



The Federation of St. Mary's Catholic Schools

"I can do all things through Christ who strengthens me" Philippians 4:13



PE Curriculum Document

<p>INTENT</p>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives <p>Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety: All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 			
	Year 3	Year 4	Year 5	Year 6
Competitive games	<p><i>Striking/fielding (cricket)</i></p> <ul style="list-style-type: none"> • Roll the ball with one hand and stop the ball. attempting long barrier method. • Throw and catch underarm with both hands 	<p><i>Striking/fielding (cricket, tri-golf)</i></p> <ul style="list-style-type: none"> • Roll the ball with one hand and stop the ball from different directions using barrier method. • Throw and catch under pressure in modified games. 	<p><i>Striking/fielding (cricket)</i></p> <ul style="list-style-type: none"> • Begin to use fielding techniques with throwing and stopping and scooping up the ball • Throwing over/underarm and catching over various distances. 	<p>Badminton, Tennis</p> <p><i>Striking/fielding (rounders)</i></p> <ul style="list-style-type: none"> • Positioning in a modified game to field a ball (both throwing and stopping it) • Making correct decisions with the type of throw to use in a game. Move body

- Bowl at a wicket underarm and attempt overarm.
 - Control with a bat (holding it correctly), hitting a ball off a tee and whilst moving.
 - Play a modified game using fielding and batting skills.
- Invasion (netball and handball)*
- Pass and receive a ball safely (chest and bounce pass).
 - Perform a stride stop and a jump stop.
 - Perform a dodge to get into a space.
 - Mark a player, keeping on the balls of your feet.
 - Shoot the ball high and bend knees.
 - Play a game of High 5.
 - Play a game of handball
- Net/wall (badminton)*
- Control a shuttlecock with a racket when moving.
 - Hit a shuttlecock across the floor with forehand position.
 - Hit a shuttlecock across the floor

- Bowl at a wicket underarm/overarm and control.
 - Hit a drop fed ball and/or moving ball with a bat.
 - Play a game communicating as a team.
 - Hold a golf club appropriately.
 - Stand appropriately for putting, chipping and striking a ball.
 - Aim a putter and a chipping club.
 - Show control of aim and distance when putting, chipping and striking.
- Invasion (football, quidditch, tag-rugby)*
- Move body to correct position to stop and control a ball.
 - Pass the ball with inside of feet whilst on the move.
 - Dribble the ball using inside, outside hook and drag back beginning to accelerate.
 - Begin to defend making a standing tackle or intercept a pass.
 - Kick a ball whilst moving past a goal keeper with some accuracy.
 - Tag a player whilst moving using tag belts.
 - Move with control in a variety of directions holding

- Bowl attempting to hit the wicket using under/over arm.
 - Hit a moving ball with control and some distance.
 - Communicate and collaborate as a team to beat an opponent.
- Invasion (basketball, hockey)*
- Pass and move.
 - Receive the ball on the move and perform the correct footwork.
 - Perform three different dodges and receive a ball.
 - Defend a player and attempt to intercept a pass.
 - Flick a wrist to shoot into a goal.
 - Know positions.
 - Dribble a hockey ball in different directions, keeping the head up.
 - Perform a pass with control, accuracy and with movement into a space.
 - Pass the ball over a variety of distances with some accuracy and power in a game situation.
 - Begin to defend against an opponent in a game situation.
 - Hit a moving ball with some accuracy and control into a goal.
 - Begin to communicate with team to develop tactics for attacking and defending.

- into a position to catch the ball.
- Bowl at a batter in a game with some speed and control.
 - In a competitive game, begin to tactically hit/place a ball into a space
 - Use a variety of tactics to attack and defend in a game
- Invasion (netball, football, dodgeball)*
- Perform a variety of passes within a game with precision and control.
 - Perform correct footwork in a game (stride stop/jump stop with a pivot).
 - Perform a variety of dodges to move into a space and receive a ball in a practice and in a game situation.
 - Defend a player during a game to intercept a ball.
 - Shoot into a goal and attempt to get the rebound if missed.
 - Rotate into different positions on the court.
 - Move into a space to receive a ball and control with either foot in a game.
 - Select the correct pass for various distances in a game situation.
 - Dribble the ball in a game situation around a defender.

		<p>the ball in the correct position.</p> <ul style="list-style-type: none"> • Pass the ball backwards/sideways with control whilst moving. • Develop running for distance • Use speed and space to avoid a passive defender. • Beat a defender at speed to avoid a passive defender. • Inspire others with fair play and being gracious in victory and defeat. <p><i>Net/wall (tennis)</i></p> <ul style="list-style-type: none"> • Move with balance and control to catch a ball. • Hit/bounce ball on racket when moving. • Hit a ball in forehand position with drop feed. • Hit a ball in back hand position with drop feed. • Hit a ball into a target from a variety of distances, with and without bounce. 	<p><i>Net/wall (tennis)</i></p> <ul style="list-style-type: none"> • Move to hit a ball with some control. • Hit/bounce a ball with control when moving. • Moving into position to hit a ball with forehand in skills practice and game. • Moving into position to hit a ball with back hand in skills practice and game. • Serve diagonally with underarm/overarm throwing into target/game. • Begin to use with a racket to serve into a target. 	<ul style="list-style-type: none"> • Communicate with team when defending in a game; making interceptions, covering space. • Work as a team to score, shooting from various angles. • Communicate with team, evaluate and recognise success to help improve individual and team performance. <p><i>Net/wall (tennis/badminton)</i></p> <ul style="list-style-type: none"> • Move in a variety of directions when hitting a ball/shuttlecock • Hit/bounce ball/ shuttlecock to a partner with control. • Move to hit a ball/ shuttlecock in a game in forehand position. • Move to hit a ball/ shuttlecock in a game in back hand position. • Begin to choose which shot is best in a game. • Serve diagonally with underarm/overarm in a game.
<p>Develop flexibility, strength, technique, control and balance</p>	<p><i>Gymnastics</i></p> <ul style="list-style-type: none"> • Perform a variety of shapes with good control. • Perform a rocket jump with a half turn. • Perform a teddy bear roll. • Perform matching and mirroring balances. 	<p><i>Gymnastics</i></p> <ul style="list-style-type: none"> • Perform a variety of shapes with good control when performing various skills. • Perform a rocket jump with a $\frac{3}{4}$ and a full turn with pointed toes. • Perform a teddy bear roll with a partner in a sequence with pointed toes. 	<p><i>Gymnastics</i></p> <ul style="list-style-type: none"> • Perform complex shapes with control and some flexibility. • Perform more complex jumps; tuck, pike and begin leaps. • Perform a side star roll and t-roll 	<p><i>Gymnastics</i></p> <ul style="list-style-type: none"> • Perform complex shapes when performing sequences and skills with flexibility. • Perform more complex jumps; tuck, pike and leaps; scissor kick and cat leap. •

- Perform a bunny hop across a mat run and onto/across low benches and apparatus.
- Perform hopscotch on throw down feet.
- Perform a short sequence on mats.

Athletics

- Begin to perform 'FAST' technique:
- F – face forward - head still*
- A – arms pump fast – hip to lip*
- S – speedy feet*
- T – trunk to be upright*
- Throw a javelin using correct stance rotating hips forward.
- Perform a hop, step and jump (standing triple jump) in isolation and combination.
- Develop running for distance.
- Develop relay change over techniques.
- Run and take off over obstacles at some speed.

Multi-skills and Fitness

- Balance on various body parts while moving.
- Agility focus – changing direction at speed.
- Co-ordinate body to perform a combination of movements.

- Perform matching and mirroring balances on apparatus.
- Perform a bunny hop onto variety of apparatus with control.
- Hopscotch across the floor to develop hurdle step.
- Perform a short sequence on mats showing levels, control and pointed toes.

Athletics

- Perform 'FAST' technique confidently when sprinting.
- Throw a javelin with height and distance.
- Perform a hop, step and jump (standing triple jump).
- Develop running for distance, increasing over time.
- Pass a relay baton with control.
- Run and jump over hurdles with some speed and control.

Mindfulness Stretching

- Learn some mindfulness poses.
- Breathe through the nose effectively.
- Increase balance and flexibility.
- Create a mindfulness stretching routine.

- Perform point and patch balances.
- Perform a squat on and a squat off various apparatus.
- Perform a hurdle step on the floor.
- Link and sequence actions.
- Co-operate, communicate and collaborate with others.

Athletics

- React quickly and accelerate over short distances.
- Throw a javelin/tennis ball using correct stance rotating hips forward with good height and distance.
- Perform a variety of jumps (long jump and triple jump) and measure for distance.
- Develop pace when running longer distances.
- Pass a relay baton with control and timing in a pairs change over.

Multi-skills and Fitness

- In combination with different skills can balance equipment while moving and co-ordinating another body action.
- Agility focus – change direction quickly and efficiently with equipment.
- Co-ordinate using both sides of the body.

- Perform a side star roll and t-roll with pointed toes and a backwards roll.
- Perform more complex point and patch balances in a sequence on apparatus.
- Perform a squat on and a squat off various apparatus with a run up.
- Perform a hurdle step on the floor onto low apparatus.
- Complete in teams to win points with sequences and a vault competition.

Athletics

- Accelerate quickly with speed and control in movement – timed/competitive races.
- Throw a javelin/shot put safely with accuracy and power.
- Perform a jump for distance, varying techniques to improve performance.
- Develop long distance running – learning to pace and show good technique.
- Pass a relay baton in competitive situations.

Fitness

- Balance equipment on various body parts whilst moving or co-ordinating another body actions accurately.

	<ul style="list-style-type: none"> • Complete a variety of fitness tests successfully and get a personal best. 		<ul style="list-style-type: none"> • Test and measure balance agility and co-ordination confidently and accurately. • Compare performances with previous ones and strive to achieve a personal best. <p><i>Leadership</i></p> <ul style="list-style-type: none"> • Know what a good leader is. • Communicate in a variety of ways. • Understand the STEP principle: <p><i>S – space</i> <i>T – task</i> <i>E – equipment</i> <i>P – people</i></p> <ul style="list-style-type: none"> • Lead a task and a game without equipment. • Organise participants into teams and create a game. • Teach a game to a small group. • Achieve a play leaders’ award. 	<ul style="list-style-type: none"> • Agility – can change direction at speed with balance and control whilst using various equipment. • Coordinate using both sides of the body with fluency to perform combination of movements of actions. • Complete each test with fluency and accurately measure and record. • Evaluate previous performance levels and demonstrate improvements to achieve their personal best. <p><i>Self defence</i></p> <ul style="list-style-type: none"> • Understand what self defence is. • Develop the correct stance under threat • Practise correct techniques: palm strike, front knee strike, snap kick, one/two handed wrist hold. • Escape from a bear hug, shirt/collar hold and a strangle hold • Perform techniques with some flow and power, confidence and consistency.
<p>Dance</p>	<ul style="list-style-type: none"> • Collaborate to make a dance warm up. • Use a stimulus to create a dance. • Dance in unison with a partner. 	<ul style="list-style-type: none"> • Co-operate to make a dance warm up and take on a leadership role. • Respond imaginatively to a stimulus. • Dance in unison with a partner/group performing a 	<ul style="list-style-type: none"> • Co-operate and collaborate to create a warm up displaying a variety of movement patterns. • Translate ideas from a stimulus showing control and fluency. 	<ul style="list-style-type: none"> • Co-operate, communicate and collaborate with a group to create a warm up with good rhythm and timing. • Translate ideas from a stimulus into movement

	<ul style="list-style-type: none"> • Perform a canon with a group. • Use some different levels and pathways. 	<p>range of movement patterns.</p> <ul style="list-style-type: none"> • Perform a canon showing a range of movement patterns. • Perform a variety of levels and pathways in a dance. 	<ul style="list-style-type: none"> • Dance in unison in a group, keeping in time with each other. • Dance in canon showing good timing. • Perform using a variety of levels and using the space. 	<p>showing expression, precision, control and fluency.</p> <ul style="list-style-type: none"> • Dance in unison in a group, showing good timing, energy and strength. • Dance in canon showing good timing, energy and strength. • Use levels, travelling and space with timing and musicality.
Outdoor and Adventurous	<ul style="list-style-type: none"> • Orientate themselves with increasing confidence and accuracy around a short trail. • Work successfully as a team. • Identify symbols used on a key. 	<ul style="list-style-type: none"> • Orientate themselves with accuracy around a short trail. • Create a short trail for others. • Communicate clearly with team members. • Understand the meaning of a key. 	<ul style="list-style-type: none"> • Orientate themselves with accuracy around an orienteering course. • Design an orienteering course that can be followed by others. • Begin to use navigation equipment around a trail. • Communicate clearly with team members to effectively complete a particular role. • Identify a key on a map and begin to use this information in activities. 	<ul style="list-style-type: none"> • Orientate themselves with confidence and accuracy around an orienteering course under pressure. • Design an orienteering course that is clear to follow and offers challenge to others. • Begin to use navigation equipment to improve the trail. • Communicate clearly with team members to effectively complete a particular role. • Complete activities both independently and as part of a team. • Use a range of map styles and make an informed decision on the most effective.
Swimming			<ul style="list-style-type: none"> • Swim competently, confidently and proficiently 	

			<p>over a distance of at least 25 metres</p> <ul style="list-style-type: none">• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]• Perform safe self-rescue in different water-based situations.	
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