, Ribs, Spine, Squat, Torso</p>
LEARNING OUTCOMES:			
<p>Gymnastics</p> <p>Explore and use space effectively using agility, balance and coordination skills. Balance using different parts of the body, exploring points and patches (Beginning to on apparatus). To take weight on hands and feet. Learn copy and name basic and advanced low-level shapes. Link shapes and rolls to form a short sequence. Explore different styles of travelling: under, over and through. Beginning to travel on apparatus. Jump and land safely, whilst exploring different jumping techniques.</p>	<p>Athletics</p> <p>Run fast from a standing start developing speed and coordination. Jump and throw, developing coordination, agility and rhythm. Run and kick for accuracy and speed. Basic throw, catch and skip developing hand-eye coordination and ball handling and throwing skills. Basic bowl and step throwing with agility and with skill.</p>	<p>Dance</p> <p>Create a class performance. Select and use a variety of movements to form a short dance phrase. Perform a variety of movements to form a group dance phrase. Explore a range of movements.</p>	<p>Games</p> <p>Develop spatial awareness whilst moving in different directions. Show control and balance in basic movements. Carry and balance equipment whilst changing speed and direction Move in different directions whilst handling a ball. Develop control and accuracy when rolling a ball. Underarm throw with control and accuracy. Show control and accuracy when throwing and aiming. Gain rhythm when throwing and striking a ball. Strike and kick a moving ball with accuracy and control. Engage in team games.</p>



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Copy, mirror and create a small routine and matching actions.			<p>Develop spatial awareness whilst moving in different directions.</p> <p>Show control and balance in basic movements.</p> <p>Send and receive a bouncing ball whilst positioning body correctly.</p> <p>Understand the concept of dribbling and the skills required.</p> <p>Strike and kick a moving ball with accuracy and control.</p> <p>Demonstrate the dribbling skills required for football.</p> <p>Demonstrate the passing skills required for football.</p> <p>Demonstrate the shooting skills required for football.</p> <p>Familiarise and understand the passing/movements required in rugby.</p> <p>Develop the skill of tagging an opponent in rugby.</p> <p>Engage in team games.</p> <p>Understand what attacking and defending is using simple practices and demonstrate this.</p>
<u>CONCEPTUAL LINKS ACROSS THE CURRICULUM:</u>			



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Y2, Y2/3, Y3					
DELIVERY METHOD: ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: Delivered through weekly sessions taught by Sports Coach or/and class teacher. Each class is timetabled 2 hours of PE each week. Blocked activities during annual health and sports week.					
OUTLINE OF TERMLY LEARNING THEMES –			NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	KEY VOCABULARY	
YEAR A:			KS1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns. KS2 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. 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 2:	Year 3:
AUTUMN 1 Games 1 (Year 2) Dance 1 (Year 2) Mindfulness (Year 2)	SPRING 1 Games 3 (Year 2) Dance 3 (Year 2) Sleep (Year 2)	SUMMER 1 Games 5 (Year 2) Dance 2 (Year 3) Nutrition (Year 2)		Gymnastics: Arch, Balance, Control, Dish, Entrance and exit, Linking, Mirroring, Pike, Straddle, Tuck, Velocity, Apparatus, Egg roll/tuck roll, Jumping, Landing, Log roll, Low level shape, Medium level shape, Pencil and star shapes, Shoulder roll, Teddy bear roll, Bend knees, Direction, Dynamic, Front support, Height, Level, Pencil, Point and patches, Rolls, Routine, Sequence, Shapes, Star, Still, Straight, Tensing, Travel, Turns	Gymnastics: Apparatus, Arch, Back support, Balance, Contrast, Control, Dish, Entrance and exit, Flight, Fluidity, Front support, Linking, Low level shape, Medium level shape, Mirroring, Pike, Rolling, Safety, Straddle, Tuck, Weight, Bent knees, Core, Forward roll, Matching, Soft knees, Speed, Spin, Strength, Support, Turn, Twist, Cat leap, Dismount, Full turn, Half turn, Height, Jumping, Landing, Level, Pathway, Rebound, Roll, Routine, Squat, Step, Synchronization, Travelling, Vault
AUTUMN 2 Games 2 (Year 2) Dance 2 (Year 2) Mindfulness (Year 3)	SPRING 2 Games 4 (Year 2) Dance 1 (Year 3) Sleep (Year 3)	SUMMER 2 Athletics (Year 2) Dance 3 (Year 3) Nutrition (Year 3)		Athletics: Aiming, Balance, Baton, Clearing, Consistency, Control, Distance, Endurance, Height, Hurdles, Long jump, Momentum, Non-throwing arm, Obstacles, Overarm, Power, Recovery, Relay race, Rolling, Shuttle Run, Speed, Sprinting, Strides, Targets, Triple jump	Athletics: Drive, Heave, Hurdle, Jump, Lead leg, Leap, Pull, Push, Rhythm, Run, Sling weight transfer, Standing long jump, Standing start
YEAR B:					
AUTUMN 1 Football (Year 3) Gymnastics 1 (Year 2) Teamwork and Leadership (Year 2)	SPRING 1 Hockey (Year 3) Gymnastics 3 (Year 2) Personal Care (Year 2)	SUMMER 1 Cricket (Year 3) Gymnastics 2 (Year 3) Yoga (Year 2)			Dance: Canon, Choreographic, Phrase, Stance, Agility, Co-ordination, Gesture, Pathway, Phase, Counts, Direction, Down stage, Dynamics, Extension, Fluid/Fluency, Genre, Levels, Musicality, Pace, Performance, Sequence/Sequencing, Structure, Turns, Unison
AUTUMN 2 Tag Rugby (Year 3) Gymnastics 2 (Year 2) Teamwork and Leadership (Year 3)	SPRING 2 Netball (Year 3) Gymnastics 1 (Year 3) Personal Care (Year 3)	SUMMER 2 Athletics (Year 3) Gymnastics 3 (Year 3) Yoga (Year 3)			Games: Bat, Bowl, Catch, Cricket, Defensive, Drive, Field, Long barrier, Overarm, Shot, Stance, Throw, Two handed, Underarm, Wickets, Accuracy, Control, Dribble, Goalkeeper, Inside (of the



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				<p>Underarm, Aiming, Backhand, Control, Court, Fielding, Forehand, Gathering, Grip, Inside of foot, Kicking, Long barrier, Overarm, Racket, Side-on, Sole of foot, Striking, Target, Teamwork, Attacking, Defending, Dodging, Football, Invasion game, Marking, Overhead, Passing, Points, Shooting, Target, Attacking, Basketball, Defenders, Hockey, Hockey sticks, Opponent, Scoring, S Trapping, Travelling, Accuracy, Chipping, Club, Competition, Course, Distance, Fairway, Flight, Putting, Safety, Swing, Tee, Tick-tock, Tri-golf</p> <p>Mindfulness: Attention, Breathe, Caring, Flavour, Focus, Gratitude, Mind jar, Mindful, Mindfulness, Mindless, Nose/mouth, Notice/Noticing, Positive thoughts, Saliva, Sensations, Taste, Texture, Visualisation exercise, Visualise</p> <p>Sleep: Routine, Sleep</p> <p>Nutrition: Balanced diet, Calorie, Free sugar, Natural sugar content</p> <p>Teamwork and Leadership: Communication, Cooperation, Encouragement, Listening, Problem solving, Strengths, Support, Teamwork, Verbal</p> <p>Personal Care: Bacteria, Body odour, Confidence, Germs, Hygiene, Self-esteem</p> <p>Yoga: Balance, Body-weight, Breath, Chest, Cooperation, Hips, Lungs, Nostril,</p>	<p>foot), Move, Outside (of the foot), Pass, Run, Shoot, Turn, Accurate, Aim, Awareness, Balanced, Intercept, Receive, Score, Stance, Tackle, 'W' Shape, Bounce, Centre, Chest pass, Dodge, Feeder, Footwork, Goal attack/defence/keeper/shooter, Landing foot, Mark, Non-shooting hand, One-step, Overhead, Pass, Pivot, Positions, Power, Shoot, Step in, Technique, Throw, Wing attack/defence, Zones, Backwards, Ball and collision, Collision, Evade, Forwards, Passing, Receiver, Rugby, Sidestep, Sideways, Speed and run, Tag, Try</p> <p>Mindfulness: Attention, Breathe, Calm, Caring, Exhale, Grateful, Gratitude, Inhale, Lungs, Mindful, Mindfulness, Mouth, Nose, Notice/Noticing, Positive thoughts, Thankful, Visualise, Visualisation exercise,</p> <p>Sleep: Caffeine, Hormone, Melatonin</p> <p>Nutrition: Macro-nutrients, Micro-nutrients, Minerals, Non-organic, Organic, Vitamins</p> <p>Teamwork and Leadership: Cooperation, Delegating, Directing, Goals, Leadership, Listening skills, Skills, Teamwork</p> <p>Personal Care: Mental health, Physical health, Self-confidence, Self-esteem, Wellbeing</p> <p>Yoga: Abdominals, Balance, Breath, Cooperation, Exhale, Inhale, Massage,</p>
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				Partnership, Poses, Relax, Ribs, Spine, Squat, Support, Thigh, Torso, Waist	Partnership, Poses, Spine, Support, Temple, Thigh, Waist
LEARNING OUTCOMES:					
<p>Gymnastics</p> <p>YEAR 2: Explore medium level shapes with linking, mirroring and balances. Compare and contrast low and medium level shapes with confidence and rehearse them. Roll safely using a variety of rolling techniques. Incorporate two shapes into a sequence. Perform low level shapes with some precision and perform shapes in flight. Use apparatus (extended) safely with entrances, exits, balances and including medium level shapes. Jump and land safely using apparatus, including from a variety of heights, directions and landings. Model linking and mirroring of low-level shapes. Including balancing & travel with a partner using mirroring technique</p> <p>YEAR 3: Perform short sequence with: low and medium level shapes; with matching and mirroring; contrasting shapes with some linking. Take weight confidently on hands (developing core strength) and roll safely, exploring different rolling methods (Front and backward Rolls). Perform a wide range of shapes and balances on apparatus. Perform shapes in flight, on and off a piece of apparatus, including turn, twist and spin. Perform a range of jumps and leaps from varying heights and on a vault. Perform mirrored and matching travels and balances with a partner.</p>	<p>Athletics</p> <p>YEAR 2: Developing awareness of speed when running a short distance, including control and fluency in movements; understanding how their body reacts when running. Jump for distance. Developing awareness of space, height and distance. Adjust and make changes to running speed when completing different distances. Throw and aim with accuracy towards a given target. Choose the best way to throw different pieces of equipment dependent on size & weight.</p> <p>YEAR 3: Run a relay and change over the baton appropriately – including passing a baton from standing start. Jump for distance including jumping from a standing start. Developing skills to jump further distances. *Learn basics of hurdling, keeping head same height throughout jumping. Run for speed, including over longer distances. *Learn basics of hurdling, keeping head same height throughout jumping. Developing throwing skills – further distances and a range of techniques.</p>	<p>Dance</p> <p>YEAR 2: Create a class performance and observe others work and give feedback using simple dance vocabulary. Select and explore an air pattern, jump and shape to form a short dance phrase. Work as a group to recall choreography, rehearse and refine ideas. Perform a variety of movements to form a group dance phrase; exploring turning, rotation, circular shapes/ dynamic through movement. Explore movements considering size of movements, tempo, dynamics, floor pattern, air pattern, levels and shape.</p> <p>YEAR 3: Organising sections of dances to create one piece, working in sync with other group members. Assess others’ work. Work as a group to select learnt positions and movements to create short dance phrases. Use choreographic devices to enhance dance phrases, including choreographing a solo. Select and explore a variety of movements, responding imaginatively to a range of stimuli. Perform movement actions individually, with partners, a group and whole class. Explore, repeat and link a range of actions with coordination and memorise. Respond to a beat, using music as a stimulus to influence dance.</p>	<p>Games</p> <p>YEAR 2: Maintain balance whilst reacting quickly to commands. Perform underarm and overarm throwing with control. Demonstrate a range of striking and gathering skills, including into a small game. Demonstrate confidence in ball handling skills. Control a moving ball in a variety of ways. Show rolling and gathering skills with confidence and precision. Show progression from rolling into catching and throwing. Attack & defend in a game, making and denying space. Throw & catch to pass and receive a ball in a game. Control a moving ball in a variety of ways. Perform kicking skills with control and accuracy. Use space whilst passing and receiving a kicked ball. Understand the basics of holding a hockey stick and dribbling a ball. Pass a hockey ball to a partner and group with control. Demonstrate attacking skills in hockey such as shooting. Demonstrate bouncing a basketball with control. Develop bouncing skills into dribbling activities. Move away from a defender whilst continuing to dribble. Show progression from rolling into catching and throwing. Develop tactics when shooting at and protecting targets. Attack & defend in a game, making and denying space. Throw & catch to pass and receive a ball in a game.</p> <p>YEAR 3: Cricket Bat correctly Catch correctly. Accurately bowl under and overarm using appropriate technique. Use different batting shots. Field using appropriate techniques.</p> <p>Football Control the ball, dribble and turn. Pass the ball accurately and control the ball when receiving a pass including whilst on the move.</p>		



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			<p>Shoot and play the position of a goalkeeper. Apply learnt skills in a game.</p> <p>Hockey Hold the stick and dribble under pressure. Pass and receive the ball with improving accuracy. Tackle correctly. Shoot with accuracy. Play hockey in a game situation.</p> <p>Tag Rugby Evade and tag opponents while keeping control of the rugby ball. Pass the ball accurately and receive the ball safely including whilst on the move and in a game situation Apply learnt skills in a game of rugby.</p>
<u>CONCEPTUAL LINKS ACROSS THE CURRICULUM:</u>			



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Y4, Y4/5, Y5				
DELIVERY METHOD: ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: Delivered through weekly sessions taught by Sports Coach or/and class teacher. Each class is timetabled 2 hours of PE each week. Blocked activities during annual health and sports week.				
OUTLINE OF TERMLY LEARNING THEMES –			NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS	
			What pupils will be taught to do, know and understand	
YEAR A:			KS2 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. 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Year 4: Gymnastics: Apparatus, Balances, Contrast, Entrance and exit, Fluency, Front support, Low level shape, Medium level shape, Points of contact, Routing, Tension, Transition, Travelling, Abdominal, Arabesque, Arch, Dish, Forward roll, Headstand, Pike, Rolling, Shoulder stand, Straddle, Support, Tension, Tuck, Weight , Assessment, Cat leap, Chassis step, Communication, Control, Flow, Hop, Jumping, Linking, Mirroring and matching, Pathways, Pivot, Rolling, Routing, Shapes, Synchronisation, Timing, Turning, Yoga Athletics: Assessment, Changeover, Communication, Discus, Fling, Hammer, Heats, Javelin, Maintaining pace, Relays, Scissor jump, Shot put, Speed bounce, Sprint finish, Sprinting, Teamwork, Technique, Vertical jump Dance: Archway, Bollywood, Cannon, Dynamics, Footwork, Gesture, Narrative, Levels, Pathway, Phrase, Ballet, Charleston, Co-ordinate, Counts of 8, Hand jive, Jive, Lift, Pace, Rhythm, Rock n roll, Sequence, Swing, Timing, Transition, Turns, Unison Games: Accuracy, Baseline, Bounce, Bounce pass, Catch, Chest pass, Dribble, Double Dribble, Head, Opponent, Pass, Pivot, Protect, Receive, Sideling, Sprint,
AUTUMN 1 Basketball (Year 4) Dance 1 (Year 4) Mindfulness (Year 4)	SPRING 1 Tennis (Year 4) Dance 3 (Year 4) Sleep (Year 4)	SUMMER 1 Rounders (Year 4) Dance 2 (Year 5) Nutrition (Year 4)		
AUTUMN 2 Handball (Year 4) Dance 2 (Year 4) Mindfulness (Year 5)	SPRING 2 Dance 1 (Year 5) Sleep (Year 5)	SUMMER 2 Athletics (Year 4) Dance 3 (Year 5) Nutrition (Year 5)		
YEAR B:				
AUTUMN 1 Football (Year 5) Gymnastics 1 (Year 4) Teamwork and Leadership (Year 4)	SPRING 1 Hockey (Year 5) Gymnastics 3 (Year 4) Personal Care (Year 4)	SUMMER 1 Cricket (Year 5) Gymnastics 2 (Year 5) Yoga (Year 4)		
AUTUMN 2 Tag Rugby (Year 5) Gymnastics 2 (Year 4) Teamwork and Leadership (Year 5)	SPRING 2 Netball (Year 5) Gymnastics 1 (Year 5) Personal Care (Year 5)	SUMMER 2 Athletics (Year 5) Gymnastics 3 (Year 5) Yoga (Year 5)		
			Year 5: Gymnastics: Abdominals, Cat springs, Caterpillar walks, Core strength, Entrance and exit, Flight, Fluidity, Front support, Low level, Medium level, Narrow, Partner sequence, Performances, Pike, Reach, Rolling, Squat, Straddle, Stretch, Thrust, Tuck shape, Vault, Weight on hands, Wide, Aligned body, Apparatus, Balance, Bound, Control, Crash mat, Extend, Headstand, Points of contact, Rolling, Rounded back, Routing, Sequence, Spring board, Squat, Transition, Vaulting horse, Weight Athletics: Baton, Change, Chest pass, Drive, Lead, Pull pass, Shoulder pass, Skip, Trail Dance: Cannon, Gesture, Haka, Phrase, Repetition, Choreographed, Level, Mirroring, Musicality, Pathways, Phrase, Popping, Sequence, Stance, Transition, Unison, Variation, Balancing, Direction, Floor plan, Freeze frame, Improvisation, Staging, Tempo, Travelling Games: Accuracy, Aiming, Batting technique, Crease, Cricket Stance, Fielding, Figure of six, Grip and stance, High throw/low throw, Lofted Drive, Near/Middle/Far, Overarm, Underarm, Wicket keeper, Control, Defend, Mark, Receive (pass), Shoot, Speed, Tackle, Turn, Aim,	



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				<p>Target, Aim, Overhead pass, Shoot, Space, Throw, Backstop, , Bat, Batting, Bowl/bowling, Game. Hands, Hit, Overarm, Rounders, Thorw/Throwing, Underarm, Waist height, Backhand, Forehand, Hit, Move, Position, Ready position, Serve, Smash</p> <p>Mindfulness: Breathe, Calm, Concentration, Emotions, Exhale, Feelings, Focus, Inhale, Mind jar, Mindful walking, Mindfulness, Mind’s eye, Visualisation, Visualise</p> <p>Sleep: Routine, Sleep, Setting</p> <p>Nutrition: Energy, Calorie, Fats</p> <p>Teamwork and Leadership: Cooperation, Improvisation, Listening skills, Teamwork, Trust</p> <p>Personal Care: Angry, Confident, Conflict, Confused, Content/satisfied, Determines, Embarrassed, Emotions, Excited, Feelings, Frustrated, Happy, Lonely, Nervous/anxious, Pessimistic, Proud, Sad, Scared, Shy, Surprised, Tired, Unsure</p> <p>Yoga: Abdominal, Balance, Calf, Cooperation, Exhale, Inhale, Massage, Partnership, Pelvis, Rotate, Sacrum, Spine, Strength, Support, Temple, Thigh, Waist</p>	<p>Awareness, Dribble, Head, Intercept, Mark, Move, Pass, Possession, Power, Space, Target, Bean bag, Bounce, Catch, Chest, Hoops, Overhead, Pivot, Rope ladders, Strategy, Tactics, Attack, Attacker, Backwards, Catch, Defender, Direction, Evade, Forward, Jog, Movement, Receive, Sidestep, Sprint, Tag</p> <p>Mindfulness: Attention, Calm, Caring, Compromise, Concentration, Connections, Consideration, Cooperation, Details, Emotions, Focus, Gratitude, Mindfulness, Neurons, Noticing, Positive thoughts, Silence, Visualisation</p> <p>Sleep: Night terror, Paralysis, REM sleep, Sleep stages</p> <p>Nutrition: Balance, Menu, Planner, Recipe</p> <p>Teamwork and Leadership: Assertive, Confidence, Leader, Leadership, Personality</p> <p>Personal Care: Fixed mindset, Growth mindset, Mindset, Resilience</p> <p>Yoga: Abdominal muscles, Abdominal, Balance, Calf, Cooperation, Exhale, Inhale, Partnership, Sacrum, Shin, Spine, Strength, Support, Thigh, Waist</p>
LEARNING OUTCOMES:					
Gymnastics		Athletics		Dance	Games
<u>Year 4:</u>		<u>Year 4:</u>		<u>Year 4:</u>	<u>By the end of this phase:</u> Rounders



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<p>Perform & evaluate a routine: matching balances & stands; with matching balances on apparatus; with contrasting balances; with contrasting balances on and over apparatus; with linked balances on and over apparatus.</p> <p>Perform a shoulder and headstand safely without support.</p> <p>Perform a forward roll with appropriate entrances and exits including on, off and over apparatus.</p> <p>Link movements by performing jumps, turns and pivots.</p> <p>Complete mirroring actions along different pathways and levels, including basic rolls.</p> <p>Year 5:</p> <p>Perform a range of routines with rolling; including jumping rolls, build into rolling from and into a pike position. Perform both a stag jump and a split leap. Progress from a cartwheel to a perform a round-off. Perform Cat Springs.</p> <p>Perform forwards and backward rolls with a range of entrances and exits. Learning a headstand, transitioning into a forward roll and incorporating as part of a routine. Vault safely with a range of entrances and exits and then into rolling, building up to various landings on and over a vault.</p> <p>Plan a sequence of movements on apparatus both individually and as a group, in time with each other to form a routine.</p>	<p>Communicate as a team to make relay changeovers.</p> <p>Improving running technique including the sprint finish and maintaining sprint pace.</p> <p>Can challenge self to jump for distance including measuring performance. Jumping for height including high over obstacles.</p> <p>Sprinting, challenge self and recording performance.</p> <p>Throw for distance challenging self and recording performance. Using overhead heave and fling throw.</p> <p>Year 5:</p> <p>To run relays, running in a given zone, changing baton over with increased skill.</p> <p>Develop jumping for distance (triple jump); jumping in different ways and competing competitively.</p> <p>Develop running for speed including sprint from a start finish and sprinting further distance over a given time.</p> <p>Developing hurdling skills, including the role of the lead and trail leg; applying skill to competitive situation.</p> <p>Develop throwing skills using a variety of techniques.</p> <p>Throwing javelin from a standing start.</p>	<p>Developing dance when creating one piece, performing in unison and sync with other group members in front of the class.</p> <p>Self- assess and assess peers' work, and give feedback using appropriate dance vocabulary.</p> <p>Developing synchronisation when working in a group including to different rhythms.</p> <p>Respond to teacher instruction to create a choreographed dance routine.</p> <p>Developing choreographic skill incorporating more free – creative thinking.</p> <p>Developing good co-ordination within a sequence of movements.</p> <p>Movements articulate the style of dance well.</p> <p>Use music to influence movement with increasing skill.</p> <p>Year 5:</p> <p>Learn, rehearse and perform choreographed dance phrases of increasing complexity.</p> <p>Self-assess and assess others' work and give critical feedback using appropriate vocabulary.</p> <p>Create versatile movements within a dance sequence including a range of directions.</p> <p>Choreograph a sequence of movements that use contact between two or more people.</p> <p>Use a range of dance techniques to develop their movements.</p> <p>Develop movements to incorporate at least one lift in a sequence of movements.</p> <p>Identify floor plans and use within their movements, including starting and finishing area.</p>	<p>Throw at others and a target under pressure.</p> <p>Catch consistently under pressure.</p> <p>Strike a stationary ball demonstrating correct grip.</p> <p>Develop fielding techniques.</p> <p>Tennis</p> <p>Demonstrate the ready position and react to ball direction, including correct position to attempt shot.</p> <p>Play a simple forehand and backhand shot.</p> <p>Simulate the throw of a serve.</p> <p>Move and catch the ball correctly applied to the layout of a court.</p> <p>Throw the ball with accuracy when on a court.</p> <p>Handball</p> <p>Throw and catch using different techniques.</p> <p>Pass and shoot the ball accurately and within a competitive situation.</p> <p>Dribble with ball and make a pass.</p> <p>Move using space appropriately.</p> <p>Basketball</p> <p>Dribble under pressure.</p> <p>Pass & catch a basketball using chest bounce, developing to doing so whilst on move.</p> <p>Pivot to take, receive and make pass.</p> <p>Cricket</p> <p>Developed over and underarm bowling applied to game.</p> <p>Improving accuracy of batting.</p> <p>Developing deep field catching – catching ball at varying heights.</p> <p>Developing the lofted drive.</p> <p>Football</p> <p>Control the ball, keeping it close.</p> <p>Developing passing skills including developed use of inside of the foot.</p> <p>Able to perform block tackle and mark effectively.</p> <p>Turn and shoot at speed and with accuracy.</p> <p>Application of skills within game.</p> <p>Hockey</p> <p>Use correct technique dribbling.</p>
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WOMBWELL PARK STREET PRIMARY SCHOOL PE SUBJECT OVERVIEW

			<p>Pass & receive – using space; appropriate skills to keep possession. Shoot with power and developed accuracy. Tackle and mark.</p> <p>Netball Pass, Pivot pass, shoot & throw with accuracy, including chest, bounce and overhead. Use tactics for game dominance, building on dodge and marking. Develop footwork. Play to rules.</p> <p>Tag Rugby Evade and tag opponents running at speed, changing direction and developing control. Pass & receive at speed in game situation. Refine attacking and defending skills. Develop team tactics.</p>
<u>CONCEPTUAL LINKS ACROSS THE CURRICULUM:</u>			



WOMBWELL PARK STREET PRIMARY SCHOOL PE SUBJECT OVERVIEW

Y6			
DELIVERY METHOD: ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: Delivered through weekly sessions taught by Sports Coach or/and class teacher. Each class is timetabled 2 hours of PE each week. Blocked activities during annual health and sports week.			
OUTLINE OF TERMLY LEARNING THEMES –		NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	KEY VOCABULARY
AUTUMN 1 Basketball (Year 6) Dance 1 (Year 6) Mindfulness (Year 6)	AUTUMN 2 Handball (Year 6) Gymnastics 1 (Year 6) Sleep (Year 6)	KS2 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. 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics: Apparatus, Balance, Body parts, Collaboration, Control, Counter balance, Counter tension, Entrance and exit, Fluidity, Headstand, Linking, Low, medium and high level, Points of contact, Pull, Push, Rolling, Shoulder stand, Tuck, Cartwheel, Weight on hands, Donkey kicks, Bunny hops, Hips, Tuck, Lean and non-lead, Plant, Start position, Star shape, Unison, Cannon, Handstand, Wight on hands Athletics: Cricket throw, Endurance, High jump , Long distance , Scissor kick , Strides, Sustaining, Track & Field, Vertical jump Dance: Canon, Gesture, Instrumentation, Parkour, Pathway, Phrase, Retrograde, Co-ordination, Level, Unison, Contact work, Core, Dynamics, Extension, Floor plan, Fluency, Improvisation, In the round, Musicality, Pace, Rhythm, Sequencing, Space, Tempo, Timing, Transitions Games: Aim, Accuracy, Arc, Balance, Bounce pass, Chest Pass, Defend, Dribble, Intercept, Mark, Opponent, Pass, Push, Space, Shoot, Strong, Target, Wide, Block, Score, 1 st base only, Attack, Backstop, Bases, Batting box, Cupped hands, fingers pointing down, and soft hands, Deep fielding, half rounder, High-to-high, Long barrier, No ball, Out at 1 st base, Out at base, Overarm, Rounder scored, Underarm, Wide ball, Backhand, Catch, Diagonal, Forehand, Overarm, Points, Rally, Ready position, Return, Serve, Smash, Underarm Mindfulness: Attention, Brain, Calm, Emotions, Exhale, Flavour, Focus, Hemisphere, Inhale, Lobes, Mind jar, Mindful, Mindfulness, Mindless, Neurobiology, Neuroplasticity, Notice, Noticing, Saliva, Sensations, Taste, Texture Sleep: Circadian rhythm, Insomnia, Puberty, Sleep disorders, Sleep routine Nutrition: Advertisement, Persuasion, Techniques Teamwork and Leadership: Collate, Delegate, Evidence, Organise, Teamwork
SPRING 1 Tennis (Year 6) Dance 2 (Year 6) Nutrition (Year 6)	SPRING 2 Outdoor and Adventure (Year 6) Gymnastics 2 (Year 6) Teamwork and Leadership (Year 6)		
SUMMER 1 Rounders (Year 6) Dance 3 (Year 6) Personal Care (Year 6)	SUMMER 2 Athletics (Year 6) Gymnastics 3 (Year 6) Yoga (Year 6)		



WOMBWELL PARK STREET PRIMARY SCHOOL PE SUBJECT OVERVIEW

			Personal Care: Influence, Media, Negative, Positive, Self-image, Social media, Vloggers Yoga: Abdominals, Contact, Cooperation, Core, Diaphragm, Exhale, Expand, Hips, Inhale, Spine, Visualization
LEARNING OUTCOMES:			
Gymnastics Incorporate stands into cannon and or unison performances. Perform rotation, balances and stands in unison and cannon. Perform shoulder, headstands, cartwheels and handstands safely without support. Perform to roll on, off and over apparatus within routines. Include counterbalances and counter tension balances. Roll in sequences on, off and over apparatus. Include into partner routines. Combine balancing & travelling to produce a floor routine including matching. Incorporate apparatus. Produce mirroring routine with a partner on apparatus.	Athletics Compete in a variety of athletics type races; adjusting running styles from sprinting to long distance. Use correct techniques for all jumps, challenging self to jump further distances. Run with greater fluency & speed, including hurdling; using the correct stride pattern. Can analyse the changes in speeds when sprinting and hurdling. Use correct techniques for all throws, measuring accurately, challenging to throw further distances.	Dance Perform choreographed dance narrative, improving movements, developing timing and spacing. Asses self and others with increasing critical feedback and suggested actions for improvement using apt and precise language. Explore and link a number of movements and patters. *Use choreographed movements and patterns to tell a narrative; adapt movements in a more creative style; utilise a floor plan. *Use choreographed movements and patterns to tell a narrative; adapt movements in a more creative style; utilise a floor plan. Use gymnastic equipment to create improvised movement. Allow different parts of the body to lead and influence the rest of the movement; using a range of levels tempos, and contact work.	Games Rounders Throw and catch a ball at varying heights consistently. Strike a bowled ball consistently into different spaces. Stop a moving ball consistently. Use the long barrier technique. Apply apt strategies when fielding. Compete in a full rounders game with understanding of rules. Tennis Show developing control of the ball. Play forehand and backhand shot with increased confidence and accuracy. Serve accurately underarm and overarm. Return serves. Take correct positions on a court. Play strategically aiming for points. Handball Developing dribbling and shooting within game situations. Accurately pass a ball and intercept a pass. Defend in game situations. Demonstrate goalkeeper skills. Apply skills to a full game situation. Basketball Shoot with the correct technique at end of a dribble. Defend using defensive stance & mark. Develop accuracy of pivot to take receive and make pass. Apply skills to full size game.
CONCEPTUAL LINKS ACROSS THE CURRICULUM:			

