



PE Enquiry Questions and Assessment Checkpoints

PE Curriculum – Unit Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Gymnastics: Gym in the Jungle Gymnastics: Jumping Jacks		Dance: Dinosaurs Dance: Dance Till You Drop		Best of Balls	Games: The Olympics
1	Invasion Games Attacking & Defending		Multi-skills: Throwing & Catching Multi-Skills: Bat & Ball		Multi-Skills: Sports Day	Circuit Training
	Gymnastics Traditional Tales Gymnastics: Animals		Dance: Starry Skies Dance: The Seasons		Multi-Skills: Running & Jumping Charlestown Sports Day Prep.	
2	Invasion Games Attacking & Defending		Multi-Skills: Throwing & Catching Multi-Skills: Bat & Ball		Multi-Skills: Target Games	Circuit Training
	Gymnastics: Under the Sea Gymnastics: Landscapes & Cities		Dance: Plants Dance: Gunpowder Plot		Animal Olympics Charlestown Sports Day Prep.	
3	Invasion Games: Football		Dodgeball	Circuit Training	Net & Wall Game: Fundamentals	OAA
	Gymnastics: Movement Gymnastics: Shape		Dance: Rainforest Dance Dance: Extreme Earth		Striking & Fielding Games: Fundamentals	Athletics
4	Invasion Games: Hockey		Invasion Games: Rugby		Athletics & Charlestown Sports Day Prep.	
	Gymnastics: Shape & Balance Gymnastics: Movement		Dance: Roman Unit	Circuit Training	Net & Wall Games: Badminton	OAA
	Swimming: Whole Year					
5	Invasion Games – Basketball		Invasion Games – Handball OAA		Athletics Charlestown Sports Day Prep.	
	Gymnastics – Movement Gymnastics – Shape & Balance (Space)		Net & Wall Games – Tennis		Striking & Fielding Games – Rounders	
	Selected Swimming					
6	Invasion Games: Netball		Leadership in PE	OAA	Athletics Charlestown Sports Day Prep.	
	Gymnastics: Movement Gymnastics: Rivers & Mountains		Dance: World War 2	Circuit Training	Striking & Fielding Games	Net & Wall Games: Volleyball
	Selected Swimming					

EYFS

EYFS	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I perform <u>gymnastics</u> ?	How can I <u>dance</u> ?	How can I control, throw, catch, kick and hit <u>balls</u> ?
Component Questions (components to be explored throughout the unit)	<u>Gymnastics: Gym in the Jungle</u> CQ1: How can I develop the ability to move in a range of ways. CQ2: How can I develop the ability to move around and onto equipment. CQ3: How can I develop to increase the ability to move under and onto equipment. CQ4: How can I develop to increase the ability to move over and onto equipment. CQ5: How can I develop to increase the ability to move through and onto equipment. CQ6: How can I develop to combine movements together while negotiating different equipment	<u>Dance: Dinosaurs</u> CQ1: How can I develop the ability to create movements to music CQ2: How can I practise movements and join them together to create a motif. CQ3: How can I practise and improve a dance motif. CQ4: How can I work as a team to create a short dance CQ5: How can I remember and perform a short dance? CQ6: How can I evaluate and improve a short dance.	<u>Best of Balls</u> CQ1: How can I develop the ability to control a ball in a range of ways? CQ2: How can I develop the ability to throw accurately at a target? CQ3: How can I use throwing skills in a small-sided game. CQ4: How can I use a bat or racket to move and control an object? CQ5: How can I develop the ability to catch and bounce a ball? CQ6: How can I develop the ability to kick a ball?
Assessment Checkpoint	Children who are secure will be able to: • I can experiment with different ways of moving. • I can create my own ways of moving. • I can confidently climb on a range of different equipment. • I can confidently move in a range of ways around different objects. • I can confidently move in a range of ways under different objects.	Children who are secure will be able to: • I can combine a range of dance movements. • I can find suitable moves to suit the music. • I can remember a range of movements to create a small dance. • I can create movements to music. • I can build a repertoire of dances. • I can create a sequence of movements or gestures in response to an experience.	Children who are secure will be able to: • I can travel confidently in a range of ways. • I can control a ball and move it round my body. • I can move a ball in a range of ways. • I can pat a large ball making it bounce. • I can catch a range of objects. • I can kick a range of objects towards a target.

PE Enquiry Questions and Assessment Checkpoints

	• I can confidently move in a range of ways over different objects. • I can confidently move in a range of ways through different objects. • I can coordinate my movements. • I can confidently move in a range of ways	• I can confidently put my dance to suitable music.	• I can kick a range of objects into a target. • I can control an object when it is coming towards me. • I can throw an object at a target. • I can throw an object into a target. • I show good control when using equipment in a range of ways. • I can co-ordinate my movements when using small equipment.
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I develop and perform my own <u>dance</u> ?	How can I perform jumps and rolls in <u>gymnastics</u> ?	How can I throw, run and jump in <u>athletics</u> ?
Component Questions (components to be explored throughout the unit)	<u>Dance: Dance till you drop</u> CQ1: How can I develop the ability to adapt a known dance? CQ2: How can I develop the ability to share my ideas about how to adapt a dance? CQ3: How can I develop the ability to change movements and adapt a simple dance? CQ4: How can I share opinions and give my own ideas about how to adapt and alter a simple dance?	<u>Gymnastics: Jumping Jacks</u> CQ1: How can I develop the ability to jump in a range of ways from one space to another? CQ2: How can I control my body when jumping and balancing? CQ3: How can I create a sequence using a jump and a balance? CQ4: How can I develop the ability to roll in a range of ways? CQ5: How can I control my body when rolling in a range of ways? CQ6: How can I perform a sequence with confidence and control?	<u>Games: the Olympics</u> CQ1: How can I develop the ability to throw an object? CQ2: How can I develop the ability to move at speed? CQ3: How can I adapt the body when moving at speed? CQ4: How can I learn how to jump safely? CQ5: How can I develop the ability to jump in different ways?

PE Enquiry Questions and Assessment Checkpoints

Assessment Checkpoint	Children who are secure will be able to:	Children who are secure will be able to:	Children who are secure will be able to:
	• I can change the speed of my dance moves. • I can change the style of my dance moves. • I can build a repertoire of dances. • I can share my ideas about a dance performance. • I can think about how to make a dance even better. • I can confidently join a wide range of different movements. • I can adapt and change my dance to suit a different style. • I can create a small dance which shows my own ideas and thoughts.	• I can jump from one space to another. • I can hop from one space to another. • I can balance on one leg. • I can confidently balance on a range of different equipment. • I can confidently climb on a range of different equipment. • I can confidently jump off a range of equipment. • I can land safely and with confidence when jumping off of equipment. • I can confidently jump over a range of small equipment. • I can confidently join a range of movements to create a small sequence. • I can control my body when performing my sequence of movements. • I can make my body roll in different ways. • I can perform a range of different rolls.	• I can push an object. (towards a target) • I can throw an object. (at/in a target) • I can travel confidently in a range of ways. (running) • I can safely play a chasing game with other children. • I can successfully move in and out of objects at speed. • I can change direction when travelling at speed. • I can avoid objects when travelling at speed. • I can travel confidently in a range of ways. (jumping) • I can jump in a range of ways. • I can bend my knees to make myself jump further. • I can land safely when jumping. • I can jump over an obstacle. • I can confidently negotiate a space.

Year One

Year 1	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I <u>dance</u> on my own? How can I <u>throw and catch</u> a ball?	How can I <u>dance</u> with others? How can I <u>invade</u> with a ball?	How can I perform <u>sequenced gymnastic movements</u> , with a partner, including balances, jumps and rolls? How do I <u>attack and defend</u> effectively in invasion games?
Component Questions (components to be explored throughout the unit)	<u>Dance: Starry Skies</u> CQ1: How can I dance with an object? CQ2: How can use my body and an object to express an idea? CQ3: How can I move in different ways? CQ4: How can I make different shapes with my body? CQ5: How can I make different shapes with others? CQ6: How can I dance in different formations? <u>Multi-skills: Throwing & Catching</u> CQ1: How can I learn how to track and receive a ball? CQ2: How can I throw underarm? CQ3: How can I catch an object by myself? CQ4: How can I throw and catch an object with a partner?	<u>Dance: The Seasons</u> CQ1: How can I move in response to a video stimulus? CQ2: How can I improvise and create movements with a partner? CQ3: How can I show awareness of others when working in a group? CQ4: How can I understand mirroring and use this with a partner? CQ5: How can I keep in time with a steady beat to perform a traditional style of dance? CQ6: How can I vary the shape and speed of my movements to represent an object? <u>Invasion Games</u> CQ1: How can I travel in different ways with control? CQ2: How can I travel with a ball in different ways?	<u>Gymnastics: Traditional Tales</u> CQ1: How can I recognise and perform contrasting movements and balances? CQ2: How can I travel in different ways, changing speed and direction? CQ3: How can I control my body when jumping and rolling in different ways? CQ4: How can I link movements to create a sequence? CQ5: How can I cooperate effectively with a partner? CQ6: How can I create and perform a sequence with a clear beginning, middle and ending? <u>Attacking & Defending</u> CQ1: How can I use space to try to score points in a team game? CQ2: How can I mark another player? CQ3: How can I defend the space between players?

PE Enquiry Questions and Assessment Checkpoints

	CQ5: How can I bounce a ball on the spot? CQ6: How can I throw, catch and bounce an object?	CQ3: How can I control a ball while travelling in different directions? CQ4: How can I change direction quickly while travelling with a ball? CQ5: How can I pass the ball to another player? CQ6: How can I use travelling and passing skills in a game?	CQ4: How can I pass a ball to another player? CQ5: How can I get past a defender? CQ6: How can I use attacking and defending skills in a team game?
Assessment Checkpoint	Children who are secure will be able to: <u>Dance: Starry Skies</u> • make a shape hold it and move about in that shape; • make a high and low level shape; • dance in their personal space and in the wider space; • dance with an object to communicate an idea; • pretend to dance with an object to communicate an idea; • move to the rhythm of the music; • move an object to the rhythm of the music; • mirror movements; • choose movements to add together to make a dance; • talk about how music and dancing makes them feel; • say what they like about their own and other's movements; • use movement to communicate feelings; • perform basic actions like: turning, rolling, jumping, travelling, making a shape and holding it; • work on their own and with a partner or a group; • perform a canon; • move in unison; • change between fast and slow movements;	Children who are secure will be able to: <u>Dance: The Seasons</u> • show control as they travel, jump and spin; • identify which part of a performance may need to be improved; • keep to the beat of the music when performing; • improvise independently and adapt previous ideas to include in a dance; • work effectively within a group to perform in canon; • combine actions to create a short motif; • mirror the movements of a partner; • copy and repeat actions in time with the music; • describe the sequence of a barn dance; • shape their bodies appropriately to represent an object and respond to changes of speed; • suggest some ways to improve their movements. <u>Invasion Games</u> • travel backwards and keep their balance; • travel sideways in different directions; • change direction while travelling;	Children who are secure will be able to: <u>Gymnastics: Traditional Tales</u> • adapt star, straight and tuck shapes to create balances showing some control; • choose and perform two contrasting balances showing some control; • travel and balance in different ways, showing changes in speed and direction; • create a sequence using a range of controlled balances and different ways of travelling; • maintain a clear body shape when performing a log and egg roll; • perform a controlled straight jump on the floor, landing safely; • create their own sequence using a variety of rolls and balances; • watch and describe a partner's sequence using prompt questions; • perform a front support wheelbarrow and support their partner in this position; • identify examples of quality balances and controlled rolls in a sequence that they have watched and identify some skills needed for effective teamwork; • create an interesting sequence using a range of skills that they have practised; • talk about their learning by identifying which skills they need to practise further. <u>Attacking & Defending</u>

PE Enquiry Questions and Assessment Checkpoints

	• change between high and low movements; • change between light and heavy movements; • create a pathway; • improvise an idea; • move in response to stimuli; • remember simple movement patterns <u>Multi-skills: Throwing & Catching</u> • roll a ball to a partner, with some control; • track and stop a ball rolled over a medium distance, with success; • throw an object underarm using the correct technique; • use an underarm throw to throw an object over a medium distance, towards a certain direction; • use two hands when catching a beanbag or large ball; • be successful usually at catching using two hands; • usually use techniques to help them with catching, e.g. tracking the object, hand placement and moving their feet; • using two hands, usually catch a beanbag or ball that someone has thrown; • catch an object and usually throw it accurately on to someone else so that they can catch it; • use two hands to bounce a ball on the floor or at a target on the floor; • use two hands to usually catch a ball as it bounces off the floor	• bounce a ball and catch it repeatedly as they walk forwards; • repeatedly push a ball with their foot while they walk forwards to meet it; • slowly travel in different directions with a ball; • keep control of a ball while travelling slowly; • change direction slowly while travelling with the ball; • keep control of a ball while travelling slowly; visit twinkl.com Assessment Statements • use their hands or feet to pass a ball to a partner, doing this successfully some of the time; • aim a ball at a target and reach it some of the time; • pass a ball to another player; • pass the ball to a player to try to score points in a game.	• move to a space closer to the goal in a team game; • move to a space away from a defender and pass to a teammate in a free space; • stay near to an attacker; • follow an attacker's movements, travelling in the same direction they do; • get into a space between two attackers; • get into a space to intercept a ball; • begin to look for other players to pass to in useful spaces; • move into a space to receive a pass; • lean side to side to help me change direction to dodge a defender; • look for a space to move into to dodge a defender; • use simple attacking and defending skills in a team game; • identify skills I can improve on and actively work towards improving these skills in a team game.
--	---	---	--

PE Enquiry Questions and Assessment Checkpoints

	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I perform jumps and rolls in <u>gymnastics</u> ? How can I keep myself fit and healthy?	How can I use a range of bats/rackets to hit balls and bean bags? How can I throw, run and jump in <u>athletics</u> ? (Sports Day)	How do run faster and jump further? What is yoga and how does it help performance in other sports?
Component Questions (components to be explored throughout the unit)	<u>Gymnastics: Animals</u> CQ1: How can I carry and place apparatus? CQ2: How can I travel safely in different ways? CQ3: How can I travel at different speeds and levels? CQ4: How can I make and hold different shapes? CQ5: How can I link two actions to make a sequence? CQ6: How can I link two actions with a movement? <u>Circuit Training</u> CQ1: How can I move over or round an obstacle with control? CQ2: How can I jump in different ways with control? CQ3: How can I show control and balance when travelling along a pathway? CQ4: How can I show control when rolling and bouncing a ball?	<u>Multi-Skills: Bat & Ball</u> CQ1: How can I hold a racket correctly and use it to control a beanbag in a variety of ways CQ2: How can I use a racket to hit a ball or beanbag with control? CQ3: How can I apply my racket skills to play a target game? CQ4: How can I use a cricket bat to control a ball along the ground? CQ5: How can I use a cricket bat to hit a ball with control? CQ6: How can I apply my bat and ball skills to play a small-sided game? <u>Multi-Skills: Sports Day</u> CQ1: How can I use appropriate skills and technique to sprint in a race? CQ2: How can I balance an egg on a spoon while racing against others? CQ3: How can I jump in a sack while racing against others? CQ4: How can I throw overarm and underarm to reach a target?	<u>Multi-Skills: Running & Jumping</u> CQ1: How can I move at different speeds? CQ2: How can I travel and follow different pathways? CQ3: How can I jump for height? CQ4: How can I jump for distance? CQ5: How can I take off and land on one foot? CQ6: How can I plan and perform a jumping sequence? <u>Yoga: Salute the Sun</u> CQ1: How can I develop coordination while in basic yoga poses and moving between them? CQ2: How can I increase coordination while on all fours? CQ3: How can I develop agility by correctly coming into and out of the dog pose? CQ4: How can I develop agility by varying the speed of movements and poses?

PE Enquiry Questions and Assessment Checkpoints

	CQ5: How can I combine skills to complete circuit activities independently? CQ6: How can I watch and evaluate the performance of a partner and I complete activities independently to try to improve my own performance?	CQ5: How can I travel in different directions while pushing a football with the feet? CQ6: How can I travel using a range of movements across obstacles in a race?	CQ5: How can I develop balance in standing positions? CQ6: How can I develop balance when moving between yoga positions?
Assessment Checkpoint	Children who are secure will be able to: <u>Gymnastics: Animals</u> • lift and carry apparatus in a group; • follow instructions involving two or more commands; • remember where apparatus goes; • say how their body feels before, after and during exercise; • jump from two feet to two feet; • jump down from equipment; • say what they like about their partner's movements; • change speed from fast to slow. • move high and low; • jump into a wide, thin or curled shape; • roll in a curled or long, thin shape; • perform a movement sequence; • link actions with a movement to form a sequence <u>Circuit Training</u> • go round an obstacle showing some control; • perform a leap, successfully taking off from one foot and landing on the other; • hop and jump with control to complete a circuit activity independently; • talk about how they feel after exercise and why it is important to warm up before they begin; • keep a beanbag balanced on a part of their body while weaving between cones; • remain balanced while travelling along a straight or curvy line;	Children who are secure will be able to: <u>Multi-Skills: Bat & Ball</u> • hold a racket correctly; • balance a beanbag on their racket while walking and throw and catch it a short distance into the air; • hit a beanbag forwards into a target with some control; • use a racket to hit a ball into the air, gradually improving control; • watch a partner and give feedback using prompt questions; • cooperate with a partner and follow rules to play a target game; • hold a cricket bat correctly and use it to control a ball along a line and around cones; • use a cricket bat to hit a ball towards a target with some accuracy; • use a cricket bat to hit a ball that has been rolled to them; • take on different roles within a game and understand their purpose; • use a cricket bat to hit a ball that has been rolled to them, showing control of its path; • roll a ball accurately and track and stop a rolled ball <u>Multi-Skills: Sports Day</u> • sprint in a straight line and explain what they can do to move faster; • change direction quickly when sprinting;	Children who are secure will be able to: <u>Multi-Skills: Running & Jumping</u> • jog at a steady pace for a short time; • switch between jogging and sprinting; • pivot on their feet to change direction; • travel in straight and in curved lines; • land on the balls of their feet; • swing their arms forward and up to jump higher; • lean forward and push their arms back to help them propel forwards; • use their arms to balance when landing on one foot; • perform three jumps in a sequence <u>Yoga: Salute the Sun</u> • stretch their body up smoothly; • move between poses while keeping balanced; • arch their back up, and dip their back down, smoothly; • repeat the yoga sequence with minimal support; • use a full range of movements; • adapt yoga poses to their own needs; • transition smoothly between yoga poses; • balance on one leg; • create a short sequence of yoga poses; • demonstrate a yoga pose to the class; • breathe smoothly while in poses.

PE Enquiry Questions and Assessment Checkpoints

	• roll a ball along a path and begin to show some control over its speed; • travel forwards while bouncing and catching a ball with growing control; • complete activities independently, remembering how to perform each skill and record their score; • identify which activity they need to improve; • tell a partner what they are doing well in their performance and identify an area for improvement; • identify improvements shown on their scorecard	• balance an egg on a spoon while travelling forwards; • vary their body position and grip during the egg and spoon race as required, e.g. when moving faster/slower; • jump from two feet to two feet in different directions, e.g. forwards, sideways, backwards; • use their arms and legs to help them jump further; • jump the course while remaining in the sack; • throw underarm with control; • throw overarm with control; • throw accurately to reach a target; • move a football using the inside of the foot and demonstrate some control; • stop a moving ball and quickly change direction; • alternate between jumping and hopping across an agility ladder; • move equipment between hoops independently; • jump over a series of hurdles without stopping running first.	
--	--	--	--

Year Two

Year 2	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I move in different shapes? How can I throw and catch?	How can I communicate through dance? How can I attack and defend?	How do I attack and defend effectively in invasion games? How can I keep myself fit and healthy?
Component Questions (components to be explored throughout the unit)	<u>Gymnastics: Landscapes & Cities</u> CQ1: How can I move and balance with agility and coordination? CQ2: How can I roll with coordination and control? CQ3: How can I make long thin shapes with my body? CQ4: How can I take my weight on my hands and feet? CQ5: How can I take my weight on my hands? CQ6: How can I perform and compete? <u>Multi-skills: Throwing & Catching</u> CQ1: How can I practise the skill of rolling and stopping a ball? CQ2: How can I throw underarm? CQ3: How can I throw overarm? CQ4: How can I practise the skill of catching?	<u>Dance: Gunpowder Plot</u> CQ1: How can dance be used to communicate? CQ2: How can different dance movements to communicate an idea? CQ3: How can I dance in different formations to communicate different ideas? CQ4: How can I communicate feelings through dance? CQ5: How can I refine and improve my movements? CQ6: How can I change the rhythm of my movement to communicate different ideas? <u>Invasion Games</u> CQ1: How can I move with the ball in a game? CQ2: How can I use space when passing and receiving in a game?	<u>Circuit Training</u> CQ1: How can I change the direction of movements with control? CQ2: How can I combine different types of jumps? CQ3: How can I perform movements with control and accuracy? CQ4: How can I combine more than one skill to complete an activity. CQ5: How can I complete activities independently and try to improve own performance? CQ6: How can I watch others and use this to improve own performance? <u>Attacking & Defending</u> CQ1: How can I use space well in a team game? CQ2: How can I understand how to mark players? CQ3: How can I defend in a game by intercepting? CQ4: How can use a range of tactics to get past a defender?

PE Enquiry Questions and Assessment Checkpoints

	CQ5: How can I practise the skill of bouncing a ball and catching a bounced ball? CQ6: How can I use and practise throwing and catching skill?.	CQ3: How can I use throwing and catching to pass and receive the ball in a game? CQ4: How can I know how to make or deny space when attacking and defending in a game? CQ5: How can I use attacking and defending skills in a game? CQ6: How can I apply specific skills to an invasion game? How can I follow rules to play a game?	CQ5: How can I pass the ball to another player? CQ6: How can I use attacking and defending skills in a game?
Assessment Checkpoint	Children who are secure will be able to: <u>Gymnastics: Landscapes & Cities</u> • egg, log, teddy bear roll and forward roll from a crouched position; • move from one roll into another roll and finish by standing; • balance in a shape and with a partner; • hurdle step on to a springboard; • balance and take the weight on their hands and feet and move at different levels; • crab walk; • do a supported handstand; • copy and create movement sequences with a clear start and finish; • move with agility, balance and coordination; • evaluate their own and other's work to improve; • compete with their classmates; • describe and understand things we can do to stay healthy; • say how they feel before, during and after exercise. <u>Multi-skills: Throwing & Catching</u>	Children who are secure will be able to: <u>Dance: Gunpowder Plot</u> act and react with a partner and a group; • use expressions, gestures and movement to communicate ideas and feelings; • dance simple motifs, remember and repeat them; • dance in unison and canon; • improvise movement; • put several motifs together to make a dance; • move fluently; • say how they would improve a movement or dance; • move to a rhythm; • move to music; • change the tempo and rhythm of your movement with the music; • march in single file or side by side; • know why it is important to stretch after exercise; • know why we cool down after exercise; • remember and repeat their pathway;	Children who are secure will be able to: <u>Circuit Training</u> • use a pivot movement to change direction; • identify which activities they need to improve; • perform different types of jumps with control and use more than one type of jump in an activity; • explain how they feel after exercise; • show some control and accuracy when rolling a ball and aiming for a target; • identify similarities and differences between their own performance and that of someone else; • combine skills within an activity; • identify which skills are needed for a particular activity; • complete activities independently and record their scores; • suggest some ways that a partner can improve their performance; • identify improvements shown on their scorecard. <u>Attacking & Defending</u>

PE Enquiry Questions and Assessment Checkpoints

	• roll a ball along a line, with some control; • often stop a rolling ball with two hands, showing good reactions; • often reach a target with a rolling ball; • throw underarm, using different objects, with good control; • throw underarm towards a target, with some accuracy; • throw overarm, using different objects, with good control; • throw overarm for distance, with some accuracy; • attempt to catch an object, using many of the correct techniques; • move and position themselves when trying to catch an object; • catch different objects with some success; • bounce a ball on a spot and sometimes catch it; • bounce a ball to a partner, with some control over the height or distance travelled; • use different skills they have learnt in a range of games, with good success; • begin to know how to evaluate their performance.	• move between personal and wider space; • use their bodies to make sound to a rhythm. <u>Invasion Games</u> recognise and describe how the body feels during and after physical activity; • begin to use and understand the terms attacking and defending; • throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game; • kick a ball, using the correct technique whilst moving, with some control and fluency; • pass a ball in different ways, using the correct technique, with some control and accuracy; • use throwing, catching and kicking skills in a game with increasing confidence and success; • begin to apply a range of attacking and defending skills in a game successfully, including dodging and marking • increasingly choose and use the best space in a game, including passing to a player who is in space; • perform learnt skills with increasing control; • follow rules to play different games and understand the importance of having them; • show good teamwork in competitive situations.	• explain the role of an attacker or defender in a game and take on either role correctly; • move into a suitable space away from a defender when playing a game; • identify spaces in a game and make some use of them to help their team; • stay close to and move with the player they are marking; • mark a player during a game; • find and move into spaces to get away from a defender; • position themselves between two opponents, to help defend in a game;
--	---	--	---

PE Enquiry Questions and Assessment Checkpoints

	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I use a range of <u>bats/rackets</u> to hit balls and bean bags? What makes an effective <u>dance</u> performance?	How do throwing skills help in <u>target</u> games? How can I perform jumps and rolls in <u>gymnastics</u> ?	How can I throw, run and jump in <u>athletics</u> ? What makes an effective <u>dance</u> performance?
Component Questions (components to be explored throughout the unit)	<u>Multi-Skills: Bat & Ball</u> CQ1: How can I hold a racket correctly to hit a ball? CQ2: How can I hit a ball that has been thrown underarm? CQ3: How can I practise and use a simple tactic? CQ4: How can I hold a cricket bat correctly and use it to hit a ball? CQ5: How can I practise a range of cricket skills? CQ6: How can I combine my skills to play a competitive team game? <u>Dance: Plants</u> CQ1: How can I create and perform a dance motif inspired by a stimulus? CQ2: How can I use different movements and body shapes to represent a plant growing? CQ3: How can I create movements to represent different types of seeds?	<u>Multi-Skills: Target Games</u> CQ1: How can I use a range of ball rolling skills? CQ2: How can I aim for a stationary target using an underarm throw? CQ3: How can I play a game that involves aiming at moving targets? CQ4: How can I use different types of throws in a target throwing game? CQ5: How can I kick a ball accurately? CQ6: How can I use my skills in different target games? <u>Gymnastics: Under the Sea</u> CQ1: How can I perform and improve upon balances on different parts of the body? CQ2: How can I create matching balances with a partner? CQ3: How can I roll in different ways while showing control? CQ4: How can I jump safely in a variety of ways, including on and off apparatus?	<u>Animal Olympics</u> CQ1: How can I show the Olympic values of friendship and respect in a jumping for height activity? CQ2: How can I show the Olympic value of excellence in a throwing for accuracy activity? CQ3: How can I show the Olympic value of determination in a running activity? CQ4: How can I show the Olympic value of courage in a running activity? CQ5: How can I show the Olympic value of equality in a jumping for distance activity? CQ6: How can I show the Olympic value of inspiration in athletics activities? <u>Dance: Toys</u> CQ1: How can I change the speed, weight and size of my movements? CQ2: How can I dance in different formations? CQ3: How can I move in response to stimuli?

PE Enquiry Questions and Assessment Checkpoints

	CQ4: How can I work with a partner to create a dance based on plants? CQ5: How can I create movements to represent the different parts of a story? CQ6: How can I work with a partner to create movements to represent the parts of a story?	CQ5: How can I combine a selection of movements to create a gymnastic sequence? CQ6: How can I work with a partner to create a matching sequence?	CQ4: How can I move to a rhythm? CQ5: How can I can dance a duet? CQ6: How can synchronise movement in different formations?
Assessment Checkpoint	Children who are secure will be able to: <u>Multi-Skills: Bat & Ball</u> • hold a racket correctly and use it to hit a ball with control; • hit a ball to a target with increasing accuracy; • throw a ball underarm showing some accuracy when aiming for a partner's racket; • hit a ball that has been thrown to them, showing some control of the direction; • combine their skills to play a competitive game against a partner; • apply a practised tactic to help them to win a competitive game; • hold a cricket bat correctly and use it to control and hit a ball to a target; • use the correct technique to roll a ball accurately to a partner; • use a cricket bat to hit a ball that has been rolled to them, controlling the direction of the hit; • use the correct overarm technique to throw a ball forwards; • watch a partner, describe what they are doing well and identify an area for improvement; • cooperate with others to play a team game, taking on different roles within the game. <u>Dance: Plants</u>	Children who are secure will be able to: <u>Multi-Skills: Target Games</u> • change the speed of the ball they are rolling, appropriate to the activity; • often hit the target with a rolling ball and sometimes when positioned further away; • have some success when taking part in games that involve rolling, including team games; • know how to carry out an underarm throw and can do this with good accuracy; • aim for a stationary target using an underarm throw with good accuracy and success; • make important contributions to the group when designing a successful underarm throwing game; • know how to carry out an underarm throw, aiming for a moving target, and can do this with good success and accuracy; • avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with good success; • play a game that involves aiming at moving targets with good success and outcomes; • know how to carry out an underarm throw, aiming for a target, and can do this with good success and accuracy;	Children who are secure will be able to: <u>Animal Olympics</u> • straighten their knees to spring up using both legs at the same time; • encourage their partner to do their best, especially if they find something challenging; • keep their eye on the target, to focus their aim; • remain motivated to keep trying to achieve excellence, even when they are finding it hard; • set off at a sustainable pace; • remain motivated to keep trying to reach their goal, even when they are finding it hard; • use their foot to push off in the new direction; • consider how the hare shows courage, by thinking quickly to escape, even when it must feel very scared; • bend their knees to take off; lean forward, swinging their arms back when jumping; • show equality by making sure all their group members have a turn; • take part in athletic activities; with prompting, remembers some of the techniques from previous lessons; • take inspiration from animal behaviour in order to develop their athletics skills. <u>Dance: Toys</u>

PE Enquiry Questions and Assessment Checkpoints

	• use and remember their own movements as part of a motif to show preparing a garden; • perform a range of movements in canon and unison; • use different movements and body shapes to represent a plant growing; • evaluate the performance of others by answering questions, identifying strengths independently and can improve their own performance using ideas from their partner; • work cooperatively in a group to create suitable movements to represent different types of seeds; • perform a range of movements , some at different speeds or levels, showing good body control; • use movements from their previous learning to create a dance based on plants; • perform a range of body movements and shapes and perform some of these in time with the music; • create and remember suitable movements to represent the different parts of a story and perform some of these at different speeds and levels. • talk about what they have done well in their performances and begin to show ideas on how to improve their own dances; • create suitable movements to represent different parts of a story and perform them in a mixture of canon and unison; • remember the structure of a whole dance and perform it independently	• know how to carry out an overarm throw, for distance, and can do this with good success; • usually choose the most appropriate throw How can I based on the situation, with good success and outcomes; • know how to kick a ball for accuracy, aiming for a target, and can do this with good success; • play a game that involves kicking at targets, with good success and outcomes; • use the different skills they have learnt in a range of different target games, with good success and proficiency; • know what a tactic is and begin How can Ithem appropriately in a game; • display elements of teamwork in a game; • begin to evaluate their performance. <u>Gymnastics: Under the Sea</u> • create their own shapes on a range of body parts and hold balances still; • identify which part of a performance may need to be improved; • work with a partner to create their own matching balance; • perform paired balances on different pieces of equipment; • demonstrate three different types of roll correctly, including a curled side roll; • show control when performing log, teddy bear and curled side rolls; • perform at least two types of jump correctly, showing a clear body shape in the air; • jump off apparatus independently and land safely; • Can compose, remember and perform their own sequence containing at least one roll, balance and jump; • describe what is good about a sequence and identify an area for improvement;	• make a shape and hold it; • make contrasting shapes; • move in contrasting ways; • dance in their personal space and in the wider space; • improvise movement to communicate an idea; • move to the rhythm of the music; • put movement patterns together to create a dance motif; • talk about how music and dancing makes them feel; • say what they like about their own and other's movements; • say how they could improve their own and other's performances; • use movement to communicate feelings; • work on their own, with a partner or a group; • change between fast and slow movements; • change between high and low movements; • change between light and heavy movements; • move in response to stimuli; • remember and repeat movement patterns; • communicate an idea in different ways; • roll in different ways; • move with coordination and control.
--	---	---	--



PE Enquiry Questions and Assessment Checkpoints

		• work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump; • show good control when performing balances, jumps and rolls, and link movements together to make a sequence flow.	
--	--	--	--

Year Three

Year 3	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I create and perform a rainforest <u>dance</u> ? How can I work with others to create and perform a <u>dance</u> ?	How can I create and perform a <u>gymnastics</u> sequence? How can I play <u>dodgeball</u> ?	How can I keep myself fit and healthy? How do I move, transfer, attack and defend effectively in football?
Component Questions (components to be explored throughout the unit)	<u>Dance: Rainforest Dance</u> CQ1: How can I create a short dance, inspired by rainforests? CQ2: How can I adapt movement phrases to vary the length of a dance? CQ3: How can I combine movement phrases of different speeds in a dance? CQ4: How can I use dance vocabulary to evaluate and improve a dance performance? CQ5: How can I develop movement phrases to create a dance sequence that represents the rainforest? CQ6: How can I use dance vocabulary to improve the sequence and performance of a dance? <u>Dance: Extreme Earth</u> CQ1: How can I improvise and create movements with a partner? CQ2: How can I create and perform imaginative movements to fit with different stimuli?	<u>Gymnastics: Movement</u> CQ1: How can I perform a range of jumps accurately? CQ2: How can I accurately perform a forward roll from standing and a tucked backward roll? CQ3: How can I perform a squat on vault accurately? CQ4: How can I perform a lunge into handstand and a cartwheel accurately? CQ5: How can I link movements together by performing a chassis step, straight jump half-turn and cat leap? CQ6: How can I create and perform a gymnastics sequence with a partner? <u>Dodgeball</u> CQ1: How can I learn about the basics of Dodgeball and to throw a ball in dodgeball? CQ2: How can I learn different techniques to dodge the ball in dodgeball? CQ3: How can I learn different techniques to dodge the ball in dodgeball?	<u>Circuit Training</u> CQ1: How can I travel in a variety of ways? CQ2: How can I change direction, level or speed of travel? CQ3: How can use a range of ball control skills? CQ4: How can I control movement using balance and coordination? CQ5: How can I use a range of movement skills in a circuit of activities? CQ6: How can I adapt and improve performance in a circuit of activities? <u>Invasion Games: Football</u> CQ1: How can I develop dribbling and ball control skills in football? CQ2: How can I develop passing and receiving skills in football? CQ3: How can I know how to find and use space effectively? CQ4: How can I learn the defensive skills of marking and tackling?

PE Enquiry Questions and Assessment Checkpoints

	CQ3: How can I develop new actions whilst working in a small group? CQ4: How can I show awareness of others when moving? CQ5: How can I work with a partner to create and perform a dance to show feelings and emotions? CQ6: How can I work in a group to link actions to create a dance montage?	CQ4: How can I defend in dodgeball by catching and blocking? CQ5: What are the different parts of a dodgeball court and simple tactics for effective positioning on it? CQ6: How can I work as part of a team and participate in a class dodgeball Tournament?	CQ5: How can I learn to shoot in football and to understand the importance of fitness in football? CQ6: How can I use the skills I have learnt and apply them in a game and to work as part of a team?
Assessment Checkpoint	Children who are secure will be able to: <u>Dance: Rainforest Dance</u> • select from different movements and add their own ideas to create a short dance inspired by the layers of the rainforest; • use different levels in a dance and begin to use these to represent ideas; • use prompts to improvise movements inspired by rainforest weather; • select movements and perform them, making choices about the length of their dance; • use different speeds in a dance and begin to use these to represent ideas; • join their own movement phrases of different speeds in a chosen order, to create a dance that is inspired by the animals of the rainforest; • use suggested dance vocabulary; • evaluate their dance and give ideas for ways to improve their performance; • perform a combination of suggested movements and own actions, to represent features of the rainforest; • begin to consider the order in which to perform their chosen movements;	Children who are secure will be able to: <u>Gymnastics: Movement</u> • describe how to perform the new movements learnt in the unit; • perform movements that show good understanding and control of the key skills needed; • describe what they have done or changed in order to improve their performance during a lesson; • link a series of movements together to create a longer sequence; • practise and refine their own movements and 'spot' and advise others around them. <u>Dodgeball</u> • use the correct technique when throwing in dodgeball; • aim at and often hit a moving target; • have a good understanding of the basics of how to play dodgeball; • usually use the technique of dodging with effect; • jump to dodge the ball with effect;	Children who are secure will be able to: <u>Circuit Training</u> • follow instructions to travel using a sidestep action; • travel in different ways; • change direction, speed and level while travelling; • show an ability to travel at a different speed and direction in a circuit; • throw a ball underarm with some accuracy; • use their feet to move a ball around cones; • independently hold balances with control; • independently coordinate different body parts; • follow instructions to complete exercises; • actively try to improve their performance over time. <u>Invasion Games: Football</u> • execute ball control skills with control and success;

PE Enquiry Questions and Assessment Checkpoints

	• link movement phrases with some success by considering the order in which to perform them; • use suggested dance vocabulary to evaluate their dance performance. <u>Dance: Extreme Earth</u> • use movements to tell a narrative; • combine and link an increasing number of movement phrases and patterns; • create fluent movements, using precision and control; • show an awareness of other's movements, responding accordingly with their own movements; • evaluate their own performance and suggest ways to improve it.	• duck to dodge the ball with effect; • usually use the technique of sidestepping with effect; • leap to dodge the ball with effect; • display a range of different dodging techniques to avoid being hit by the ball with increasing success; • usually catch a ball aimed at their knees and lower legs with good success; • know how to block a ball in dodgeball and can usually do this with success; • know and can talk about the rules and skills of blocking and catching in dodgeball; • recognise and understand the rules associated with the different areas and boundary lines on a dodgeball court; • know where to position themselves on a dodgeball court when attacking and defending, and can usually do this with good success; • try to do their best for their team most of the time; • remember and understand most of the rules of dodgeball; • demonstrate fair play and honesty when playing competitively	• use the correct technique for dribbling with a football, with control and success; • stop the ball, after dribbling with it, with success; • use the correct technique for passing a football, generally with accuracy and success; • use the correct technique for receiving a pass, generally with control and success; • combine dribbling and passing with success; • give at least two reasons why space and movement are important in football; • use the correct technique for dodging and generally execute this skill with success when trying to get free from a defender; • frequently find and use space effectively to receive a pass, in order to support teammates; • give at least two facts about the job of the defender or the defending team in football; • understand how to mark an opponent and usually execute this with success in games and drills; • demonstrate the correct technique for block tackling and usually execute this with success in games and drills; • usually demonstrate defensive skills in a game, often with success; • demonstrate the correct technique when shooting with accuracy and usually execute this skill with success in drills; • demonstrate the correct technique when shooting with power and usually execute this skill with success in drills; • talk about at least two elements of fitness needed for football (strength, speed, agility, endurance); • take part in a football fitness drill, opting for the 'medium' exercises; • use a range of football skills in a game, sometimes with success;
--	---	--	---

PE Enquiry Questions and Assessment Checkpoints

			- understand what being part of a team involves and usually demonstrate this skill; - identify the skills they need to develop and demonstrate improvement, to achieve their personal best
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	Why are teamwork and good communication so important for OAA? How do I attack and defend effectively in invasion games?	What are 'net and wall' games and what skills are required? How do I 'strike and field' effectively?	How can I perform jumps and rolls in gymnastics to create different shapes? How can I throw, run and jump in athletics?
Component Questions (components to be explored throughout the unit)	<u>OAA</u> CQ1: How can I work effectively with others to complete a task (communicate effectively)? CQ2: How can I follow multi-step instructions? CQ3: How can I solve a range of problems when working with other? CQ4: How can I follow a set of directions correctly (to give clear and precise directions for someone else to follow)? CQ5: What do I need to know to I read simple maps? CQ6: What is orienteering? <u>Invasion Games Fundamentals</u> CQ1: How can I understand the basic principles of invasion games? CQ2: How do I move and dribble with the ball in different invasion games?	<u>Net & Wall Games: Fundamentals</u> CQ1: How can effective footwork, movement and positioning in the context of net and wall games? CQ2: How do I roll and throw a ball accurately? CQ3: How can I develop ball control when using a racket? CQ4: How do I hit a ball accurately using the forehand technique? CQ5: How can I use the backhand technique in different ways? CQ6: How can I understand and demonstrate the basic principles of attacking and defending in net and wall games (to play competitive net and wall-based games)? <u>Striking & Fielding Games: Fundamentals</u> CQ1: How can I use an overarm throw to hit a target with accuracy?	<u>Gymnastics: Shape</u> CQ1: How can I perform static body shapes? CQ2: How can I make body shapes in the air? CQ3: How can I carry out rhythmic gymnastics moves? CQ4: How can I perform a rhythmic gymnastics routine? CQ5: How can I create symmetrical shapes? CQ6: How can I apply the gymnastics skills I have learnt? <u>Athletics</u> CQ1: How can I practise and refine existing running, jumping and throwing skills? CQ2: How can I sprint effectively? CQ3: How do I run over hurdles?

PE Enquiry Questions and Assessment Checkpoints

	CQ3: How can a range of techniques be used to pass a ball? CQ4: What are the basic principles of defending in invasion games? CQ5: What are the basic principles of attacking in invasion games? CQ6: What are the attacking and defending skills in invasion games? How can I apply them?	CQ2: How can I strike a ball in an intended direction? CQ3: How can I work cooperatively to field a ball? CQ4: How can I use striking and fielding skills in a game? CQ5: How can I design and play games that use striking and fielding skills?	CQ4: What is the best technique to jump for distance? CQ5: What different techniques can be used for throwing (including push throws)?
Assessment Checkpoint	Children who are secure will be able to: <u>OAA</u> • identify and demonstrate a range of effective teamwork skills to achieve the goals; • understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities; • follow multi-step instructions, using strategies to aid them; • identify the problem and come up with possible solutions and a plan of action to solve it; • demonstrate a range of effective teamwork skills to solve a range of problems; • understand and use directional language to effectively navigate others; • follow the directions given to them with success; • give easy-to-follow directions using appropriate terminology; • understand the concept of a map and use a key and symbols on a simple map; • orientate a map; • know the meaning of a range of common map symbols; • understand and can talk about what orienteering involves and know a range of different orienteering symbols.	Children who are secure will be able to: <u>Net & Wall Games: Fundamentals</u> • give examples of net and wall games and know what these types of sports involve, including some of the skills needed to play them; • demonstrate a range of effective footwork skills during footwork drills, such as moving in different directions and changing direction whilst maintaining balance; • understand the importance of good footwork, movement and positioning in net and wall games, including the ready position and demonstrate this throughout the lesson; • roll a ball with good control and accuracy at a target; • throw a ball underarm with good control and accuracy at a target; • confidently use throwing and catching skills in games involving precision and accuracy with success; • control the ball in a range of ways, including bouncing the ball up and down, using good hand-eye coordination and racket skills; • hit a ball along the ground with accuracy using a tennis racket and use this skill to have a co-operative rally as well as to outwit an opponent;	Children who are secure will be able to: <u>Gymnastics: Shape</u> • show good control and coordination when making simple static shapes/positions; • make basic shapes/positions clearly in the air when taking off from the floor and some more complex shapes when taking off from low-level apparatus; • create longer and more complex sequences with a partner and remember these actions with accuracy and consistency; • perform with an awareness of others and use the apparatus confidently and safely; • copy a variety of actions with accuracy and clarity; • know what symmetry means; identify and make symmetrical shapes; • use the correct words for the body shapes/ positions and explain what must be done to make them; • observe, describe and analyse the movements of others using appropriate language. <u>Athletics</u> • apply and try to improve existing running, throwing and jumping skills;

PE Enquiry Questions and Assessment Checkpoints

	<u>Invasion Games Fundamentals</u> • have a good understanding of what an invasion game is; • understand and talk about the basic principles of attacking and defending in invasion games; • apply basic attacking and defending skills in simple invasion games, such as marking and dodging with increasing success; • travel with the ball in at least two different ways with efficiency; • usually keep control of the ball when moving and dribbling; • move and dribble with the ball with good speed, proficiency and success; • pass the ball in different ways using most elements of the correct technique and usually with good control and accuracy; • pass the ball over a range of distances during skills practice drills and begin to apply this in a netball based game; • generally select and use the right pass in a netball based game; • have a good understanding of the roles of the defender and the defending team; • know how to mark an opponent and usually do this with success; • have a good understanding of the roles of the attacker and the attacking team; • know how to get free from a defender and usually do this with success; • aim for and hit a target from increasingly greater distances, sometimes in a game situation; • apply some of the basic principles of attacking and defending to simple invasion games with increasing success; • usually work effectively as part of a team; • accurately evaluate their performance	• effectively hit a ball using a forehand technique and demonstrate this in a game, including using the correct grip; • often hit a ball to land close to or in a target area; • throw a ball using a double-handed backhand throw with good accuracy and technique; • effectively hit a ball using a backhand technique and demonstrate this in a game, including using the correct grip; • work co-operatively in a team to keep a rally going, using both the forehand and backhand hit; • explain what to do in different attacking and defending scenarios and why; • understand the importance of positioning to be able to return the ball and consistently apply this in a game; • use a range of net and wall fundamentals to play a competitive net and wall-based game. <u>Striking & Fielding Games: Fundamentals</u> • strike a bowled ball in an intended direction; • stop a ball using a range of techniques; • play cooperatively with teammates, making decisions about when to run for points and when to not; • choose and use a range of simple tactics and strategies when striking and fielding; • invent rules for striking and fielding games.	• carry out up to three or more different jumps, with a safe landing; • use the correct technique for underarm throwing with control and success; • understand the importance of having a good arm and leg action for sprinting and, with prompts, describe how this is done; • use an increasingly efficient technique for sprinting; • identify and give feedback on three or more elements of the best running techniques for sprinting; • understand the terms lead leg and trail leg and demonstrate elements of the correct technique when running over hurdles; • demonstrate an increasingly even stride pattern and length when running at speed over hurdles; • run with increasing coordination and rhythm over obstacles; • use the correct technique for the standing long jump with control and success; • jump a good distance using a learnt technique; • compare their jumping abilities to at least five animals; • execute an underarm throw with good control and accuracy; • execute an overarm throw with good control and distance; • choose the best throw to use, depending on the situation; • identify, describe and execute a two-handed push throw, with good control, accuracy and distance; • identify, describe and execute a one-handed push throw, with good control, accuracy and distance; • show a marked improvement in their ability to throw for accuracy and distance.
--	---	---	---

Year Four

Year 4	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I create a routine to include balances, creating shapes, partner work counterbalances and movement? Gymnastics: Shape & Balance	How can I work with others to create and perform a <u>gymnastics</u> sequence? How can I use attacking and defending skills in an invasion game?	How do I attack and defend effectively in <u>hockey</u> ? What makes an effective <u>dance</u> performance?
Component Questions (components to be explored throughout the unit)	<u>Gymnastics: Shape & Balance</u> CQ1: How can I create shapes and three and four-point balances? CQ2: How can I work with a partner to create shapes within a gymnastics routine? CQ3: How can I use shape, balance and movement to tell a story? CQ4: How can I work with a partner to create and perform three and four-point balances and counterbalances? CQ5: How can I use shape, movement and balance to create a routine? CQ6: How can I use shape, movement and balance to create a gymnastic showcase?	<u>Gymnastics: Movement</u> CQ1: How can I perform a range of jumps and leaps? CQ2: How can I perform a straddle forward roll and a backward roll to straddle correctly? CQ3: How can I perform a straddle on vault correctly? CQ4: How can I perform a lunge into cartwheel correctly? CQ5: How can I link movements together by performing a straight jump full turn, a cat leap half turn and a pivot? CQ6: How can I work in a small group to create and perform a gymnastics sequence with a theme? <u>Invasion Games – Football, Rugby, Basketball & Hockey</u> CQ1: How can I practise common skills needed for invasion games? CQ2: How can I use a range of techniques to move with the ball?	<u>Invasion Games: Hockey</u> CQ1: How can I pass and receive the ball in hockey? CQ2: How can I dribble with the ball in hockey? CQ3: How can I learn the technique for the Indian dribble? CQ4: How can I know how to tackle an opponent? CQ5: How can I aim for a target and take a penalty shuffle? CQ6: How can I apply the hockey skills I have learnt in a game? <u>Dance – Roman</u> CQ1: How can I combine and perform movement phrases to represent facts about the Roman Empire? CQ2: How can I compose and perform movement sequences with expression? CQ3: How do I link and combine movement phrases?

PE Enquiry Questions and Assessment Checkpoints

		CQ3: How can I pass and receive a football with increasing accuracy and success? CQ4: How can I use and understand attacking skills and strategies? CQ5: How can I use and understand defending skills and strategies? CQ6: How can I use goalkeeping skills and strategies to protect a goal as well as using attacking and defending skills in a game?	CQ4: How do I work as part of a group to develop a longer dance that tells the story of Pompeii? CQ5: How can I perform a dance with precision and control? CQ6: How can I compose longer dance sequences for a performance and use a range of dance vocabulary to describe and improve work?
Assessment Checkpoint	Children who are secure will be able to: <u>Gymnastics: Shape & Balance</u> • create shapes with their body; • hold a balance on three and four-points of their body; • say what is good about their own and others' performances; • work with a partner, listening to and sharing ideas; • think of some ideas for hieroglyphic shapes and balances and show some control when forming them; • choose some linking actions and movements to create a gymnastics partner routine; • demonstrate good technique and show some control when performing; • choose some movements, shapes and balances to create a group gymnastics routine to retell the key points of the creation story; • use their technique, strength, flexibility and control to hold four-point balances on their own and with a partner, including counterbalances; • combine some elements of movement, shape and balance to create a routine as part of a group;	Children who are secure will be able to: <u>Gymnastics: Movement</u> • describe how to perform the new movements learnt in the unit; • How can I perform movements that show good understanding and control of the key skills needed; • describe what they have done or changed in order to better their performance during a lesson; • link a series of movements together to create a longer sequence; • practise and refine their own movements and 'spot' and advise others around them. <u>Invasion Games – Football, Rugby, Basketball & Hockey</u> • show knowledge and understanding of the reasons for warming up and cooling down; • move in multiple directions at speed and with some success in a game situation; • change direction quickly (dodge) and feint a move,	Children who are secure will be able to: <u>Invasion Games: Hockey</u> • hold the hockey stick correctly for pushing and stopping the ball; • usually push the ball with accuracy, using the correct technique; • usually stop and control the ball effectively, using the correct technique; • use the correct body position for forehand dribbling with efficiency; • usually keep control of the ball while dribbling; • change direction with the ball with good control at a walking pace; • generally use the correct technique for the Indian dribble while stationary and on the move, with some efficiency and success; • change direction with the ball with good control at a walking pace; • dribble past a passive defender or opponent with increasing speed and efficiency; • generally use the correct technique for tackling safely, with increasing success; • know and carry out most of the rules for tackling safely; • use a range of different hockey skills in a game with increasing efficiency and success;

PE Enquiry Questions and Assessment Checkpoints

	• keep in time with the music and create some ideas to reflect the theme	using a low body position, and apply this with some success in a game situation; • dribble with the ball using different techniques, demonstrating control and speed; • look up when dribbling while keeping good control of the ball; • pass the ball with control and accuracy over a range of distances; • move to receive a ball that is passed to them with good control; • mark an opposition player with success in a game and position oneself to allow them to see both the ball and their opponent at the same time; • at times, anticipate where and when the ball will be passed and get into a position to be able to intercept it; • show an understanding of the job and some of the skills needed to be a goalkeeper and use different	• usually demonstrate accuracy when aiming for a target a medium distance away; • know how to take a penalty shuffle and sometimes do this successfully; • use a range of attacking and defending skills to contribute towards the success of their team; • know and follow most of the basic rules for hockey; • evaluate their own performance, sometimes suggesting appropriate improvements <u>Dance – Roman</u> • perform actions to communicate ideas; • combine actions to create a longer dance; • develop actions to communicate ideas; • perform some actions with expression; • develop movement phrases to communicate ideas; • link different movement phrases in a longer dance; • link different movement phrases, performing in unison and canon with the rest of their group; • perform with increased precision and control; • evaluate and improve movement phrases ready for performance.
--	--	---	--

PE Enquiry Questions and Assessment Checkpoints

	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I keep myself fit and healthy? How can I <u>swim</u> with a range of strokes and perform self-rescue?	How can I throw, run and jump in <u>athletics</u> ? What are 'net and wall' games and what skills are required in <u>badminton</u> ?	How can I throw, run and jump in <u>athletics</u> ? How can I work with others to complete <u>OAA</u> challenges, including reading maps?
Component Questions (components to be explored throughout the unit)	<u>Circuit Training</u> CQ1: What are the effects of aerobic and anaerobic exercise on the body? CQ2: How do I recognise the benefits of exercise on the upper body? CQ3: How do I recognise the benefits of exercise on the lower body? CQ4: How do I recognise the benefits of exercise on core muscles? CQ5: What are my personal targets for exercise? How do I set these? CQ6: How can I improve performance in order to reach personal targets? <u>Swimming</u> CQ1: How can I swim front crawl? CQ2: How can I swim breaststroke? CG3: How can I swim back stroke? CG4: How can I perform butterfly kicks? CG5: How can I demonstrate water safety techniques and self-rescue?	<u>Athletics</u> CQ1: How can I apply existing running, jumping and throwing skills? CQ2: How can I improve running technique for sprinting? CQ3: What do I need to know to compete in relay running? CQ4: How do I jump for distance using the standing triple jump? CQ5: How do I throw using the 'pull' technique? CQ6: How can I compete in a combined athletics event, aiming to achieve a personal best? <u>Net & Wall Games: Badminton</u> CQ1: How can I use badminton racket to control an object? CQ2: How can I use badminton racket to strike a shuttlecock with accuracy and control?	<u>Athletics</u> CQ1: How can I apply existing running, jumping and throwing skills? CQ2: How can I improve running technique for sprinting? CQ3: What do I need to know to compete in relay running? CQ4: How do I jump for distance using the standing triple jump? CQ5: How do I throw using the 'pull' technique? CQ6: How can I compete in a combined athletics event, aiming to achieve a personal best? <u>OAA</u> CQ1: How can I work together with others on different scavenger hunt activities? CQ2: How can I work with others, developing problem-solving skills. CQ3: How can I communicate effectively with others to complete blindfolded

PE Enquiry Questions and Assessment Checkpoints

		CQ3: How can I use different footwork to move across a space? CQ4: How can I use badminton racket to control a shuttlecock in order to score points? CQ5: How do I defend against an opponent scoring a point? CQ6: How do I compete in a full badminton match?	challenges? CQ4: How can I read, follow and understand maps? CQ5: How can I take part in an orienteering exercise and demonstrate different sporting values and qualities? CQ6: How can I set up a simple orienteering course for others to follow and navigate around space with growing confidence?
Assessment Checkpoint	Children who are secure will be able to: <u>Circuit Training</u> • follow instructions to complete a set of exercises; • describe the different effects of aerobic and anaerobic exercise; • identify the parts of the upper body and participate in exercises that use their upper body muscles; • identify the parts of the lower body and participate in exercises which use their lower body muscles; • identify the core muscles and participate in exercises which use these muscles; • participate in a range of exercises; • set their own realistic targets for improvement; • notice how they are progressing towards their personal targets and try hard to reach them. <u>Swimming</u> Red (Water Safe) • Distance Swimming: Swim unaided for 5m using	Children who are secure will be able to: <u>Athletics</u> • execute a range of fundamental movement skills with good control and efficiency; • effectively apply the movement skills of running, jumping and throwing in games; • identify what three (or more) three different parts of their body should be doing when sprinting and practise these actions; • apply most elements of the technique for sprinting effectively; • sustain their sprinting pace for a medium distance, such as 50m; • describe the down sweep technique for passing and receiving the baton; • use many elements of the down sweep technique effectively in a relay race; • usually work well as part of a team; • combine a variety of three jumps in one continuous movement; • execute the standing triple jump technique with good control and efficiency, jumping a good distance; • work with others in the standing triple jump, to jump and measure successfully;	Children who are secure will be able to: <u>Athletics</u> • execute a range of fundamental movement skills with good control and efficiency; • effectively apply the movement skills of running, jumping and throwing in games; • identify what three (or more) three different parts of their body should be doing when sprinting and practise these actions; • apply most elements of the technique for sprinting effectively; • sustain their sprinting pace for a medium distance, such as 50m; • describe the down sweep technique for passing and receiving the baton; • use many elements of the down sweep technique effectively in a relay race; • usually work well as part of a team; • combine a variety of three jumps in one continuous movement; • execute the standing triple jump technique with good control and efficiency, jumping a good distance; • work with others in the standing triple jump, to jump and measure successfully;

PE Enquiry Questions and Assessment Checkpoints

	recognised arm & leg actions; competently, confidently & consistently • Stroke Development Swim for 5m on 3 of the following strokes (with buoyancy aids) a. Front Paddle b. Back Paddle c. Basic Breaststroke d. Butterfly Leg Kick • Water Safety - Enter the water safely and submerge the face underwater - Float on front or back for 10 seconds, moving into a standing position (use of aids permitted) - Tread water for 10 seconds using buoyancy aids in 1.2m depth - Perform a basic shout & signal rescue from poolside - Exit the water safely without support	• identify and describe how to perform a pull throw, using some using key vocabulary appropriately; • execute the pull throw technique with good control and efficiency; • throughout the lesson, show noticeable improvement when throwing for distance and accuracy; • use and apply most elements of the correct technique for their chosen event in a competitive situation; • identify good technique and suggest more than one area for improvement; • adjust their performance to try to achieve their personal best; • work successfully as part of a team in a combined athletics event. <u>Net & Wall Games: Badminton</u> • use a forehand grip with a badminton racket to control a balloon; • use a backhand grip with a badminton racket to control a balloon; • use a badminton racket to strike a shuttlecock; • give consideration for which grip How can I (forehand or backhand grip) to strike a shuttlecock; • control a badminton racket to send a shuttlecock in a particular direction; • strike a shuttlecock in different ways, to alter the distance the shuttlecock travels, with increasing accuracy; • give consideration for which step How can I (running step or chasse step) to move across a space; • adopt the ready position and identify the importance of this; • return to a centre point but may need prompting and understand the reasons for doing this; • use a serve to start a rally, with some control; • maintain a rally, with some success;	• identify and describe how to perform a pull throw, using some using key vocabulary appropriately; • execute the pull throw technique with good control and efficiency; • throughout the lesson, show noticeable improvement when throwing for distance and accuracy; • use and apply most elements of the correct technique for their chosen event in a competitive situation; • identify good technique and suggest more than one area for improvement; • adjust their performance to try to achieve their personal best; • work successfully as part of a team in a combined athletics event. <u>OAA</u> • talk about what OAA involves; • demonstrate a range of elements of effective teamwork, generally working well as part of a team; • demonstrate effective teamwork to complete a scavenger hunt; • demonstrate effective teamwork to create a scavenger hunt; • communicate effectively and generally work well as part of a team; • usually solve problems by working well as part of a team; • demonstrate effective teamwork to create an obstacle course that tests agility, coordination and balance; • give a range of different, easy-to-follow directions to guide a partner or teammates successfully; • demonstrate effective listening and following of directions during team activities;
--	--	--	--

PE Enquiry Questions and Assessment Checkpoints

		• confidently use an attacking shot to score a point; • independently position themselves in a defensive stance to face an attacking shot; • attempt a block shot in order to return a smash shot; • perform a badminton serve; • use attacking and defensive skills in a game; • evaluate own performance and attempt to improve their skills in a badminton game.	• usually complete challenges successfully as part of a team; • understand and talk about at least two different features of a map; • orientate a map; • thumb a map; • follow a simple map; • identify a control marker, control point and control card and explain what they are; • work with others to complete an orienteering exercise; • name and demonstrate at least three different sporting qualities; • draw a simple mini orienteering map; • set up four control markers and add them to a map
--	--	--	--

Year Five

Year 5	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I use attacking and defending skills in a range of <u>invasion games</u> ? How can I perform a <u>gymnastics</u> routine to music?	How can I play <u>basketball</u> , by both attacking and defending? How can I plan and complete an <u>orienteering</u> course?	How can I set and perform a challenging, motivating <u>circuit</u> to increase my fitness? How can I choreograph and perform a <u>dance</u> , integrating environmental issues?
Component Questions (components to be explored throughout the unit)	<u>Invasion Games – Football, Rugby, Basketball & Hockey</u> CQ1: How can I use a range of skills to move with the ball? CQ2: How can I use the correct technique to pass the ball? CQ3: How can I keep possession of the ball? CQ4: How can I use different tactics for attacking in invasion games? CQ5: How can I win back possession of the ball? CQ6: How can I adapt my movements for attacking and defending? <u>Gymnastics – Movement</u> CQ1: How can I perform a stag jump and split leap? CQ2: How can I perform pike rolls? CQ3: How can I perform a squat through vault?	<u>Swimming</u> CQ1: How can I swim front crawl? CQ2: How can I swim breaststroke? CG3: How can I swim back stroke? CG4: How can I perform butterfly kicks? CG5: How can I perform water safety techniques and self-rescue? <u>Gymnastics – Balance & Shape</u> CQ1: How can I link shapes and movement using rhythmic gymnastics to represent ideas about the Earth, Sun and Moon? CQ2: How can I create two, three and four-point balances and movements to represent the discovery and exploration of a new planet? CQ3: How can I create part-weight balances with a partner to resemble an alien?	<u>Circuit Training</u> CQ1: Why is it important to help the body to prepare for and recover from exercise and how this should be done? How can I complete a simple circuit of exercises? CQ2: How can I set individual challenges and work towards achieving them? CQ3: How can I compete fairly against a classmate in a circuit training activity? CQ4: How can I improve my speed, agility and quickness within circuit training? CQ5: How can I develop teamwork skills in a group task featuring different exercises? CQ6: How can I use my knowledge of the effects of exercise to develop an effective fitness routine? <u>Dance – Eco</u> CQ1: How can I use transitions to link movements together smoothly.

PE Enquiry Questions and Assessment Checkpoints

	CQ4: How can I perform a round-off? CQ5: How can I independently plan a sequence of gymnastics movements that are creatively linked together? CQ6: How can I perform a gymnastics sequence in a pair or group in time to music?	CQ4: How can I create and perform a gymnastics routine that includes shapes on apparatus? CQ5: How can I plan a space-themed gymnastics routine that includes a range of shapes, balances and movements? CQ6: How can I perform a space-themed gymnastics routine that includes a range of shapes, balances and movements?	CQ2: How can I use spatial awareness and demonstrate this skill effectively in a dance? CQ3: How can I demonstrate an ongoing motif throughout a dance? CQ4: How can I demonstrate variations in timing throughout a dance? CQ5: How can I demonstrate strong, expressive movements throughout a dance? CQ6: How can I combine movements to create a fluent sequence?
Assessment Checkpoint	Children who are secure will be able to: <u>Invasion Games – Football, Rugby, Basketball & Hockey</u> • give reasons for warming up and cooling down, showing knowledge and understanding of why it's important; • pass, receive and dribble with the ball in different ways with increasing control and accuracy, including twotouch passing; • use space well to pass and receive a ball; • apply some skills and techniques consistently and with success in more than one type of invasion game; • explain the effect that using a particular skill or technique has had on their performance; • begin to choose the best techniques and tactics for attacking in a game situation, such as when to pass and when to dribble to help keep possession; • begin to choose the best techniques and tactics for defending in a game situation, such as when to tackle and man-to-man marking;	Children who are secure will be able to: <u>Swimming</u> Yellow (Water Confident) • Distance Swimming Swim unaided for 10m using recognised arm & leg movements; competently, confidently & consistently • Stroke Development Swim for 5m on 3 of the following strokes (without buoyancy aids) a. Front paddle b. Back Paddle c. Basic Breaststroke d. Butterfly Leg Kick • Water Safety - Jump in from poolside, submerge & rise to the surface (1m depth) - Float on front or back without aids for 10 seconds, moving into a standing position - Tread water in deep water without using buoyancy aids for 15 seconds	Children who are secure will be able to: <u>Circuit Training</u> • Know what circuit training involves and can follow instructions to complete a range of different 'medium' exercises; • Can give two or more reasons of the importance of warming up before exercise and cooling down after exercise, including why and how to stretch; • Can set challenges that are achievable; • Can join in a competition with a classmate of a similar ability and show some qualities of a good sportsperson such as winning or losing graciously; • Can identify speed, agility and quickness and evaluate their ability in these areas; • Can identify their own strengths in different exercises; • Can plan exercises to form a varied circuit <u>Dance – Eco</u> • improvise movements to represent ideas;

PE Enquiry Questions and Assessment Checkpoints

	• follow rules in more complex invasion games and contribute towards the success of their team; • begin to choose and use criteria to evaluate their own and others' performance <u>Gymnastics – Movement</u> • describe how to perform the new movements learnt in the unit; • perform movements that show good understanding and control of the key skills needed; • describe what they have done or changed in order to better their performance during a lesson; • link a series of movements together to create a routine with a theme or style; • practise and refine their own movements and 'spot' and advise others around them.	- Perform a shout & signal rescue using buoyancy aids for 15 seconds - Exit the water safely without using steps (1m minimum depth) <u>Gymnastics – Shape & Balance</u> • improvise to create shapes using rhythmic gymnastics ribbon and their body; • explain how Earth orbits the Sun, how seasons are created and how the Moon orbits Earth and demonstrate this through shape and movement; • hold a range of balances on two, three and four points of their bodies; • link a wide range of movements and balances and purposefully vary elements to create some different effects; • work with a partner, listening to and sharing ideas and taking the lead when appropriate; • demonstrate good body tension, strength and the correct technique to hold different part-weight partner balances; • adapt their body shape and position to create star, tuck, straddle, pike, stag and splits shapes on apparatus and while moving; • link a wide range of movements and shapes and purposefully vary elements to create some different effects and tell a story; • work in a group, listening to and sharing ideas and taking the lead when appropriate; • think of and plan a good range of rhythmic gymnastics, shapes, balances and movements that fit a space theme and purposefully vary elements to create different effects in the story;	• transfer weight when performing two linked movements, with some success at a smooth transition; • perform a group dance in canon, with movements performed simultaneously; • perform movements at low, medium and high levels, showing consideration for their choices in order to communicate their ideas; • demonstrate a good awareness of their body in a dance space when performing and representing ideas; • develop movements to create an ongoing motif; • use their developed movements to communicate a theme and put them together in a dance; • be inspired by a stimulus to perform movements that include variations in timing; • appropriately vary the timing of movements to communicate ideas; • control their arms and legs to create strong, clear lines and shapes; • develop movements to express a mood in a dance, giving some consideration to how lines and shapes contribute to this; • create movements to represent ideas, putting them together to form an extended dance sequence; • remember an extended dance sequence and perform it with some confidence and fluency
--	---	--	---

PE Enquiry Questions and Assessment Checkpoints

		• hold a range of individual two, three and four-point balances and part-weight partner balances as part of a routine; • adapt their body shape to create star, tuck, straddle, pike, stag, and splits shapes as part of a routine; • select and perform a wide range of appropriate linking actions and movements to structure a routine; • vary the speed, levels and dynamics of a routine to create effect; • say what is good about their own and others' performances and know how to make them better	
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I transfer and develop new skills to play <u>handball</u>? How can I perform a <u>rhythmic gymnastics</u> routine, including balances and shapes with my body and objects? How can I <u>swim</u> and perform self-rescue?	How can I perform a competitive game of <u>tennis</u>? How can I run at different paces; throw different implements and jump for height and length in <u>athletics</u>?	How can I play <u>rounders</u> – both batting and fielding? How can I run at different paces; throw different implements and jump for height and length in <u>athletics</u>?
Component Questions (components to be explored throughout the unit)	<u>Handball</u> CQ1: How can I practise ball control, agility and quickness? CQ2: How can I develop and refine throwing and catching skills?	<u>Tennis</u> CQ1: How can I understand and practise some of the fundamental skills of tennis? CQ2: How can I hit a ball with accuracy using the forehand technique?	<u>Rounders</u> CQ1: What are the correct techniques for batting and bowling in rounders? CQ2: What are the correct techniques for throwing and catching when fielding in rounders?

PE Enquiry Questions and Assessment Checkpoints

	CQ3: How can I combine the skills of moving and passing in handball? CQ4: How can I use the defensive skills of marking and intercepting in a game? CQ5: How can I aim for and protect a target? CQ6: How can I work as part of a team and participate in a class handball tournament? <u>OAA</u> CQ1: How can I work as part of a team to complete a range of challenge? CQ2: How can I demonstrate agility and endurance in a range of situations? CQ3: What is a compass and the eight directions on a compass? CQ4: How can I read, follow and understand maps? CQ5: How can I take part in an orienteering exercise? CQ6: How can I work collaboratively to plan and prepare an orienteering course, and work collaboratively to complete a timed orienteering course?	CQ3: How can I play a backhand stroke with control and accuracy? CQ4: How can I perform an overhead tennis serve? CQ5: How can I develop a volley for use in a tennis mini-game? CQ6: How can I apply learnt skills in a variety of tennis minigames? <u>Athletics</u> CQ1: How can I practise and refine existing running, jumping and throwing skills? CQ2: How can I use an effective technique for sprinting including the sprint start? CQ3: How can I sustain my running pace over longer distances? CQ4: How can I practise jumping for height? CQ5: What is the fling throw technique? CQ6: How can I use a variety of throwing techniques?	CQ3: What are the roles and responsibilities of the backstop and base fielders in rounders and how can I field effectively in these positions and demonstrate good skill and technique? CQ4: What are the roles and responsibilities of the deep fielders in rounders and how can I field effectively in these positions and demonstrate good skill and technique? CQ5: To be able to 'read' the game and apply tactics to outwit opponents CQ6: What are the rules of rounders during a game and how can I apply them, including using a range of throwing, catching, fielding and batting strategies? <u>Athletics</u> CQ1: How can I practise and refine existing running, jumping and throwing skills? CQ2: How can I use an effective technique for sprinting including the sprint start? CQ3: How can I sustain my running pace over longer distances? CQ4: How can I practise jumping for height? CQ5: What is the fling throw technique? CQ6: How can I use a variety of throwing techniques?
--	--	--	--

PE Enquiry Questions and Assessment Checkpoints

Assessment Checkpoint	Children who are secure will be able to:	Children who are secure will be able to:	Children who are secure will be able to:
	<u>Handball</u> • manipulate the ball in a range of different ways with good control; • take part in agility drills using a good technique and demonstrating good control, balance and coordination; • take part in quickness drills using a good technique and demonstrating quick feet and acceleration; • know how to grip a handball and generally use the correct grip when throwing; • use an overhead pass when throwing a handball, using a good technique and with reasonable accuracy; • use a good technique to catch a ball effectively; • successfully take part in throwing and catching activities, using a good throwing and catching technique; • know and execute the 'rule of 3' for moving and passing in handball in specified drills; • combine the skills of moving and passing with some continuity; • take part in moving, passing and shooting drills with some success; • know how to mark a player in handball and can usually do this with success in a game; • will often anticipate and react to be able to intercept the ball; • take part in a modified game of handball, applying a range of different attacking and defending handball skills with some success; • shoot with accuracy at a target with some success; • shoot with decent power at a target with some success; • take part in drills to test their reactions with some success;	<u>Tennis</u> • show good control and balance when dribbling with a ball; • use the correct skills to catch and control a ball on their racket; • move their feet to get into a good position to catch a ball; • grip a tennis racket correctly when hitting a forehand groundstroke; • regularly get into the ready position before and after shots; • use the correct technique to land forehand shots in the opposition's side of the court, with some deep towards the baseline; • explain an advantage and disadvantage of both backhand groundstroke techniques; • use the correct technique for the double-handed and single-handed backhand; • hit different backhand strokes towards a targeted area; • demonstrate a good service stance and toss a ball into a good position for striking with an overhead serve; • strike a tossed ball with a racket well, showing a good overhead service stroke; • show knowledge of how to adjust their technique for direction and distance and aim a serve at a target area with some accuracy; • strike a ball before it bounces, using the volley technique; • play short and long volleys, changing the level of power and racket head position appropriately; • use the ready position and quick footwork to get into a good position for the volley; • begin to read a player's body positioning to increase reaction speed;	<u>Rounders</u> • hit a bowled ball out into the field; • control the speed and direction of the ball when bowling; • move into the correct position or space to catch a ball that is thrown or hit into the field; • accurately throw a ball overarm or underarm to reach a designated target; • choose and apply relevant tactics during a game according to an agreed strategy. <u>Athletics</u> • identify and know about a variety of athletic events and techniques; • apply and develop existing running, throwing and jumping skills; • practise and improve reaction times and identify an effective sprint start; • demonstrate a sound technique for a sprint start to improve the acceleration phase; • develop and improve their running technique for sprinting, showing good coordination and control; • demonstrate stamina in order to maintain a sustained run; • show good control, coordination and power when performing the standing vertical jump and measure the height jumped with accuracy; • follow step-by-step instructions to learn and develop a range of throwing techniques with increasing control, accuracy, fluency and success; • compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best.

PE Enquiry Questions and Assessment Checkpoints

	• generally use effective body positioning and technique to protect a target with some success; • have a positive impact on their team; • know and follow most of the rules of handball; • apply a good range of attacking and defending handball skills in a game with some success; • understand how tactics can be used to help win games and use them with some success. <u>OAA</u> • collaborate effectively with others to help complete challenges; • use both verbal and non-verbal communication to communicate with others, often with success; • choose the right pace to run at, depending on the distance and activity; • run at a sustained pace over longer distances; • change direction with speed and efficiency; • perform different movements with good coordination, balance and control; • give a simple explanation of what orienteering is and why agility and endurance are important for this sport; • understand what a compass is and how it works • use a compass to find north and use north to work out other directions; • know the eight different directions on a compass (N, NE, E, SE, S, SW, W, NW); • follow directional instructions including clockwise, anti-clockwise, 90°, 180°, 270° and 360° turns; • know and understand the different features of a map, including symbols, a key, scale and compass directions and use this information to read a map;	• demonstrate an understanding of the rules of tennis and use the tennis scoring system in a mini-game; • use a number of the stroke techniques and skills learnt in the unit, to take part in a rally; • use an overarm serve technique; • evaluate their performance, identifying some suggestions for improving their performance <u>Athletics</u> • identify and know about a variety of athletic events and techniques; • apply and develop existing running, throwing and jumping skills; • practise and improve reaction times and identify an effective sprint start; • demonstrate a sound technique for a sprint start to improve the acceleration phase; • develop and improve their running technique for sprinting, showing good coordination and control; • demonstrate stamina in order to maintain a sustained run; • show good control, coordination and power when performing the standing vertical jump and measure the height jumped with accuracy; • follow step-by-step instructions to learn and develop a range of throwing techniques with increasing control, accuracy, fluency and success; • compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best. • evaluate the effectiveness of a performance, offering suggestions of how to improve a skill or technique	• evaluate the effectiveness of a performance, offering suggestions of how to improve a skill or technique
--	--	--	--

PE Enquiry Questions and Assessment Checkpoints

	• follow a map to give clear, concise directions; • complete the missing information on a map; • use a map to navigate around school grounds; • have a good understanding of the orienteering symbols that have been used to represent their school grounds; • mark and find control points on a map; • collaborate and communicate effectively with others, to help complete a range of tasks; collaborate and communicate effectively with others, to help complete a range of tasks; • make useful contributions to help set up an inventive and challenging orienteering course for others to complete, when working as part of a group; • work collaboratively to follow a map and help to plan the best route to complete an orienteering course as quickly as possible.		
--	---	--	--

Year Six

Year 6	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I link and perform gymnastic activities in a sequence? How can I compete in orienteering?	How can I play netball? How can I link rhythmic gymnastics sequences? How can I <u>swim</u> with a range of strokes and perform self-rescue?	How can I choreograph and perform a <u>dance</u> , integrating WW2? How can play well competitively in a range of invasion games?
Component Questions (components to be explored throughout the unit)	<u>Gymnastics Movement</u> CQ1: How can I accurately perform a cat leap full turn and a stag leap? CQ2: How can I accurately perform a dive forward roll and a pike backward roll? CQ3: How can I accurately perform a straddle over vault? CQ4: How can I perform a hurdle step into a cartwheel and a round-off? CQ5: How can I perform a series of similar movements in quick succession, linked together to form a sequence? CQ6: How can I work in a large group to choreograph and perform a gymnastics routine in time to music? <u>OAA</u> CQ1: How can I work systematically and as part of a team to solve a range of problems?	<u>Invasion Games: Netball</u> CQ1: How can I improve and refine catching and throwing in netball? CQ2: How can I use a range of netball passes and catch a netball in different ways? CQ3: How can I pivot and understand the footwork rule in netball? CQ4: How can I outwit a defender to receive a pass? CQ5: How can I know how to one-on-one mark an opposition player and aim for a target? CQ6: How can I play in a netball tournament and evaluate my own and others' performance? <u>Gymnastics: Rivers & Mountains</u> CQ1: How can I link shapes and movement using rhythmic gymnastics to represent the course of a river?	<u>Dance: World War 2</u> CQ1: What is the Charleston? How can I perform this dance? CQ2: What is the Lambeth Walk? How can I perform this dance? CQ3: What is the Lindy Hop? How can I perform this dance? CQ4: How can I tell the story of a wartime event through dance? CQ5: How can I plan and perform in a WWII style dance party? <u>Invasion Games – Football, Rugby, Basketball & Hockey</u> CQ1: In invasion games, how do I move with the ball? CQ2: In invasion games, how do I pass and move with the ball? CQ3: In invasion games, how do I apply attacking skills?

PE Enquiry Questions and Assessment Checkpoints

	CQ2: How can I demonstrate positivity, perseverance and effective teamwork when completing a range of challenges? CQ3: How can I use a range of communication methods effectively during problem solving activities and challenges? CQ4: How can I demonstrate effective leadership skills and work together effectively to achieve a common goal? CQ5: How can I work effectively with others to complete a range of challenges and work effectively with others to plan and carry out a game plan (strategy)? CQ6: How can I compete in a timed orienteering team relay event and work as part of a team to design a themed orienteering course?	CQ2: How can I create one, two, three and four-point balances to represent mountains? CQ3: How can I combine a range of body shapes and balances with a partner to represent different features of a mountain? CQ4: How can I combine shapes and balances to make a group formation that represents different mountain ranges? CQ5: How can I link shape, movement and balance to plan a group sequence that communicates information about rivers and mountains? CQ6: How can I link shape, movement and balance to perform a group sequence that communicates information about rivers and mountains? <u>Swimming</u> CQ1: How can I swim front crawl? CQ2: How can I swim breaststroke? CG3: How can I swim back stroke? CG4: How can I perform butterfly kick? CG5: How can I perform water safety techniques and self- rescue?	CQ4: In invasion games, how do I apply defending skills? CQ5: How can I invent a new game that requires attacking and defending skills? CQ6: How can I apply the skills and techniques I have learnt to play an invasion game and evaluate its success?
Assessment Checkpoint	Children who are secure will be able to: <u>Gymnastics Movement</u> • describe how to perform the new movements learnt in the unit; • perform movements that show good understanding and control of the key skills needed;	Children who are secure will be able to: <u>Invasion Games: Netball</u> • consistently move to meet the netball to catch it with two hands, bringing it safely into the chest; • execute the chest pass with control and accuracy;	Children who are secure will be able to: <u>Dance: World War 2</u> • describe some of the features and steps of popular wartime dances; • perform and link a wider range of dance steps from the Charleston, Lambeth Walk and Lindy Hop;

PE Enquiry Questions and Assessment Checkpoints

	• describe what they have done or changed in order to better their performance during a lesson; • link a series of movements together to create a routine with a theme or style; • practise and refine their own movements and 'spot' and advise others around them. <u>OAA</u> • use a step-by-step approach to solve problems; • work effectively with others to solve problems, often with success; • evaluate the problem-solving strategies used, in relation to both their own success as well as the success of the group; • understand what perseverance is, how it is an important life skill and demonstrate this most of the time when faced with problems and challenges; • show the ability to work effectively with others to achieve a common goal, often with success; • usually approach tasks with a positive attitude; • understand how to give verbal communication effectively and often demonstrate this by speaking clearly and concisely and checking everyone has understood; • know different methods to communicate non-verbally and can use these effectively in a range of problem-solving activities; • effectively lead a small group through a warm-up and/or cool-down activity; • have an important role in the team, usually cooperating well with others; • demonstrate some elements of good leadership; • work as part of a team, often trying their best to complete the challenges;	• execute the shoulder pass with control and power; • catch a netball with both one and two hands, bringing it safely into the chest; • execute the bounce pass with control and accuracy; • execute the overhead pass with control and power; • effectively use a range of passes in a game situation; • land with one or two feet with or without the ball; • use the correct footwork to pivot in a range of situations and scenarios; • understand the footwork rule and demonstrate their understanding in a game situation; • move at a range of speeds and in different directions in specific drills to practise this and apply this with success in a game scenario; • effectively execute the movement skills of dodging and leading to outwit a defender in specific drills to practise these skills; • apply a range of attacking movement skills they have learnt to outwit a defender with success in a game; • know how to mark an opposition player who is in possession of the ball (marking the ball) and does this with some success in a game; • know how to mark an opposition player who is not in possession of the ball (marking the player) and do this with some success in a game; • perform all or most elements of the shooting technique in isolation and sometimes in a competitive game with success; • use a range of attacking and defending skills to contribute towards the success of their team; • understand and demonstrate being part of a team in a range of ways;	• describe what they have done or changed in order to better their performance during a lesson and unit; • link a series of dance motifs to create a longer dance sequence which reflects a theme or tells a story; • work with others to choreograph effective routines while recognising and developing their own strengths and abilities within a group. <u>Invasion Games – Football, Rugby, Basketball & Hockey</u> • lead and take part in warm-ups and cool-downs safely and effectively; • move with the ball using the correct technique in at least two invasion games with speed and control, including changing direction; • pass and receive the ball in a variety of ways using the correct technique in at least two invasion games with control and accuracy; • link dribbling and passing skills together with success and fluency; • use space well to pass and receive a ball; • follow complicated rules to play a new game successfully; • create a new game to include certain criteria and explain it to others successfully; • begin to choose and apply appropriate skills and techniques for attacking and defending in a range of invasion games; • evaluate their own and others' work, suggesting appropriate improvements
--	---	---	--

PE Enquiry Questions and Assessment Checkpoints

	• understand what a strategy is and the steps needed to make and carry out one effectively; • demonstrate effective strategising at times; • successfully orientate and follow a map to find control points in timed conditions; • understand what orienteering involves and use this knowledge to help design a themed orienteering activity that includes the essential features identified (control card, map with control points, appropriate questions); • work collaboratively to put on an appropriately challenging orienteering activity for a specified group of children.	• evaluate their own and other's performance, sometimes suggesting appropriate improvements <u>Gymnastics: Rivers & Mountains</u> • create a good range of shapes with a gymnastics ribbon to represent river features; • use shape and movement to represent the changing course of a river and specific river features; • create and hold a range of balances that represent mountain shapes on one, two, three and four points of their bodies; • move into and out of a balance or shape using interesting and creative ways with fluency and control; • suggest a range of body shapes and balances to depict different mountain features and work collaboratively with a partner to form them; • work with a partner and as part of a group, listening to and sharing ideas and taking the lead when appropriate; • perform a range of counterbalances with a partner experimenting with different levels and shapes; • perform a range of more complex part-weight partner balances safely and effectively; • make positive contributions to my group when creating and forming body shapes, balances and positions to represent mountain ranges; • think of, plan and perform a good range of rhythmic	
--	--	--	--

		gymnastics, shapes, balances and movements that fit a river journey theme and purposefully vary elements to create different effects; • use a range of apparatus in creative ways as part of a sequence; • perform a good range of rhythmic gymnastics, shapes, balances and movements that fit a river journey theme and purposefully vary elements to create different effects; • say what is good about their own and others' performances and know how to make it better. <u>Swimming</u> Green (Water Proofed) • Distance Swimming Swim unaided for 25m using recognised arm & leg movements; competently, confidently & consistently • Stroke Development Swim for 10m on 3 of the following strokes (without buoyancy aids) a. Front Crawl b. Backstroke c. Breaststroke d. Butterfly Leg Kick • Water Safety - Jump in from poolside, submerge & rise to the surface (1.5m minimum depth) - Float on front or back without aids for 20 seconds in deep water, then swim back to the wall	
--	--	---	--

PE Enquiry Questions and Assessment Checkpoints

		- Tread Water in deep water without using buoyancy aids for 30 seconds - Perform a shout & signal rescue (unaided) for 30 seconds - Exit the water safely without using steps in deep water (1.2m minimum depth)	
	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I set and perform a challenging, motivating <u>circuit</u> to increase my fitness? What makes a good PE Teacher / Group Leader?	How can I run at different paces; throw different implements and jump for height and length in <u>athletics</u>? How can play well competitively in striking and fielding games?	How can I run at different paces; throw different implements and jump for height and length in <u>athletics</u>? How can play well competitively in volleyball?
Component Questions (components to be explored throughout the unit)	<u>Circuit Training</u> CQ1: How do we exercise safely? CQ2: How and why do we exercise at different levels of intensity? CQ3: How does exercise boost mental wellbeing? CQ4: How does exercise improve physical strength? <u>Leadership in PE</u> CQ1: How can I lead others during the PE lesson, demonstrating different leadership skills including respect and giving clear instructions? CQ2: How can I lead others during the PE lesson, demonstrating different	<u>Athletics</u> CQ1: How do we practise and refine fundamental movement skills needed for athletics? CQ2: How do we work as a team to competitively perform a sprint relay? CQ3: How do we control running pace over a range of distances? CQ4: How do we refine my hurdling technique? CQ5: How do we practise and refine jumping techniques? CQ6: How do we throw for distance using a heave throw technique? <u>Striking & Fielding Games</u>	<u>Athletics</u> CQ1: How do we practise and refine fundamental movement skills needed for athletics? CQ2: How do we work as a team to competitively perform a sprint relay? CQ3: How do we control running pace over a range of distances? CQ4: How do we refine my hurdling technique? CQ5: How do we practise and refine jumping techniques? CQ6: How do we throw for distance using a heave throw technique? <u>Net & Wall Games: Volleyball</u>

PE Enquiry Questions and Assessment Checkpoints

	leadership skills including confidence, positivity and directing others? CQ3: How can I lead others during the PE lesson, demonstrating different leadership skills including adaptability, safety and good communication? CQ4: How can I lead others during the PE lesson, demonstrating different leadership skills including emotional intelligence, resilience and motivating others? CQ5: What are different leadership skills including problem-solving, teamwork, empowering others and listening and how are these used to lead sessions? CQ6: What are different leadership skills including encouragement, decision making and evaluating and how are these used to lead sessions? CQ7: What does it feel like to plan and lead a physical activity for a selected group of children?	CQ1: How can I react quickly and catch balls thrown at different heights and angles? CQ2: How can I attack the ball using effective fielding techniques? CQ3: How can I throw the ball accurately over a large distance? CQ4: How can I strike a bowled ball over a large distance into space? CQ5: How can I bowl a ball overarm at a target? CQ6: How can I apply striking and fielding skills to complete a circuit of activities.	CQ1: How can I develop movement and passing skills in volleyball? CQ2: How can I perform an underarm volleyball serve? CQ3: How do I perform a set shot with control and accuracy? (To be able to pass the ball using different shots) CQ4: How do I perform a spike shot with control and accuracy? (To perform a block and understand the importance of timing with this move). CQ5: What are the rules of Newcomb ball during a game? CQ6: How can I use range of learnt volleyball skills in a Newcomb ball match? CQ7: How can I participate in a game of sitting volleyball?
Assessment Checkpoint	Children who are secure will be able to: <u>Circuit Training</u> • understand what circuit training involves and can follow instructions to complete a range of different 'medium' exercises; • identify two or more ways to exercise safely and follow these examples; • use the talk test to measure exercise intensity; • create a personal target, work towards it and can express how this feels; • identify which muscle groups are targeted in different exercises;	Children who are secure will be able to: <u>Athletics</u> • demonstrate an improvement in reaction speed through repetition; • execute the underarm throw with accuracy and success in isolation and sometimes in a game situation; • understand what an effective springing technique involves and work hard to improve theirs; • work well with team members to pass and receive the baton using the learned technique • demonstrate some endurance and stamina to be able to run for longer distances;	Children who are secure will be able to: <u>Athletics</u> • demonstrate an improvement in reaction speed through repetition; • execute the underarm throw with accuracy and success in isolation and sometimes in a game situation; • understand what an effective springing technique involves and work hard to improve theirs; • work well with team members to pass and receive the baton using the learned technique • demonstrate some endurance and stamina to be able to run for longer distances;

PE Enquiry Questions and Assessment Checkpoints

	• give instructions to complete four exercises, with simple adaptations for ability; • select exercises to suit particular needs <u>Leadership in PE</u> • have a good understanding about what being a leader and leadership involves; • lead a game or activity well, generally demonstrating respect for others; • lead a game or activity well, generally giving clear instructions; • generally cooperate well when taking part in activities led by others; • generally demonstrate confidence when leading a game or activity; • generally convey positivity when leading a game or activity; • generally direct others effectively when leading a game or activity; • know about the importance of safety in PE and can talk about how this was paramount within the lesson; • generally demonstrate adaptability when leading an activity or game; • generally demonstrate good communication skills when leading a game or activity; • demonstrate a few elements of being an effective motivator when leading an activity or game; • demonstrate a good awareness of their own and others' emotions when leading an activity or game; • show resilience when leading an activity or game; • know about the importance of empowering others in leadership and sometimes demonstrate this themselves; • know about the importance of listening to others in leadership and usually demonstrate this themselves; • know about the importance of teamwork in leadership and usually	• run at an appropriate pace to suit the activity, including speeding up at the end; • mostly use their preferred leg to lead with over the obstacles and maintain a consistent stride pattern; • demonstrate increasing coordination, speed and rhythm when hurdling; • demonstrate an effective technique for the three different jumps and gain good height and distance with them. • lead jumping activities effectively; • demonstrate an effective technique for the overhead heave throw technique and gain good distance with it; • effectively use different throwing techniques for distance and accuracy <u>Striking & Fielding Games</u> • strike a bowled ball in an intended direction, into space; • stop a ball using a range of techniques, including the long-barrier technique; • understand the active role of a fielder and know how to 'attack the ball'; • play cooperatively with teammates; making decisions when to run for points and when to not; • choose and use a range of simple tactics and strategies when striking and fielding.	• run at an appropriate pace to suit the activity, including speeding up at the end; • mostly use their preferred leg to lead with over the obstacles and maintain a consistent stride pattern; • demonstrate increasing coordination, speed and rhythm when hurdling; • demonstrate an effective technique for the three different jumps and gain good height and distance with them. • lead jumping activities effectively; • demonstrate an effective technique for the overhead heave throw technique and gain good distance with it; • effectively use different throwing techniques for distance and accuracy <u>Net & Wall Games: Volleyball</u> • use the ready position to carry out a pass or hit; • moves well around a space using the side-to-side step, to get into position to strike the ball; • executes a dig shot using the correct technique; • make good contact and show control when hitting a ball with their arm or hand; • use the correct technique to hit an underarm serve; • execute an underarm serve into a targeted area with some success; • set the ball using the correct technique; • aim the ball in an intended direction, with consistent accuracy; • use dig or set shots to pass the ball, with consistent control; • execute a spike or smash onto the ground using the correct technique and towards a target area; • usually use the correct footwork when spiking the ball;
--	---	--	--

PE Enquiry Questions and Assessment Checkpoints

	demonstrate elements of this themselves; • recognise and demonstrate three or more different leadership skills during problem-solving activities; • know about the importance of encouraging others in leadership and sometimes demonstrates this themselves; • know about the importance of good decision making in leadership and usually demonstrates this effectively; • demonstrate three or more different leadership skills when planning and leading a physical activity for others; • can evaluate their own and others' leadership abilities, showing an awareness of the impact this had on the success of the activity		• use a block technique to deflect or stop a ball from coming back over the net, with some success; • time their block of a volleyball, usually with success; • participates well and shows good sportsmanship in a Newcomb ball match; • shows an understanding of the importance of communication and teamwork in a net and wall game; • uses learnt volleyball skills in a Newcomb ball match; • understand why inclusiveness is important in games; • use different parts of the body to score points; • showed a good understanding of the difference in rules between a sitting and standing volleyball game
--	---	--	---