

Oakwood's PE Curriculum



Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum1	Sum2
R	<p>EXPLORING MOVEMENT</p> <p>Develop core strength, stability, balance, spatial awareness, coordination and agility. Explore and develop basic movements and spatial awareness on the ground and using obstacles.</p>	<p>CREATIVE LEARNING</p> <p>Develop core strength, stability, balance, special awareness, coordination and agility. Develop independence. understand how to link movements and characteristics to objects and characters</p>	<p>SENDING/RECEIVING</p> <p>Develop core strength, stability, balance, special awareness, coordination and agility. Develop ways to send and receive different objects and understand how different shapes affect movement of an object. Understand how to use their feet to send and receive using feet and hands</p>	<p>JUMPING</p> <p>Develop core strength, stability, balance, special awareness, coordination and agility. Understand how to jump and land on a target without losing balance. Understand how to safely jump and land from height. Understand how to hop and keep their balance</p>	<p>ATHLETICS</p> <p>Develop core strength, stability, balance, special awareness, coordination and agility. Understand what athletics is and to develop basic skills to represent athletics events.</p>	<p>BAC's</p> <p>Develop core strength, stability, balance, special awareness, coordination and agility. Show good control over their body while still and while moving. Show good levels of spatial awareness</p>
1	Team Games	Creative Learning	BAC's	Object Control	Athletics	Strike & Field

	<p>Explore basic communication, begin to understand how communication can help during games. Learn how to work in small groups that allow all members to complete challenges</p>	<p>To demonstrate basic shapes as well as using facial expressions to show how they/who they are parenting to be, is feeling. To be able to mirror skills shown by other students or teachers in the class</p>	<p>Improving balance, agility and coordination through different games and skills. Working with movement, speed and changing direction without losing control</p>	<p>Understand how to control slow moving objects (bean bags and shuttles) with items such as tennis rackets and hockey sticks, and start to be able to control balls</p>	<p>To begin to develop different types of throwing, running and jumping techniques.</p> <p>Working individually and in small groups to play games involving throwing/jumping/running skills.</p>	<p>Demonstrate how to hit a stationary ball using different bats and rackets. To use basic fielding skills such as throwing and catching over short distances</p>
2	<p>Basic Invasion</p> <p>Explore moving with objects during a game; using space when passing & receiving an object. Throwing and catching during a game. Beginning to use attacking and defending within games and starting to develop tactics within the game to make</p>	<p>Creative Learning</p> <p>Demonstrate how levels and direction can be used to when depicting their topic as well as developing the knowledge of their basic shapes</p>	<p>Basic Net/Wall</p> <p>Can use rackets to keep control of a stationary ball and can control a slow moving ball in the air. Can use rackets safely within group games.</p>	<p>BAC's</p> <p>Control and balance in basic movements, such as avoiding other players; explore ball handling skills, controlling a moving ball and perform rolling and gathering skills.</p>	<p>Athletics</p> <p>To show use of different speeds for long distance and short distance runs and be able to show the basics of different throwing techniques.</p>	<p>Strike & Field</p> <p>To be able to strike a slow moving ball with a racket or bat. To show gathering skills in small games that uses throwing and catching over short and middle distances</p>

	attacking and defending easier.					
3	<p>INVASION</p> <p>Throw and catch with control to keep possession and score 'goals/points'; Pass and dribble with control without opponent; Be able to bounce the ball in the direction of a target; Know and use rules fairly to keep games going; Say when a player has moved to help others; Apply this knowledge to their own play Suggest warm-up activities;</p>	<p>CREATIVE LEARNING / GYMNASTICS</p> <p>To develop the basic skills and display those skills in gymnastics and begin to bring in equipment. Can negotiate space and obstacles whilst traveling with confidence. To use those skills to move around, under, over and through balancing / climbing on equipment. Balance - Jumps - Use of equipment - Rolls - Leadership.</p>	<p>NET WALL</p> <p>Attempts to serve to begin a game. E.g. underarm; Plays a continuous game using: throwing and catching or some simple hitting; Keeps count/score of a game; Can play within boundaries; Uses a small range of basic racquet skills; Moves towards a ball to return over a line/net; Plays over a net; Suggest warm-up activities;</p>	<p>CREATIVE LEARNING / DANCE</p> <p>To develop and perform simple gestures and motifs demonstrated by the teacher. To use levels and have the ability to change directions whilst traveling. Being able to count an 8 count with the teacher and start to understand that each movement is one count. Levels - Directions - Movement - Travel - Pathways - Group work</p>	<p>ATHLETICS</p> <p>running for speed; jumping for distance; development of throwing skills; the beginnings of hurdling; running relay and team participation.</p>	<p>STRIKE & FIELD</p> <p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy; Continue to develop fundamental movement skills and become increasingly competent and confident; To understand the need for tactics; To be able to pass and catch within pairs; Know and understand rules of the game; Set up small games; Explain what they need to do</p>

						to get ready to play games; Suggest what needs practicing; Know and understand how hitting the ball further increases the chances of running further distances; Suggest warm-up activities;
4	<p>INVASION</p> <p>Play games with some fluency and accuracy, using a range of throwing and catching techniques; Pass and dribble with control under pressure; Find ways of attacking successfully when using other skills; Use a variety of simple tactics</p>	<p>CREATIVE LEARNING / GYMNASTICS</p> <p>To have the basic skills and be able to display those skills in gymnastics without guidance. To have an understanding of what a sequence is and have the ability to include equipment. Can negotiate space</p>	<p>NET WALL</p> <p>Explores shots on both sides of the body and attempt with confidence; introduction of forehand and backhand Uses a small range of racquet/hand skills; Works with a partner / small groups to return a served ball; Plays competitively with others and against others in</p>	<p>CREATIVE LEARNING / DANCE</p> <p>The ability to perform simple motifs/routines with and without guidance. To follow an 8 count and use facial expressions in the routine whilst keeping a good posture. Have understanding of what an 8 count is and to</p>	<p>ATHLETICS</p> <p>Recording and measuring performance in running, throwing and jumping. Pupils will improve running techniques and communication as a team when making relay changeovers. Additionally, pupils will focus on: Jumping for height; throwing for distance and</p>	<p>STRIKE & FIELD</p> <p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with good control and accuracy; Choose and vary skills and tactics to suit the situation in a game; Carry out tactics successfully; To be able to pass</p>

	<p>for attacking well, keeping possession of the ball as a team, and getting into positions to score; Know the rules of the games; Understand that they need to defend as well as attack; Understand how strength, stamina and speed can be improved by playing invasion games; Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better Be able to move to the correct position in order to attempt to score; Lead a</p>	<p>and obstacles whilst traveling with confidence. To show independence and leadership when in small groups. Show good control within gymnastics when holding a different variety of balances with and without equipment. Balance - Jumps - Use of equipment - Rolls - Leadership</p>	<p>modified games; Uses basic defensive tactics to defend the court i.e. moving to different positions on the court; Chooses ways to send the ball to make it difficult for opponent to return; Suggests and lead warm ups that prepare the body appropriately for net/wall activities; Enjoy communicating, collaborating and competing with each other; Lead a partner through short warm -up routines;</p>	<p>develop the skills to count an 8 count in time with each movement. Facial expression, Dynamics - Posture - Teamwork</p>	<p>improving general performance in running, throwing and jumping.</p>	<p>and catch within a small team; Know rules and use them fairly to keep games going; Carry out warm ups with care and an awareness of what is happening to their bodies; Describe what they and others do that is successful; Be able to bat and run to distance bases; Lead a partner through short warm-up routines;</p>
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	partner through short warm-up routines;					
5	<p>INVASION</p> <p>Play games with some fluency and accuracy, using a range of throwing and catching techniques; Pass and dribble with control under pressure; Find ways of attacking successfully when using other skills; Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; Know the rules of the games; Understand that they need to</p>	<p>CREATIVE LEARNING</p> <p>To have the basic skills and be able to display those skills in gymnastics without guidance. To have an understanding of what a sequence is and have the ability to include equipment. Can negotiate space and obstacles whilst traveling with confidence. To show independence and leadership when in small groups. Show good control within gymnastics when holding a different variety</p>	<p>NET WALL</p> <p>Plays a range of basic shots on both sides of the body, move feet to hit ball; Plays modified games sending and returning a ball; Plays with others with some flow to the game, keeping track of their own scores; Recognises where they should stand on the court when playing on their own and with others; Applies some control when returning the ball including foot placement, shot selection and aim; Be able to describe their scoring</p>	<p>CREATIVE LEARNING / DANCE</p> <p>The ability to perform simple motifs/routines with and without guidance. To follow an 8 count and use unison in the routine whilst using mirror image. Have understanding of what an 8 count is and to develop the skills to count an 8 count in time with each movement.</p>	<p>ATHLETICS</p> <p>Pupils will develop: Running for speed; jumping for distance (triple jump), throwing and hurdling skills. Pupils will be able to run relays, score, officiate and show leadership in athletics.</p>	<p>STRIKE & FIELD</p> <p>Strike a bowled ball with some accuracy; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency; Work collaboratively in pairs, group activities and small-sided games; Use and apply the basic rules consistently and fairly; Recognise the activities and exercises that need including in a warm up; Identify their own strengths</p>

	<p>defend as well as attack; Understand how strength, stamina and speed can be improved by playing invasion games; Watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better Be able to move to the correct position in order to attempt to score; Lead a partner through short warm-up routines; Know how to make games safe; Be able to attempt to intercept Be able to participate in small sided game e.g. 5 aside</p>	<p>of balances with and without equipment. Balance - Jumps - Use of equipment - Rolls - Leadership</p>	<p>system; Underst and the need for warming up and working on body strength, tone and flexibility; Lead small groups in warm - up activities;</p>			<p>and suggest practices to help them improve; Know and understand how to score points; Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success; Be able to score points by hitting a ball and running safely to the target; Know that it is advantageous to attempt to strike a batter 'out'; Understand the need for warming up and working on body strength, tone and flexibility; Lead small groups in warm-up activities;</p>
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	Understand the need for warming up and working on body strength, tone and flexibility; Lead small groups in warm up activities;					
6	<p>INVASION</p> <p>Use different techniques for passing, controlling, dribbling and shooting the ball in games; Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; Play effectively as part of a team; Know what position they are playing in and how to contribute when</p>	<p>CREATIVE LEARNING / GYMNASTICS</p> <p>To have the basic skills and be able to display those skills in gymnastics without guidance. To have an understanding of what a sequence is and have the ability to include equipment. Can negotiate space and obstacles whilst traveling with confidence. To show independence and leadership</p>	<p>NET WALL</p> <p>Uses forehand, backhand and overhead shots with more confidence in games; Makes appropriate choices in games about the best shot to use; Starts games with the appropriate serve; Begins to use full scoring systems; Develops doubles play (team play for volleyball); Applies tactics in games effectively; Understand the</p>	<p>CREATIVE LEARNING / DANCE</p> <p>The ability to perform simple motifs/routines with and without guidance. To follow an 8 count and use cannon in the routine whilst using call and respond. Have understanding of what an 8 count is and to develop the skills to count an 8 count in time with each movement.</p>	<p>ATHLETICS</p> <p>Run with greater fluency & speed, including hurdling; sustain pace over longer distances; complete a variety of athletics races, throwing and jumping events;</p>	<p>STRIKE & FIELD</p> <p>Strike a bowled ball with precision ball; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency; Continue to work collaboratively in pairs, group activities and small-sided games; Continue to use and apply the basic rules consistently and</p>

	<p>attacking and defending; Recognise their own and others' strengths and weaknesses in games; Suggest ideas that will improve performance Be able to describe an attacking position and a defending position within a game situation; Know and understand positions that help attacking and defending positions within a game; Understand the importance of warming up and cooling down;</p>	<p>when in small groups. Show good control within gymnastics when holding a different variety of balances with and without equipment. Balance - Jumps - Use of equipment - Rolls - Leadership</p>	<p>importance of warming up and cooling down</p>			<p>fairly;Understand and implement a range of tactics in games with success; Deliver a specific warm up to a small group of peers; Identify their own and others strengths and suggest practices to help them improve; Understand the importance of warming up and cooling down;</p>
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