



St Joseph's Catholic Voluntary Academy, Leicester

Physical Education Medium-term Planning 2025-2026

| Year | Nursery | Subject | PE | Academic Year 2025-2026 |
|---|---------|--|----|--|
| Prior Knowledge | | End Point | | Key Vocabulary |
| Personal, Social and Emotional Development <ul style="list-style-type: none"> Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Physical Development <ul style="list-style-type: none"> Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Expressive Arts and Design <ul style="list-style-type: none"> Move and dance to music. | | Personal, Social and Emotional Development <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Physical Development <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. Expressive Arts and Design <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. | | <p>Balance, control, fast, high, jump, link, low, movement, music, pattern, roll, sequence, shape, slow, speed, timing, travel</p> <p>Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow</p> <p>Crawl, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll</p> <p>Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat</p> <p>Agility, alternate, anticipate, apparatus, balance, beat, carry, crawl, feet, freeze, grip, hands, high, hold, jump, low, music, one foot, pause, prepare, reach, roll, slide, slither, stand, step, stop, stretch, switch, touch, weight</p> |



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| | Sequence of Learning | Sequence of Learning Gymnastics Unit 1 | Sequence of Learning Dance Unit 1 | Sequence of Learning Body Management Unit 1 | Sequence of Learning Speed, agility and travel Unit 1 | Sequence of Learning Manipulation and co-ordination - Unit 1 |
|---|--|---|---|--|--|--|
| 1 | The first half term of Nursery focuses on children settling into the class and getting to know the school. Short PE sessions, when the children are ready, will consist of taking off our shoes and putting on plimsolls, listening games and ring games. | -Listen and respond appropriately to instructions -Move in a variety of ways, changing speed and direction -Apply simple understanding of shape and space | -Explore colour stimulus using a range of actions -Choreograph a short sequence combining a range of actions -Describe how actions relate to the stimulus | -Balance beanbags on different body parts -Carry Beanbags over obstacles and attempt to balance -Change direction whilst balancing beanbags | -Move forwards, backwards and sideways at speed. -Improve speed through practice -Demonstrate agility in a variety of games | -Copy, repeat and practise a variety of balloon handling activities -Co-ordinate limbs to carry out defined movements and actions |
| 2 | | -Jump and rebound on and off low apparatus -Work with a partner to jump in unison -Create a simple jumping sequence | -Explore animal stimulus using a range of levels and direction -Choreograph a short sequence combining a range of levels and direction -Demonstrate ability to work with others to develop a sequence | -Move through hoops using a variety of movements -Work with others and practice to move through hoops -Follow pathways with hoops | -Participate in chasing games safely and with control-Perform as part of a team in running games -Recognise and follow instructions to participate in different running and chasing games | -Translate balloon control skills to managing ball with hands -Reproduce movements with a ball bilaterally -Rolling a ball with accuracy |
| 3 | | -Balance beanbag in as many different ways on the body as possible -Move and roll a ball around the body with control -Work as part of a team to transfer balls, beanbags and hoops | -Explore theme park stimulus using unison and canon -Choreograph a short sequence combining unison and canon -Demonstrate the ability to perform a sequence in a group or with a partner using unison and canon | -Reach and stretch to retrieve and place objects -Move equipment from one place to another | -Respond to cues to change direction -Make choices about changing direction in games | -Reproduce movements with a ball bilaterally with feet -Practise making contact with a ball using feet and legs |
| 4 | | -Work on apparatus stations to develop travelling skills on various parts of the body -Move over, under, around, through, on and off apparatus and incorporate balances | Explore season theme using expression and creativity -Choreograph a short sequence with an awareness of expression -Demonstrate understanding and knowledge of how to compose a sequence | -Step and stride across different distances and change direction -create bridges and tunnels -Work with others to travel through tunnels | -Explore a variety of ways to start movement -Explore different ways of stopping showing control | -Respond to cues to change between, hopping, steeping and jumping -Co-ordinate feet to practice hop, step and jump sequences |
| 5 | | -Develop body awareness moving limbs together and in isolation -Show ability to copy and repeat simple patterns -Use basic equipment to demonstrate co-ordinated moves | -Explore transport theme using dynamics -Choreograph a short sequence combining a range of dynamics -Demonstrate some knowledge of dance composition | -Negotiate high and low apparatus travelling over and under -Use a variety of ways of travel over apparatus -Lay out objects for a partner to retrieve | -Recognise fast and slow movements -Perform two animals moving fast and two animals moving slow | -Watch, copy and repeat ways of sending, receiving and carrying -Find new ways/make choices of ways to send, receive and carry objects by self and with partner |
| 6 | | -Discover and perform simple shapes -Explore balancing in a variety of ways | -Explore 'people' theme using mirroring and follow the leader -Work in a small group to create a dance sequence based around people -Understanding the difference between mirroring and follow the leader | -Create shapes with our bodies -Work with a partner to create shapes -Link more than one shape together | -Show how to stop and perform actions -Move and stop appropriately on cue | -Listen, respond and coordinate hands and feet to touch a target -Send and stop objects using hands and feet. |



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| Year | Reception | Subject | PE | Academic Year 2025-2026 |
|---|-----------|--|----|---|
| Prior Knowledge | | End Point | | Key Vocabulary |
| Personal, Social and Emotional Development <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Physical Development <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. Expressive Arts and Design <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. | | Personal, Social and Emotional Development Managing self: <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing. Building relationships: <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Physical Development Gross Motor Skills: <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Expressive Arts and Design Being imaginative and expressive: <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | <p>Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing</p> <p>Africa, beat, curl, dance, elephants, fast, feet, flow, giraffes, high, join, link, low, monkeys, music, rhythm, slow, step, stretch, teamwork, turn, twist</p> <p>Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, roll, hands, feet, weight, roll, slide, slither, apparatus, low</p> <p>Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, slide, slither, apparatus, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat</p> <p>Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, spin, slide, slither, apparatus, low, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat, hop, jump, step, grip</p> |



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| | Sequence of Learning | Sequence of Learning Gymnastics Unit 2 | Sequence of Learning Dance Unit 2 | Sequence of Learning Body Management Unit 2 | Sequence of Learning Speed, agility and travel Unit 2 | Sequence of Learning Manipulation and co-ordination - Unit 2 |
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| 1 | Baseline The first half term of Reception focuses on children settling into the class and getting to know the school and the school rules. | -Discover shapes and ways to travel -Choose shapes and different ways of travelling -Link 2 shapes and 2 ways of travelling to make short movement patterns | -Discover how to move and keep time to beats of 8 -Work with others to move to a beat of 8 -Follow a movement pattern with a partner in time with the music | -Experiment with twisting and turning and beginning to roll -Perform roll demonstrating some body control -Transition from roll to crawl to slither | -Move objects at speed -Play games in an organised manner taking turns -Send and receive a ball | -Take part in a variety of parachute games -Listen to and follow instructions |
| 2 | Short PE sessions, with a focus of independent changing for PE, listening games and ring games. | -To demonstrate previous lessons shapes and movements -To be able to perform an egg roll and a log roll -To add 2 rolls to previous movement pattern | -Work in a pair and perform to counts of 8 -Use correct handhold for promenade -Recognise and perform different roles within the dance | Follow a pathway using a variety of stepping patterns -Follow simple instructions to co-ordinate limbs -Show control to hold body shape | -Move by inching, crawling and jumping -Follow, copy and repeat fast and slow actions -Link fast and slow travel movements | -Perform a variety of collecting, moving and placing actions -Perform actions with a variety of equipment |
| 3 | | -To travel in different directions and pathways -To follow a partner through different pathways -To show increased body control when rolling | -Perform as part of a group a Circassian circle dance -Perform confidently with a partner -Recall, remember and repeat a phrase of dance | -Explore working with a stimulus of music -Follow jumping patterns -Jump in combination | -Use different types of jumps Jump on, off and over with speed and control -Recognise which jumps are easier and which are harder | -Use own baton to hot a variety of objects in different ways -Play simple invasion games using a baton to score and save goals |
| 4 | | -Identify different part of the body to balance on -Discuss what it means to balance -Discover points and patches | -Recap how to move and keep a time of beats of 8 -Copy and repeat 4 actions -Perform actions to music | -Jump for height on to apparatus with confidence -Jump accurately with control -Land with control | -Perform circle dances as part of a group -Recognise cues in lyrics to change actions | -Using baton and different body parts steer objects to targets -Combine steering with others actions using bilateral movements |
| 5 | | -Include points and patches in the Giant's story -Perform their story to music -Say what they like about other pupils stories | -Remember and recall four dance actions from the previous week -Explore two new dance actions -(Some) begin to perform in a circle formation | -Travel along a variety of equipment using different modes of locomotion -Incorporate stretch, shapes and rolls | -Perform with agility and strength in a variety of runs -Use strength to maintain a body shape | -Practise and perform a variety of skips with and without a rope -Recognise the difference between jumps, skips and hops |
| 6 | | -Choose three points or patch balances from the Giant's story -Link balances by travelling along pathways -To use a start and finish shape | -Perform six animal actions as a group -Incorporate change of direction and pathway -Use gesture to signify the start of your dance | -Work as part of a team to perform -Perform basic actions learned together with others | -Work as a team to complete an obstacle course in the quickest time possible -Identify appropriate actions to complete tasks quickly and efficiently -Demonstrate agility in an obstacle course | -Roll, spin, rotate, throw, catch hoops -Work with self and others to control hoops in a variety of ways |



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| Year | 1 | Subject | PE | Academic Year 2025-2026 |
|--|---|---|----|--|
| Prior Knowledge | | End Point | | Key Vocabulary |
| <p>Gym unit 1: Experienced taking off, jumping and landing. Has a concept of space and use of space. Has developed confidence in fundamental movements.</p> <p>Attack, Defend, Shoot - Unit 1: Learners will have experienced a variety of games playing with beanbags and hoops. They will have practised throwing and catching and can demonstrate the basics of these skills.</p> <p>Dance Unit 1: Recognise actions can be performed to music. Copy, create, repeat and perform some basic actions to music. Use their body to recreate and symbolise people and actions.</p> <p>Send and Return - Unit 1: Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions.</p> <p>Gymnastics - Unit 2: Used simple gymnastics actions and shapes. Applied basic strength to gymnastic actions. Begun to carry apparatus. Recognised like actions and linked them.</p> <p>Run, Jump, Throw - Unit 1: Pupils will have experienced sending a variety of balls, quoits and beanbags. Can use a range of gross motor skills, e.g. jumping, hopping, stepping, and changing direction. Able to walk, run and travel at a variety of speeds.</p> <p>Dance - Unit 2: Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts</p> <p>Attack, Defend, Shoot - Unit 2: Practiced basic movements, including running, jumping etc. Engaged in competitive activities. Experienced opportunities to improve ABCs.</p> <p>Send and Return - Unit 2: Send objects with increased confidence using hand or bat. Can move towards a moving ball to return. Can attempt sending and returning a variety of balls</p> <p>Hit, Catch, Run - Unit 1: Pupils will have used a variety of balls, beanbags, bats and markers. Can roll and follow a rolling ball. Mastered movements such as walking, running and jumping.</p> <p>Run, Jump, Throw - Unit 2: Begun to link running and jumping. Learnt and refined a range of running. Developed throwing techniques to throw over longer distances.</p> <p>Hit, Catch, Run - Unit 2: Have experienced hitting an object with hand or bat. Have tracked and retrieved a rolling ball. Practised throwing and catching a variety of balls and objects.</p> | | <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns. | | <p>Gymnastics: balance, body tension, tensed, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety, rock, roll, link, quarter, half, turn, spin, twist, unison, canon</p> <p>Dance: stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end, Lindy Hop, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.</p> <p>Attack, Defend, Shoot: attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm, cooperate, fluency, heart rate, outwit, physical activity, pitch.</p> <p>Send and Return: Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court, serve.</p> <p>Run, Jump, Throw: backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest, a variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes.</p> <p>Hit, Catch, Run: Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</p> |



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| | Sequence of Learning: Dance - Unit 1 Attack, Defend, Shoot - Unit 1 | Sequence of Learning: Gymnastics - Unit 1 Send and Return - Unit 1 | Sequence of Learning: Dance - Unit 2 Attack, Defend, Shoot - Unit 2 | Sequence of Learning: Gymnastics - Unit 2 Run, Jump, Throw - Unit 1 | Sequence of Learning: Send and Return - Unit 2 Hit, Catch, Run - Unit 1 | Sequence of Learning: Run, Jump, Throw - Unit 2 Hit, Catch, Run - Unit 2 |
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| 1 | <p>1. Demonstrate some basic actions to represent exploring the jungle</p> <p>2. Identify the actions of others and specify the body parts used.</p> <p>3. Apply simple choreographic relationships.</p> <p>1. Practice throwing at targets accurately</p> <p>2. Pass a beanbag over an opponent's goal line</p> <p>3. Move to defend (stop) the ball/beanbag going over your goal line</p> <p>3. Explore which objects are easier to slide and defend.</p> | <p>1. Be able to choose and link like actions.</p> <p>2. Understand and use the term 'like actions'.</p> <p>3. Choose 3 rolls or 3 jumps and link them together and repeat the movements.</p> <p>1. Slide a beanbag/ball over an opponent's goal line</p> <p>2. Move to defend (stop) the ball/beanbag going over your goal line</p> <p>3. Explore which objects are easier to slide and defend.</p> | <p>1. Read the nursery rhyme and discuss its content and theme</p> <p>2. Children identify characters within the nursery rhyme</p> <p>3. Perform a series of character movements to the nursery rhyme.</p> <p>1. Recognise the reasons why heart rate increases during exercise.</p> <p>2. Discuss what makes exercise fun.</p> <p>3. Play a range of pulse raising activities.</p> | <p>1. Recap 'like actions' from the previous unit (jumps and rolls).</p> <p>2. Show creative ways to move on, off and over the apparatus.</p> <p>3. Use magic chair landing and say why it is necessary</p> <p>1. Discover ways to move objects quickly.</p> <p>2. Identifying which ways to move objects is quickest.</p> <p>3. Experience competition against themselves.</p> | <p>1. Attempt to send a ball that can be returned by others consistently.</p> <p>2. Feed a beanbag or ball into space to make it difficult for your opponent to return.</p> <p>3. Work with a partner to track balls and return them over the net.</p> <p>1. Use a range of throwing and rolling skills to put the ball in space.</p> <p>2. To be able to move quickly with agility to score points.</p> <p>3. To be able to keep count of the score.</p> | <p>1. Repeat repetitive actions for sustained periods of time.</p> <p>2. Recognise improvements in performance.</p> <p>3. Suggest how the lesson's activities relate to daily life</p> <p>1. Perform quick runs.</p> <p>2. Work as a team to send and receive.</p> <p>3. To send and receive the ball to score points.</p> |
| 2 | <p>1. Select appropriate movements</p> <p>2. Perform showing some meaning behind simple dance ideas</p> <p>3. Identify the actions of others and specify the body parts used</p> <p>1. Experiment catching a variety of beanbags and different sized balls</p> <p>2. Recognise how you can intercept a ball or beanbag</p> <p>3. Use basic defensive technique.</p> | <p>1. Able to move mats and benches safely.</p> <p>2. Transfer like sequence to low apparatus.</p> <p>1. Explore different ways of sending a ball</p> <p>2. Practice sending a ball in a variety of ways to a partner</p> <p>3. Attempt to hit the ball.</p> | <p>1. March as an individual</p> <p>2. Incorporate turns into marches</p> <p>3. Work as an individual to create a marching pattern.</p> <p>1. Play in a game with defined areas.</p> <p>2. Play as part of a team to attack and defend.</p> <p>3. Anticipate the direction of an attack</p> | <p>1. Experiment with rocking on different parts of the body.</p> <p>2. Link rocking into simple sequences with a start, balance, rock and jump.</p> <p>3. Develop flexibility through various ranges of motion</p> <p>1. Run in a straight line at different speeds.</p> <p>2. Show power at the start of a run.</p> <p>3. Perform runs as part of a team.</p> | <p>1. Use a variety of movements to track balls in different ways</p> <p>2. Chase, stop and control balls and objects</p> <p>3. Work collaboratively with a partner to complete skill-based challenges.</p> <p>1. Able to collect a moving ball from along the ground.</p> <p>2. Return the ball back to base/zone using rolls and throws.</p> | <p>1. Repeat repetitive actions for sustained periods of time</p> <p>2. Recognise improvements in performance</p> <p>3. Select the best movement and describe the reasons why.</p> <p>1. To hit balls off cones.</p> <p>2. To decide where to hit a.</p> <p>3. Attempt to hit with power.</p> |
| 3 | <p>1. Apply simple choreographic relationships, e.g. leading and following.</p> <p>2. Share some ideas and listen to the ideas of others.</p> <p>3. Demonstrate friendship with a partner phrase</p> <p>1. Experiment with different ways you can send a ball or beanbag</p> <p>2. Roll/slide a ball or beanbag to a partner and a target.</p> | <p>1. Identify shapes that are thick, wide, curled, straight, piked and tucked.</p> <p>2. Copy and change shapes.</p> <p>3. Demonstrate four different shapes.</p> <p>1. Move position to get in line with a ball.</p> <p>2. Get into positions to return balls to partners.</p> <p>3. Use a variety of return responses.</p> | <p>1. Collaborate as a group to follow a marching sequence</p> <p>2. Perform a group marching sequence</p> <p>3. Remember, recall and perform one chosen sequence.</p> <p>1. Bounce the ball with some control to self.</p> <p>2. Begin to bounce a ball to a partner.</p> <p>3. Play 2-on-1 using bouncing skills to score</p> | <p>1. Perform a one-foot h and y balances.</p> <p>2. Perform a front and back support.</p> <p>3. Use creativity to create their own individual balances</p> <p>1. Experience a variety of jumps.</p> <p>2. Perform a standing long jump.</p> <p>3. Work in partnership, supporting each other to do well.</p> | <p>1. Hit a moving ball from a sitting position.</p> <p>2. Maintain a tucked position for an extended period.</p> <p>3. Control body and limbs to move efficiently on the floor.</p> <p>1. Catch over a short distance to stop players from scoring points</p> <p>2. Work with other fielders to stop players from scoring.</p> | <p>1. Develop stamina through a range of running activities</p> <p>2. Negotiate obstacles while maintaining running position.</p> <p>1. Identify where batters are hitting the ball.</p> <p>2. Work together to attempt to intercept balls.</p> <p>3. Apply different body positions to intercept the path of the ball.</p> |
| 4 | <p>1. Copy or mirror movements with some accuracy.</p> <p>2. Select appropriate movements.</p> <p>3. Share some ideas and listen to the ideas of others</p> <p>1. Score points by throwing a beanbag or ball into an opponent's hoop</p> <p>2. Demonstrate simple defending to stop beanbag/ball going into hoops</p> <p>3. Describe how</p> | <p>1. Take off and land with (some) control.</p> <p>2. Jump for height and distance.</p> <p>3. Link jumps and shapes into a simple sequence.</p> <p>1. Work with a partner to receive and return objects to score points against opposition.</p> <p>2. Describe how you work with a partner to receive and return successfully.</p> <p>3.</p> | <p>1. Dance in canon to the lyrics of wheels on the bus</p> <p>2. Copy and repeat actions in time with others.</p> <p>1. Play with a partner using throwing, catching and bouncing skills to score points.</p> <p>2. Work under pressure to hit targets.</p> <p>3. Transfer target skills into a competitive game</p> | <p>1. Introduce the concept of unison.</p> <p>2. Count to keep time with others</p> <p>3. Practice and perform a simple jump, balance and rock movement pattern in unison</p> <p>1. Throw a range of objects over a distance.</p> <p>2. Adapt throwing styles to different objects.</p> <p>3. Using a leading arm to direct a throw over a longer distance.</p> | <p>1. Send objects from a variety of positions such as sitting, kneeling, and standing</p> <p>2. Play cooperatively in a competitive game situation</p> <p>3. Identify that there is a class of sport for people with disabilities.</p> <p>1. Attempt to hit an object with the hand.</p> <p>2. Self-feed ball to hit.</p> <p>3. Describe the movements needed to hit successfully.</p> | <p>1. Practise & perform a wide variety of core strength movements</p> <p>2. Suggest where exercises are relevant to other physical activities</p> <p>3. Improve throwing accuracy.</p> <p>1. Introducing the concept of 'bases'.</p> <p>2. Work together to place balls on bases to stop runners.</p> <p>3. Describe the reasons why runners</p> |



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| | they threw the beanbag and how they defended their hoop. | Work as part of a team to score points. | | | | have to stop when balls are returned to bases. |
| 5 | <p>1.Copy or mirror movements with some accuracy. 2. Select appropriate movements and apply simple choreographic relationships, e.g. mirroring. 3. Can perform some basic Lindy Hop actions</p> <p>1. Work with a partner to attack and defend a target against an opposition 2. Describe simple ways you can work with your partner to score and defend points 3. Play AFL Task, 2 v 2.</p> | <p>1.Discover ways of travelling using a variety of body parts. 2. Link ways of travelling together. 3. Refine movements using body tension.</p> <p>1. Play in a rally with a partner. 2. Use skills previously learnt to move towards and return a ball in a rally game. 3. Describe the necessary skills to play in a rally.</p> | <p>1. Perform as a class. 2. Perform canon in a small group. 3. Some groups will change positions to create different formations as a class.</p> <p>1. Play in a game where rules apply. 2. Adapt to play to the rules. 3. Recognise when rules have changed.</p> | <p>1.Introduce the concept of canon 2.Transfer counting skills from unison to canon. 3. Practice and perform a simple jump, balance and rock movement pattern using canon.</p> <p>1. Play in a game where rules apply. 2. Adapt to play to the rules. 3. Recognise when rules have changed.</p> | <p>1. Identify tactics to outwit an opponent 2. Identify and exploit the space available on the court 3. Work as part of a team to score points.</p> <p>1. Running between bases to score points. 2. Work with others to retrieve balls. 3. Make decisions to make it difficult for hitters.</p> | <p>1. Throw for accuracy and use footwork to dodge 2. Develop stamina through a range of jumping and agility activities 3. Practise, repeat and refine an action.</p> <p>1. Attempt to catch a ball that has been hit in the air. 2. Restrict runs by fielding effectively. 3. Identify how to position to cover more space.</p> |
| 6 | <p>1.Copy or mirror movements with some accuracy. 2. Perform showing clearly identifiable character actions. 3. Identify why they enjoyed a dance and respond to feedback.</p> <p>1. Participate in competitive games against an opponent using attacking and defending skills. 2. Comment on how you used different attacking and defending skills you have already learned to help you in your games.</p> | <p>1.Choose three ways of travelling to make a short movement pattern. 2. Choose a shape to start and finish. 3. Remember and perform movement pattern.</p> <p>1. I can hit over a bench to my partner. 2. I can play with my partner in a game over a bench. 3. I can send the ball to space to make it hard for my partner to catch/return.</p> | <p>1. Read the nursery rhyme and discuss its content and theme 2. Children identify characters within the nursery rhyme and create actions 3. Perform actions in rounds.</p> <p>1. Identify where to stand to defend goals (hoops) best. 2. Play in competitive games. 3. Play using defined rules in a game.</p> | <p>1.To turn and jump a quarter and to turn and jump a half. 2. To work with a partner to create a short sequence using turning, rocking, jumping and balance. 3. Choose whether to perform using unison or canon</p> <p>1.Play in a game where rules apply. 2. Adapt to play to the rules. 3. Recognise when rules have changed</p> | <p>1. Use skills learned in more challenging situations against others. 2. Describe and show how to get into the correct body position to send the ball.</p> <p>1. Show collaborative work as a team to score points. 2. Show awareness of teammates when fielding. 3. Throw and retrieve the ball.</p> | <p>1. Explore and practise a variety of alternative start positions for running 2. Choose the quickest position for starting a run 3. Work with others to judge different running speeds.</p> <p>1. Work collaboratively to restrict runs. 2. To hit into space to score runs. 3. Describe key differences in the role of the striker and the role of the fielders.</p> |



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| Year | 2 | Subject | PE | Academic Year 2025-2026 |
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| Prior Knowledge | | End Point | | Key Vocabulary |
| <p>Gym unit 1: Shown a range of recognised point balances. Can link turns, twists, rocks and rolls. Can perform unison, simple canon and unison techniques.</p> <p>Attack, Defend, Shoot - Unit 1: Can recognise rules and apply them in competitive and cooperative games. Can use and apply simple strategies for invasion games. Describe why we take part in exercise and why we enjoy it.</p> <p>Dance Unit 1: Built simple movement patterns from given actions. Composed and linked actions to make simple movement phrases.</p> <p>Send and Return - Unit 1: Developed sending skills with a variety of balls. Tracked, intercepted and stopped a variety of objects such as balls and beanbags. Selected and applied skills to beat an opposition</p> <p>Gymnastics - Unit 2: Can describe and explain how performers transition and link gymnastic elements. Has performed basic actions with control and consistency at different speeds and on different levels. Can challenge him or herself to develop strength and flexibility. Can create and perform simple sequences that are judged using simple gymnastic scoring</p> <p>Run, Jump, Throw - Unit 1: Children have attempted to link running and jumping, and have practised some simple throwing techniques Children have worked on increasing stamina, strength, balance, agility and coordination in a variety of activities and exercises Children have worked on cooperative activities in run, jump and throwing games.</p> <p>Dance - Unit 2: Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively, responding to music. Work as part of a group to create and perform.</p> <p>Attack, Defend, Shoot - Unit 2: Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, for example, dribbling and passing</p> <p>Send and Return - Unit 2: Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching, serving and sending over a net.</p> <p>Hit, Catch, Run - Unit 1: Developed sending and receiving skills to benefit fielding as a team. Can distinguish between the roles of batters and fielders. Have been introduced to the concept of simple tactics</p> | | <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities♣ participate in team games, developing simple tactics for attacking and defending♣ perform dances using simple movement patterns. | | <p>Gymnastics: balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque, body tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth, relevé, core muscles.</p> <p>Dance: solo, duet, mood, feeling, penguin, musicality, respond, sea, gentle, stormy, floating, spinning, unison, canon, friendship, abandonment, dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage.</p> <p>Attack, Defend, Shoot: Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed, receive, tactics.</p> <p>Send and Return: Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet, front, back, send, receive, feeder, tactics, compete, score, umpire, wide, deep, rotate.</p> <p>Run, Jump, Throw: Run, throw, handle, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect, lunges, strength, power, repetition, power, accuracy, burn, fitness, persevere, tally, develop, lap, cooperate, compete.</p> <p>Hit, Catch, Run: Hit, catch, runs, wicket, bats, bowl, feed, throw, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.</p> |



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| Run, Jump, Throw - Unit 2: Developed power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs | | | | | | | | |
| Hit, Catch, Run - Unit 2: Have developed hitting skills with a variety of bats. Practised feeding/bowling skills. Can hit and run to score points in games. | | | | | | | | |
| | Sequence of Learning: Dance - Unit 1 Attack, Defend, Shoot - Unit 1 | Sequence of Learning: Gymnastics - Unit 1 Send and Return - Unit 1 | Sequence of Learning: Dance - Unit 2 Attack, Defend, Shoot - Unit 2 | Sequence of Learning: Gymnastics - Unit 2 Run, Jump, Throw - Unit 1 | Sequence of Learning: Send and Return - Unit 2 Hit, Catch, Run - Unit 1 | Sequence of Learning: Run, Jump, Throw - Unit 2 Hit, Catch, Run - Unit 2 | | |
| 1 | 1.Can demonstrate co-ordination and accuracy in their movements. 2. Can apply facial expression and respond to the music. 3. Can offer feedback and make some changes to their work in response to suggestions 1. Send the ball with feet by kicking 2. Send the ball varying distances using harder and softer kicks | 1.Use prior learning to create a 4-element sequence 2. Combine balance, rolling, jumping, rocking and spinning 3. Perform using a recognised start and finish shape 1. Anticipate the flight of the ball fed from partner 2. On toes move towards the line of the ball and return 3. Keep track of score with partner | 1. Pupils can perform short dances reflecting different emotions and moods 2. Able to say what actions define contrasting emotions 3. Able to identify in others & themselves dynamics within the dance 1. Pass and receive the ball around the playing area showing some control 2. Work collaboratively to keep possession by passing accurately | 1. Transfer movement pattern to floor, mat and apparatus 2. Work with a partner to copy and create (joining sequences) 3. Introduce relevé walk and front support 1. Play with a partner to gather objects from around the room 2. Count objects gathered to record a score 3. Be aware of others around when running | 1. Play a variety of roles in games 2. Accurately send a ball to specified areas 3. (Some) respond to partner and play a simple rally 1. Work as a team to field a ball back to a base. 2. Run and touch cones to score points. 3. Make choices about where to hit the ball. | 1. Work individually to run for a sustained period 2. Discuss thoughts and feelings surrounding the physical challenges 3. Work cooperatively to complete a jumping and throwing task 1. Work as a team to return a ball to a base 2. Work individually to score runs 3. Increase running pace to score runs and stay 'safe.' | | |
| 2 | 1.Accurately use basic actions to move as a polar bear. 2.Demonstrate a polar bear phrase responding to the music and using mean and angry facial expressions. 3. Tell a partner if they used mean/angry expressions and if they remembered the polar bear phrase accurately 1. Receive and stop the ball with feet 2. Pass the ball to another player | 1.Recognise how to create power in jumps 2. Attempt a variety of different jumps 3. Show ways to jump with power and control 1. Players to identify their dominant and non-dominant side for sending a ball 2. Play a modified game to send and return using dominant and non-dominant sides | 1. Follow a clock face to develop dance steps 2. Work with rhythm 3. Combine dance steps to create a movement pattern 1. To send and receive moving into space 2. Play with a variety of balls 3. Move into space in a game situation | 1. Identify which muscles they are using in their core to control movement 2. Copy and repeat arch and dish shapes 3. Work collaboratively to move a hoop along a line of rolling children 1. Recognise powerful actions 2. Explore different ways to generate power to start different actions such as running, jumping, hopping, striding | 1. Use a long high ball to reach the back court 2. Send a low short ball to the front court 1. Sprint to correct areas to score points 2. Work to better runs scored 3. Use kicking to send a ball to score points | 1. Play games to improve jumping skills 2. Develop strength through isolated strength-building activities 3. Participate in a jumping game 1. Make decisions about directions to send the ball 2. Use a variety of kicking techniques to send the ball 3. Experience the role of the backstop | | |
| 3 | 1.Can apply positional language to their dance. 2. Can perform in a duet 3.Can contribute some ideas to others and respond to their suggestions 1. Working as a team to keep possession in a defined area 2. Pass the ball for accuracy 3. Demonstrate receiving and passing | 1.Exploring taking weight on hands 2.Develop skills to transition from belly button up to belly button down 3.Create a short sequence with elements of taking weight on hands 1. Play a modified game introducing boundaries 2. Use throwing and catching skills to play with a team to score points | 1. Remember and recall dance steps 2. Work independently to perform a movement pattern 3. (Some) Create own dance steps to add to a movement pattern 1. To work with a partner to progress towards a target 2. Co-ordinate hands and feet to progress forwards 3. Attempt to use simple attacking play in a game | 1. With a partner, make as many bridges and tunnels as they can with body control 2. Travel over, under and through your partner's shapes in a variety of ways (sliding, jumping, rolling, etc.) 3. Introduce back support and crab actions 1. Participate in obstacle relay 2. Modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top. | 1. Throw into space to make it difficult for your opponent (sitting) 2. Develop catching and throwing skills while seated 3. Develop collaborative team skills 1. Use underarm throwing skills to feed/bowl a ball to a player. 2. Position body to perform stepping action for bowling. 3. Use bowling/feeding skills in a game situation. | 1. Throw demonstrating power 2. Attempt to throw with accuracy 3. Explain how resistance affects the flight of an object, e.g. ball/shuttlecock 1. Outwit bowler to kick in different directions 2. Use both feet to kick the ball 3. Kick a ball bowled in a variety of ways | | |
| 4 | 1.Can apply spatial and dynamic choices to communicate their dance idea and apply unison and canon. 2.Can offer feedback and make some changes to their work in response to suggestions 1. Play in a game with defined areas 2. Play as part of a team to attack | 1.Able to recognise what it means to be flexible. 2. Explore their own flexibility with a japana and bridge shape. 3. Use a variation of japana and bridge in a sequence 1. Develop agility in isolated challenges 2. Perform with increased agility in a conditioned game | 1. Perform 'freestyle' moves 2. Watch, copy and repeat learnt 'moves' to make a motif 3. Perform Motif to music 1. Examine the role of a goalkeeper 2. Perform defensively as an individual in a game 3. Recognise quality of goalkeeping | 1. Introduce frog jump and L-sit 2. Play a variety of competitive games using leapfrog jumps 3. Refine leap frog movements 1. Participate in three different throwing games 2. Use a variety of different throws according to the game 3. Explore which throws are better for accuracv. which are better | 1. Serving into specified area 2. Use a range of sending skills to serve 3. Play out point from serve 1. Experiment with different bats to see which are easier or harder to hit with. 2. Make choices about where you are going to hit the ball. 3. Work cooperatively to practice hitting skills. | 1. Run as a team 2. Develop stamina through consistent running activity 3. Attempt a new breathing technique 1. Recognise the role of a wicketkeeper 2. Position yourself to stop balls 3. Practise the role of wicketkeeper and attempt to stump players out | | |



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| | and defend 3. Move the ball independently by bouncing | | | for distance and which are better for height | | |
| 5 | <p>1.Can explain that a dance has a beginning, middle and end. 2. Can give feedback to another pair about their duet. 3. Can create an ending to their dance phrase</p> <p>1. To move the ball using basketball-style dribbling 2. Link bouncing and passing 3. Play collaboratively to attack a goal</p> | <p>1.Develop point balance skills to combine with flexibility. 2. Travel at different speeds in creative ways. 3.Combine changes and speed and point balances in a sequence</p> <p>1. Use correct grip to hold a tennis racquet 2. Send, receive and stop a ball using a racquet along the ground 3. Use self-feed to hit a ball to partner</p> | <p>1. Remember and perform moves from lesson 4 2. Perform the steps (motif) in given formations 3. Work as a group to enter into formations using 'On and Off Stage.'</p> <p>1. Show awareness of opponents and teammates in a game 2. Explore the concept of intercepting in invasion games 3. Choose when to attempt to intercept the ball</p> | <p>1. Demonstrate distance and control in broad jump 2. Accurately replicate pike and use in short sequence 3. Link previous learning to transition elements</p> <p>1. Copy and repeat actions with accuracy 2. Analyse performance to judge differences in the game at the beginning and the end</p> | <p>1. Develop volleyball skills further to standing 2. Develop throwing into hitting 3. Play using attacking shots</p> <p>1. Stand in positions ready to catch a ball. 2. Throw quickly and accurately under pressure. 3. Field to catch and throw to teammates to stop opponents from scoring runs.</p> | <p>1. Performing under pressure 2. Work cooperatively to develop a skill 3. Throw and catch through a moving target</p> <p>1. Recognise the role of a backstop 2. Attempt to track and stop balls as the backstop</p> |
| 6 | <p>1.Can perform the penguin small entire dance accurately and with coordination. 2. Can apply facial expression and respond to the music 3.Can give personal feedback about the dance</p> <p>1. Play with and against others 2. Make some attempt at attacking collaboratively 3. Make choices on where to stand when defending as part of a team</p> | <p>1.Explore and experiment with the teddy roll. 2. Choose and apply to a simple sequence of elements from unit 1. 3. Attempt a teddy roll in a sequence</p> <p>1. Able to self-feed to send a ball to a partner using a racquet 2. Attempt to combine skills to perform a rally</p> | <p>1. Explore movement pathways in given formations 2. Practise switching from a group formation to a whole class performance 3. Practise performing and improve timing as a class</p> <p>1. Implement basic goalkeeping, attacking play and intercepting in games 2. Make early decisions in games 3. Practise to improve existing skills</p> | <p>1. Combine all ten elements of the Unit 2 body management in order 2. Refine and develop routine to ensure it is aesthetically pleasing 3. Perform with rhythm and control</p> <p>1. Perform a variety of static and dynamic balances 2. Identify the difference between a static and dynamic balance 3. Devise own static and dynamic balance sequence</p> | <p>1. Play in a volleyball style game 2. Play as an individual 3. Develop greater control of the ball</p> <p>1. Play as part of a team to field and hit to score. 2. Apply simple tactics to gameplay. 3. Play in different roles and positions.</p> | <p>1. Perform a range of skills in competition 2. Compete as part of a team 3. Persevere to complete a task</p> <p>1. Work as a team to score points as batters 2. Work as a team to restrict runs 3. Demonstrate skills learnt in wicket keeping or backstop</p> |



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| Year | 3 | Subject | PE | Academic Year 2025-2026 |
|---|---|---|----|--|
| Prior Knowledge | | End Point | | Key vocabulary |
| <p>Dance Unit 1: Describe and explain how performers can transition and link shapes and balances. Perform with control and consistency, basic actions at different speeds and on different levels. Challenged themselves to move imaginatively responding to music. Worked as part of a group to create and perform short movement sequences to music.</p> <p>Tag Rugby: Can send a ball using hands and feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, for example, dribbling, passing and running with ball.</p> <p>Cricket: Experienced different games and activities where throwing and catching skills were used. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games</p> <p>Hockey: Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending</p> <p>Gymnastics Unit 1: Develop body management through a range of floor exercises. Used core strength to link recognised gymnastics elements. Attempted to use rhythm while performing a sequence. Challenged themselves to develop strength and flexibility.</p> <p>Badminton: Experienced different types of hitting with hand and racquets. Able to recognise boundaries. Recognise how to score points in a game.</p> <p>Dance Unit 2: Practised and put together a performance. Performed using facial expressions. Performed with a prop.</p> <p>Netball: Experienced different types of small sided invasion games. Able to throw and catch in a variety of ways. Able to work with others in small teams.</p> <p>Gymnastics unit 2: Modified actions independently using different pathways, directions and shapes. Consolidated and improved quality of movements and gymnastics actions. Related strength and flexibility to the actions and movements they are performing. Used basic compositional ideas to improve sequence work—unison.</p> | | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. | | <p>Dance: facial expression, improvisation, rehearse, director, prop, punishment, character, movement, phrase, solo, duo, categories, dynamics, phrases, timings, layers, harm, pollution, zones, ocean, sea, travel, improvise.</p> <p>Tag Rugby: space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, zones, intercept, sidestep, send, tag, release, safe, passing back, feint</p> <p>Cricket: batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings</p> <p>Hockey: shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space.</p> <p>Gymnastics: fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different.</p> <p>Badminton: hit, return, court, forehand, shuttlecock, points, score, net, underarm, racquet.</p> <p>Netball: space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept</p> <p>Athletics: run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, vortex howler, bounce</p> <p>Rounders: batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders</p> <p>Football: control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession.</p> |



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| <p>Athletics: Link running and jumping movements. Can move safely and appropriately around, between and over apparatus. Have worked with a variety of equipment including balls, hoops, bean bags, quoits.</p> <p>Rounders: Experienced different games and activities where throwing and catching skills were used. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.</p> <p>Football: Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending.</p> | | | | | | |
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| | Sequence of Learning: Dance Unit 1 Tag Rugby | Sequence of Learning: Cricket Hockey | Sequence of Learning: Gymnastics - Unit 1 Badminton | Sequence of Learning: Dance - Unit 2 Netball | Sequence of Learning: Gymnastics unit 2 Athletics | Sequence of Learning: Rounders Football |
| 1 | <p>1. Explore creating characters and narratives 2. Select and apply actions to a dance phrase 3. Discuss your own and others work with some awareness of dance choreography.</p> <p>1. Grasp the principle of moving forward to score over a line. 2. Judge when to move to evade taggers. 3. Select when to use speed to score points</p> | <p>1. Hit a stationary ball into space 2. Retrieve and throw the ball as a fielder 3. Explain how fielders work together to restrict batters runs</p> <p>1. Recognising key features of a hockey stick, including how to hold it 2. Play and control the ball using the flat part of the stick 3. Attempt to dribble and score.</p> | <p>1. Create a sequence of 2 contrasting elements 2. Demonstrate extension in shapes 3. Produce flow in sequence.</p> <p>1. Play in a game against an opponent 2. Hit a shuttlecock over a bench/net 3. Hit showing control of power</p> | <p>1. Create a short dance inspired by the Ocean's depths. 2. Work independently to create movement phrases. 3. Work with a partner to extend a movement phrase</p> <p>1. Pass and receive the ball in a variety of ways 2. Work collaboratively to keep possession by passing accurately 3. Explain how accurate passes help when attacking</p> | <p>1. Recap front support and rolling from dish to arch 2. Introduce leaning towards 'Japan.' 3. Link smoothly Japan—arch—front support—lower to ground.</p> <p>1. Challenge yourself to jump in a variety of ways 2. Beat previous distances when jumping 3. Copy and describe what others have done</p> | <p>1. Hit a stationary ball into space 2. Retrieve and throw the ball as a fielder 3. Explain how fielders work together to restrict batters runs.</p> <p>1. Work collaboratively to work towards and score goals. 2. Move towards the ball and receive under control 3. Recap and use passing and trapping skills to play in a game.</p> |
| 2 | <p>1. Explore characters using keywords 2. Use performance skills to communicate.</p> <p>1. Perform a range of ball handling skills. 2. Find ways of managing sending and receiving (experiment). 3. Practice techniques for retrieving, sending and receiving.</p> | <p>1. Bowl an underarm ball at a target 2. Bowl with some consistency in a game situation 3. Work collaboratively to send the ball back to the bowler.</p> <p>1. Control the ball and pass into space 2. Work collaboratively to move the ball 3. Play in a 2 v 3 game.</p> | <p>1. Explore a greater range of contrasting actions 2. Copy a partners sequence 3. Define what contrast is and how it applies to sequences.</p> <p>1. Recognise the types of shots needed to target different areas of the court 2. Hit to targets on a court 3. Use long, high hits for distant targets and short low hits for closer targets</p> | <p>1. Improvise movement of water in different states; storm waves, gentle calm waters and water currents. 2. Create short movement phrases reflecting the ocean's state. 3. Extend movement phrase to increase its duration</p> <p>1. Recognise the need to get 'free' from opposition players 2. Demonstrate dodging techniques to get 'free.' 3. Discuss & explain why you need to be free from a player when receiving the ball</p> | <p>1. Identify the primary muscles used for jumping 2. Engage muscles to jump high, straight and far 3. Bouncing and broad jumping in sequence.</p> <p>1. Run at different speeds 2. Start-stop and change pace with control 3. Demonstrate agility in running.</p> | <p>1. To bowl an underarm ball at a target at an appropriate height 2. To bowl with some consistency in a game situation 3. To work collaboratively to send the ball back to the bowler.</p> <p>1. Move to stay with an attacking player. 2. Demonstrate two types of marking and attacking the player (front marking and goal side marking). 3. Discuss and debate the benefits and weaknesses of each type of marking.</p> |
| 3 | <p>1. Perform and communicate ideas as part of a group 2. Develop movements using improvisation 3. Demonstrate</p> | <p>1. Strike a bowled ball 2. Apply simple tactics to choose where to hit the ball 3. To score runs.</p> | <p>1. Consolidate and improve the quality of basic rolls 2. Explain how strength and flexibility applies to rolls 3. Work with a</p> | <p>1. Explore travelling on the ocean 2. Apply opposing dynamics and create a short dance phrase. 3.</p> | <p>1. Mirror and match actions with a partner 2. Move in unison with a partner 3. Perform a leg raise dish and half leaver with partner.</p> | <p>1. Strike a bowled ball 2. To apply simple tactics to choose where to hit the ball 3. Count and remember runs scored.</p> |



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| | <p>awareness of cannon and accumulation.</p> <p>1. Explore a range of techniques to avoid being tagged. 2. Evade players to score points. 3. Communicate with others to score points.</p> | <p>1. Use defensive body position in preparation for tackling 2. Use defensive position to force a mistake and knock balls away from ball carrier 3. Attempt defensive body positioning in a game to force a mistake.</p> | <p>partner to perform a roll sequence.</p> <p>1. Move to return the shuttlecock 2. Attempt different shots to return the shuttlecock</p> | <p>Work as a group to show three ways to travel on the ocean</p> <p>1. To play in attacking & defending zones 2. To demonstrate collaborative attacking play 3. To keep possession of the ball to build an attack.</p> | <p>1. Combine running and jumping 2. Jump over apparatus with control and balance 3. Judge speed to jump safely.</p> | <p>1. Practice defensive tackling. 2. Apply defensive tackling to game scenarios. 3. Describe important aspects of tackling.</p> |
| 4 | <p>1. Introduce the use of a prop 2. Work with others to improve a 4 action routine.</p> <p>1. Improve passing skills on cue. 2. Accept when you've been tagged. 3. Play in a sportsmanlike way in both defence and attack.</p> | <p>1. Stop a moving ball with consistency 2. Collect and return a moving ball 3. Work as a team to stop and pass the ball to the field.</p> <p>1. Control the ball and pass unchallenged 2. Move into space to receive the ball 3. Use control to work together as a team to score points.</p> | <p>1. Consolidate and improve the quality of basic jumps 2. Jump high and far off low apparatus 3. Work in groups of 3/4 to create a rolling and jumping sequence.</p> <p>1. Rally with a partner over a bench/net 2. Move around the court to return the shuttle 3. Describe the skills needed to keep a rally going</p> | <p>1. Work cohesively as a class to produce class dance.</p> <p>2. Developing relationships through dance, playing a role as an individual, a pair and a group 3. Become aware of some of the ways the ocean can be harmed</p> <p>1. Create opportunities to shoot 2. Identify and use the 1m distance rule in a game 3. Apply the role of a goal shooter</p> | <p>1. Revisit previous learning on front support and arch 2. Introduce Japana and its progressions 3. Link smoothly from Japana—front support—lower to ground.</p> <p>1. Throw for accuracy 2. Throw for distance 3. Experiment with a variety of throws.</p> | <p>1. Stop a moving ball with consistency 2. Collect and return a moving ball 3. Work as a team to stop and pass the ball in the field.</p> <p>1. Use dribbling to progress forward. 2. Combine dribbling and passing to benefit the team. 3. Show dribbling in a game.</p> |
| 5 | <p>1. Incorporate facial expression into a dance phrase 2. Describe ways to improve self and others performances.</p> <p>1. When defending get close to the ball carrier. 2. Work together as defenders. 3. Explain what is meant by closing down space.</p> | <p>1. Throw over longer distances using overarm throw 2. Recognise when to throw over longer distances 3. Recognise rules of the modified game and use fairly.</p> <p>1. Practise agility skills 2. Identify when you would need to use agility in hockey 3. Use agility in a small sided game.</p> | <p>1. Perform in unison with a partner 2. Translate unison into contrasting actions 3. Identify when they use strength in their sequence</p> <p>1. Play using basic service rules 2. Use a forehand serve 3. Explain when you use service in a game.</p> | <p>1. Create a new dance inspired by their understanding of the ocean 2. Use relationship and group dynamics in their dance. 3. Create a longer dance sequence in preparation for the performance</p> <p>1. Throw over longer distances using shoulder pass 2. Recognise which throw is needed over shorter & longer distances 3. Use shoulder pass in a game to build attacking play.</p> | <p>1. Introduce box splits; full, right and left 2. Introduce shoulder flexibility shape (see diagram) 3. Perform some dynamic and static stretches to improve range of movement.</p> <p>1. Practice a variety of skipping techniques 2. Participate in skipping challenges against self and others 3. Discover ways to skip with a partner.</p> | <p>1. Throw over longer distances using overarm throw 2. Throw to appropriate bases based on the scenario of each conditioned game.</p> <p>1. Pass the ball to players over distance. 2. Work collaboratively to select when is the best time to use a long pass. 3. Attempt distance passes in games to work towards a goal.</p> |
| 6 | <p>1. Perform to an audience 2. Describe and evaluate features in a dance 3. Watch and make decisions on how to improve own performance.</p> <p>1. Implement new skills in AFL game. 2. Experienced passing back in an unopposed situation. 3. Listen to others to work as a team.</p> | <p>1. Use accurate throws to return a ball from the field 2. Strike a bowled ball to score runs for your team 3. Suggesting ways to improve own & others game.</p> <p>1. Grasp and use some of the basics rules of the game 2. Play avoiding control with ball and feet 3. Implement some skills learned throughout unit in the game.</p> | <p>1. Choose and apply contrasting shapes in a sequence 2. Work in a group of 3 or 4 to produce a contrasting sequence 3. Include unison in sequence.</p> <p>1. Play in games against opponents 2. Use forehand shots to score points 3. Move towards the shuttlecock to return over the net</p> | <p>1. Refine dance for the final performance. 2. Use start and finish positions and link each phrase to make a longer dance. 3. Use key vocabulary to explain the narrative of their dance</p> <p>1. Use a range of accurate passes to build an attack 2. Use tactics and work together to score goals 3. Suggesting ways to improve own & others game.</p> | <p>1. Combine all elements of unit 2 body management in the order taught: Bounce—the dish with an alternating leg out—half lever—Japana—arch—front support—lower to ground—right split—box split—left split—shoulder shape—broad jump 2. Perform demonstrating flexibility and extension in actions.</p> <p>1. Participate in running, throwing and jumping activities 2. Work as a team to try and score points in running, throwing and jumping</p> | <p>1. Use accurate throws to return a ball to the bases/bowler 2. Strike a bowled ball to score runs for your team 3. Suggest ways to improve own & others game.</p> <p>1. Implement skills learnt over the 6 lessons into games. 2. Use passing on the move skills with a teammate where appropriate (moving towards the goal) 3. Evaluate what areas you have been applying well and which require improvement.</p> |



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| | | | | | activities 3. Identify ways to improve own, and others work. | |
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| Year | 4 | Subject | PE | Academic Year 2025-2026 |
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| Prior Knowledge | | End Point | | Key vocabulary |
| <p>Dance Unit 1: Performed using more sophisticated formations as well as an individual. Used the stimuli to copy, repeat and create dance actions and motifs.</p> <p>Tag Rugby: To perform basic tag rugby skills, throwing and catching. To be able to run and create space while attacking. To implement basic rules of tag rugby.</p> <p>Cricket: Experienced different types of striking and fielding games including pairs cricket. Able to throw and catch balls. Experienced striking a bowled ball and applying the rules of a game</p> <p>Hockey: Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending</p> <p>Gymnastics Unit 1: Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive movements into floor work through jumps and leaps. Showed increasing flexibility in shapes and balances.</p> <p>Badminton: Identified and described some rules of badminton. Served to begin a game. Explored forehand hitting.</p> <p>Dance Unit 2: Worked to include freeze frames in routines. Practised and performed a variety of different formations in dance.</p> <p>Netball: To be able to perform basic netball skills including passing and catching using recognised throws. To use space effectively to build attacking play. To implement the basic rules of netball.</p> <p>Gymnastics Unit 2: Can identify similarities and differences in sequences. Developed body management over a range of floor exercises. Attempted to bring explosive moves into floor work through jumps and leaps. Can show increasing flexibility in shapes and balances.</p> <p>Athletics: Show controlled movements and body actions in response to specific instructions. Can demonstrate agility and speed. Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force.</p> | | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. | | <p>Dance: solo, trio, relationship, formations, action, reaction, musicality, performance, combat, secret agent, mission, size, direction, background, ornamentation, facing, choreography, peer, contact.</p> <p>Tag Rugby: passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, compete, evade, pace, pickup, step.</p> <p>Cricket: batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings, strike, cross, four, six, single, over, balls, pull, shot, forward</p> <p>Hockey: control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot.</p> <p>Gymnastics: fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions.</p> <p>Badminton: tactics, underarm, overarm, bisi, tricks, ready position shuttlecock, boundary.</p> <p>Netball: control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass.</p> <p>Athletics: run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, vortex howler, bounce.</p> <p>Rounders: batting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-rounder, balls, shot, forward.</p> <p>Football: control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession.</p> |



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| <p>Rounders: Experienced different types of striking and fielding games including some rounders game. Able to throw and catch balls. Experienced striking a bowled ball and applying the rules of a game.</p> <p>Football: Able to show basic control skills including sending and receiving the ball. Experienced sending the ball with some accuracy to maintain possession and build attacking play. Can implement the basic rules of football.</p> | | | | | | |
| | Sequence of Learning: Dance – Unit 1 Tag Rugby | Sequence of Learning: Cricket Hockey | Sequence of Learning: Gymnastics - Unit 1 Badminton | Sequence of Learning: Dance Unit 2 Netball | Sequence of Learning: Gymnastics unit 2 Athletics | Sequence of Learning: Rounders Football |
| 1 | <p>1.Can select and apply some performance skills to suit the intent of the dance. 2. Can produce a range of ideas to select from and refine them by applying a combination of spatial, dynamic and relationship variations</p> <p>3.Can describe and interpret the action, space, dynamics and relationships used in a dance with insight, giving justifications</p> <p>1. Pass and receive the ball with accuracy 2. Work as a team to attack 3. Explain the importance of accurate passing.</p> | <p>1. Throw and catch the ball with increasing accuracy 2. Hit the ball into zones to score points 3. Work as an individual to keep score.</p> <p>1. Pass and receive the ball with accuracy 2. Work collaboratively to attack a goal 3. Explain how accurate passes help when attacking.</p> | <p>1.Compose and perform a sequence of 6 elements 2. Use compositional ideas including changes in speed & direction 3. Teach your sequence to a partner.</p> <p>1.Practise the techniques for an underarm forehand shot 2.Play in a rally using an underarm forehand shot 3.Explore techniques used for underarm forehand</p> | <p>1. Watch professional work and describe how the action communicates the theme 2. Watch and copy/perfrom specific dance actions to communicate the theme 3. Create dance actions which communicate the theme using prompts.</p> <p>1. Pass and receive the ball in a variety of ways 2. Work collaboratively to keep possession by passing accurately 3. Explain how accurate passes help when attacking</p> | <p>1. Link balance and travel with given actions 2. Introduce weighted bunny hop 3. Show control and tension.</p> <p>1. Challenge yourself to jump in a variety of ways for distance and height 2. Show different ways of running 3. Compare different throws with different equipment.</p> | <p>1.Throw and catch the ball with increasing accuracy 2. Hit the ball into zones to score points 3. Work as an individual to keep score.</p> <p>1. Work collaboratively to work towards and score goals. 2. Move towards the ball and receive under control 3. Recap and use passing and trapping skills to play in a game.</p> |
| 2 | <p>1.Can demonstrate control and precision to refine the quality of their movements. 2. Can select and apply some performance skills to suit the intent of the dance. 3. Can frequently offer constructive feedback and make some improvements to their own work</p> <p>1. Run with the ball using the correct technique 2. Receive the ball in a game and use changes of speed to</p> | <p>1. Anticipate when to run to score singles 2. Work with a partner to score runs 3. Run at speed to avoid being run out.</p> <p>1. Control ball when moving around players unchallenged 2. Move into space at speed to receive and send the ball 3. Use control on the ball to keep possession within a game.</p> | <p>1.Work with a partner to create a sequence in unison 2. The sequence should be taught to and combined with another pair to make a four-person sequence.</p> <p>1.Practice the skills needed for an overhead clear 2.Select the best time to use an overhead shot 3.Work collaboratively to play in a team game</p> | <p>1. Perform movements with specific dynamic qualities to give them meaning 2. Create movement in specific dynamic qualities to tell a story 3. Recognise and apply formations to group work to help communicate the story.</p> <p>1. Recognise the need to get 'free' from opposition players 2. Demonstrate dodging techniques to get 'free.' 3. Discuss & explain why you need to be free from a player when receiving the ball</p> | <p>1. Experiment with one footed balances 2. Introduce roll over the shoulder to knees 3. Combine start, weighted bunny hop, three travelling steps, arabesque, roll over the shoulder to knees.</p> <p>1. Assess what fast running feels like 2. Practice and perform running at speed 3. Compete over shorts distances against self and others.</p> | <p>1.Anticipate how many zones the batter can run to 2. Run at speed to avoid being stumped out.</p> <p>1. Move to stay with an attacking player. 2. Demonstrate two types of marking and attacking the player (front marking and goal side marking). 3. Discuss and debate the benefits and weaknesses of each type of marking.</p> |



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| | create space 3. Able to successfully pick up the ball when running. | | | | | |
| 3 | <p>1.Can produce a range of ideas to select from and refine them by applying a combination of spatial, dynamic and relationship variations</p> <p>2.Can contribute ideas regularly and respond effectively and sensitively to the ideas of others</p> <p>3.Can frequently offer constructive feedback and make some improvements to their own work</p> <p>1. Keep possession of the ball in small groups unchallenged 2. Keep possession of the ball and progress up the pitch consistently.</p> | <p>1. Intercepting a moving ball over varying distances 2. Intercept balls to stop runs in game situations 3. Work with team to return balls in the field.</p> <p>1. Keep possession of the ball in small groups un-challenged 2. Use reverse stick to stop the ball on the far side of the body 3. Keep possession of the ball and progress consistently.</p> | <p>1.Compose a sequence of actions including some element of weight on hands 2. Demonstrate control & body tension when taking weight on hands.</p> <p>1.Introduce hitting with the backhand</p> <p>2.Attempt to self-feed backhand shots</p> <p>3.Identify the differences between forehand and backhand shots</p> | <p>1. Copy and rehearse travelling movements across space and perform with control 2. Create travelling movements with floor patterns which help to tell a story 3. Perform with the music, in front of peers without prompts.</p> <p>1. To play in attacking & defending zones 2. To demonstrate collaborative attacking play 3. To keep possession of the ball to build an attack</p> | <p>1. Identifying muscle groups to support front and side support 2. Take part in a series of mini Tabata.</p> <p>1. Use running to increase the distance of jumps 2. Judge speed to take off a specified point 3. Demonstrate control upon take off.</p> | <p>1.Choosing position when fielding to try to stop a ball 2. Intercept balls to stop runs in game situations 3. Work with team to return balls in the field.</p> <p>1. Practice defensive tackling. 2. Apply defensive tackling to game scenarios. 3. Describe important aspects of tackling.</p> |
| 4 | <p>1.Can contribute ideas regularly and respond effectively and sensitively to the ideas of others. 2. Can produce a range of ideas to select from and refine them by applying a combination of spatial, dynamic and relationship variations. 3. Can frequently offer constructive feedback and make some improvements to their own work</p> <p>1. Increase distances on passes 2. Able to identify when to run or pass 3. 1. catch ball 2. run straight 3. once tagged pass.</p> | <p>1. Bowl overarm from a stationary position at a target 2. Attempt to bowl overarm in a game 3. Bowl from both ends of the wicket (over or underarm).</p> <p>1. Increase distance on passes 2. Be able to use the slap pass with some accuracy 3. To be able to use the rules of the game to monitor play.</p> | <p>1.Work in groups of 4 to compose a 6 element sequence 2. Each member of the group select and plan a compositional component to change the sequence, e.g. levels, matching, speed.</p> <p>1.Practice some badminton 'tricks'</p> <p>2.Devise your own tricks/skills using different conditions</p> | <p>1. Copy and perform actions which communicate the way a snake moves 2. Manipulate and develop given action using devices 3. Manipulate and develop own action using devices.</p> <p>1. Create opportunities to shoot</p> <p>2. Identify and use the 1m distance rule in a game 3. Apply the role of a goal shooter</p> | <p>1. Recap core muscles needed to support transitions 2. Work with a partner to practise, refine transition between movements with control 3. Practise front support, press up, to side support and pike using increased control of core from the last session.</p> <p>1. Introduce sling technique for discus throws 2. Practice wind up technique 3. Practice with different equipment.</p> | <p>1.Attempt to under arm bowl to batters 2. Use underarm bowl technique in a game situation 3. Describe the rules of and surrounding underarm bowling.</p> <p>1. Use dribbling to progress forward. 2. Combine dribbling and passing to benefit the team. 3. Show dribbling in a game.</p> |
| 5 | <p>1.Can select and apply some performance skills to suit the intent of the dance. 2. Can contribute ideas regularly and respond effectively and sensitively to the ideas of others. 3. Can describe and interpret the action, space, dynamics and relationships used in a dance with insight, giving justifications</p> | <p>1. Use the pull shot in isolation 2. Attempt a pull shot in a game situation 3. Decide where to field against someone who can hit a pull shot.</p> <p>1.Turn with the ball unchallenged</p> <p>2. Receive the ball and turn into space 3. Receive the ball in a game & move into space by turning.</p> | <p>1.Each member of the group implement a compositional component to change the sequence, e.g. levels, matching, speed 2. Refine and perform as a group a 6 element sequence</p> <p>1.Take part in stations keeping track of points scored</p> <p>2.Explain how to score in a variety of different scenarios</p> | <p>1. Work with others sensibly as part of a team 2. Stay in contact with others to create large movements 3. Stay focused and perform contact work with others.</p> <p>1. Throw over longer distances using shoulder pass 2. Recognise which throw is needed over shorter & longer distances 3. Use shoulder pass in a game to build attacking play.</p> | <p>1. Develop balances for taking weight on shoulders 2. Progress shoulder balance to shoulder stand 3. Recapping cartwheel.</p> <p>1. Perform running on a curve 2. Perform a baton exchange 3. Analyse as a team how to improve the baton exchange.</p> | <p>1.Show the standing position of a backstop 2. Make quick decisions about where to throw to backstop 3. Play in backstop role in a small game situation.</p> <p>1. Pass the ball to players over distance. 2. Work collaboratively to select when is the best time to use a long pass. 3. Attempt distance passes in games to work towards a goal.</p> |



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| | 1. Receive ball and run into space 2. Receive ball in a game and use a change of speed to create space. | | 3. Play competitively and cooperatively with others and against other | | | |
| 6 | <p>1. Can demonstrate control and precision to refine the quality of their movements</p> <p>2. Can select and apply some performance skills to suit the intent of the dance</p> <p>3. Can describe and interpret the action, space, dynamics and relationships used in a dance with insight, giving justifications</p> <p>1. Use different length passes to attack 2. Use tactics and teamwork to score tries 3. Suggest ways to improve own and others game.</p> | <p>Use overarm bowling in a game situation with some consistency</p> <p>2. Effectively stop a bouncing ground ball 3. Identify and describe successful play.</p> <p>1. Use a range of passes to build an attack 2. Use tactics and teamwork to score goals 3. Suggest ways to improve own & others game.</p> | <p>1. Perform existing sequence to be judged 2. Act as judges to evaluate a group sequence 3. Compare and contrast group performances.</p> <p>1. Use shots learnt in previous weeks during the game plan 2. Be in the correct position to move to return the shuttle 3. Return shots to different areas on the court</p> | <p>1. Refine dance material for performance 2. Identify strengths and areas for improvement in other groups' choreography 3. Apply feedback from others to improve performance.</p> <p>1. Use a range of accurate passes to build an attack 2. Use tactics and work together to score goals 3. Suggesting ways to improve own & others game.</p> | <p>1. Combine all elements of Unit 2 Sequence in order taught 2. Perform demonstrating smooth transitions.</p> <p>1. Work together in small teams to score points on running, jumping and throwing activities 2. Challenge self to improve scores using appropriate techniques 3. Evaluate to aim to improve performance second time.</p> | <p>1. Identify and describe successful play 2. Play in a game using rounders scoring system 3. Describe how to score a full rounder and how to score a half rounder.</p> <p>1. Implement skills learnt over the 6 lessons into games. 2. Use passing on the move skills with a teammate where appropriate (moving towards the goal) 3. Evaluate what areas you have been applying well and which require improvement.</p> |



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| Year | 5 | Subject | PE | Academic Year 2025-2026 |
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| Prior Knowledge | | End Point | | Key vocabulary |
| <p>Dance Unit 1: Worked to include freeze frames in routines. Practised and performed a variety of different formations in dance. Developed a dance to perform as a group with a set starting position.</p> <p>Tag Rugby: To consistently perform basic tag rugby skills. Implement rules, develop tactics in competitive situations. To increase speed and endurance during gameplay.</p> <p>Cricket: Developed a range of striking, fielding & Cricket skills they can apply in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Consolidated existing skills and can apply with consistency.</p> <p>Hockey: Learned about attacking as a team and moving toward a goal. Able to follow the basic rules for modified/mini hockey games. Learned how to pass, receive, control, dribble and shoot.</p> <p>Gymnastics Unit 1: Have become more confident to perform skills consistently. Can work to improve sequences and individual actions. Can work in groups and aim to perform sequences in time with others. Can make changes to sequences using compositional ideas.</p> <p>Badminton: Explored and used different shots with both the forehand and backhand. Demonstrated different badminton skills. Practised some trick shots in isolation.</p> <p>Dance Unit 2: Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</p> <p>Netball: Introduced netball positions. Acquired and applied basic shooting techniques. Demonstrated and implemented some basic rules. Developed netball skills such as marking and footwork. Introduced the concept of preliminary moves.</p> <p>Gymnastics Unit 2: Have created longer and more complex sequences and can adapt performances. Can compare performances and judge strengths and areas for improvement. Can select a component for improvement, for example,</p> | | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. | | <p>Dance: dance, stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, locomotion, Bangra, wall patterns, steps, dance style, Performance quality, dynamics, floor patterns, assemblé, sissone, sauté, jump, fall, travel, turn, gesture, stillness, chaîné, retrograde, inversion, instrumentation, fragmentation.</p> <p>Tag Rugby: passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support, pop pass, turn over, lose pass</p> <p>Cricket: stance, bowling, bat, wicket, stumps, crease, boundary, batsman, bowler, wicketkeeper, bail, field, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive.</p> <p>Hockey: control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.</p> <p>Gymnastics: symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical.</p> <p>Badminton: Clear, overhead, cooperate, collaborate, lunge, shuffle, skip, run, backline, movement.</p> <p>Netball: score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.</p> <p>Athletics: run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass.</p> <p>Rounders: stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive</p> <p>Football: control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, possession, goal side.</p> |



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| <p>timing or flow. Have developed an increased range of body actions and shapes to include in a sequence.</p> <p>Athletics: Used running, jumping and throwing; investigated in small groups different ways of performing these activities. Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws.</p> <p>Rounders: Developed a range of striking, fielding & rounders skills they can apply in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Consolidated existing skills and can apply with consistency.</p> <p>Football: Introduced to some defensive skills. Can dribble in different directions using different parts of their feet. Pass for distance. Evaluate skills to aid improvement.</p> | | | | | | |
| | Sequence of Learning: Dance Unit 1 Tag Rugby | Sequence of Learning: Cricket Hockey | Sequence of Learning: Gymnastics - Unit 1 Badminton | Sequence of Learning: Dance - Unit 2 Netball | Sequence of Learning: Gymnastics unit 2 Athletics | Sequence of Learning: Rounders Football |
| 1 | <p>1. To be able to perform a non-locomotor movement 2. To apply some basic Bollywood actions to a dance phrase 3. To perform solo.</p> <p>1. Explain the role of a defender in a competitive game 2. Tag opposition players in isolation 3. Apply basic defensive positions in a game.</p> | <p>1. Work with a partner to score runs 2. Start sprints with power to run between wickets 3. Select a shot to direct the ball.</p> <p>1.Explain the role of a defender in a competitive game 2. Use the block tackle in isolation 3. Apply basic defensive positions in a game.</p> | <p>1.Complete a four-element sequence containing actions at different heights and speeds 2. Take weight on hands to move forward 3. Include symmetrical and asymmetrical shapes</p> <p>1.Play against an opponent to score points.</p> <p>2.Hit to different areas of a court.</p> <p>3.Make it difficult for an opponent to score points.</p> | <p>1. Watch professional work and describe how the action communicates the theme 2. Watch and copy/perform specific dance actions to communicate the theme 3. Create dance actions which communicate the theme using prompts</p> <p>1.Practise/recap passes learnt in previous lessons. 2. Choose appropriate pass in different scenarios. 3. Use a variety of passes in a game</p> | <p>1. Work with a partner to create a 6 element sequence 2. Perform a variety of actions 3. Work within/on set pathway.</p> <p>1. Run as part of a relay team for speed and distance 2. Run for as long as possible as an individual 3. Identify and use appropriate encouragement for teammates.</p> | <p>1. Apply rules of the game consistently 2. Sprint with power to run between zones 3. Direct the ball to hit target areas.</p> <p>1. Turn with the ball unchallenged 2. Receive the ball and turn into space 3. Receive the ball and turn to shoot</p> |
| 2 | <p>1. To be able to perform non-locomotor and locomotor movements together 2. To link movements into a short dance phrase 3. To work with a partner to develop and remember dance phrase.</p> <p>1. Running and passing accurately and consistently 2. Identifying when to run into space and when to pass into space 3. Work as a team to score tries</p> | <p>1. Throwing a ball for accuracy 2. Using the short throw to run players out 3. Positioning to catch the ball for run out in a game scenario.</p> <p>1. Dribble and shoot with accuracy 2. Pass into the D to shoot 3. Work as a team to score within the D.</p> | <p>1.Explore symmetry as applied to both balance and travel 2. Compose an individual symmetrical sequence 3. Attempt to combine sequences with a partner to create paired symmetrical sequences.</p> <p>1.Play in singles games, recapping rules from previous units.</p> <p>2.Recall some badminton rules.</p> <p>3.Begin to apply court position techniques to singles play.</p> | <p>1. Copy and perform actions which communicate the idea of a hero 2. Manipulate and develop given action using devices 3. Manipulate and develop own action using devices.</p> <p>1.Attempt to find space in activity/game. 2. Communicate with teammates when moving into space. 3. Find space and receive the ball in a game</p> | <p>1. Refine round off technique with a focus on the extension of limbs 2. Create three asymmetrical balances with partner 3. Select one asymmetrical balance to link with a round-off and perform with a partner.</p> <p>1. Measure distance of run in a given time 2. Recognise the importance of setting a pace for longer runs 3. Work to improve distance covered in set times.</p> | <p>1. Throwing a ball for accuracy 2. Using the short throw to stump players out 3. Positioning to catch the ball on a base to stump.</p> <p>1. Recognise space and opportunities for running with the ball 2. Travel quickly and effectively with the ball 3. Select appropriate conclusion to run e.g. shoot, pass, dribble.</p> |



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| 3 | <p>1. Work as part of a group to move collaboratively 2. Create pathways and patterns as a group 3. Use performance skills in their dance.</p> <p>1. Identify the basic principles of defence 2. Developing tactics to deny space for the opposition 3. Apply basic defensive principles to a game situation.</p> | <p>1. Keeping wicket to stump and run out batters 2. Anticipating the rise of the bowled ball 3. Keeping wicket in a game situation.</p> <p>1. Identify how to mark an opponent 2. Mark and intercept the ball 3. Apply basic marking to a game situation.</p> | <p>1. Explore asymmetrical balances and travels 2. Compose an individual asymmetrical sequence 3. Attempt to combine sequences with a partner to create a paired asymmetrical sequence.</p> <p>1. Copy and replicate ways to serve 2. Perform service shots including forehand long and short 3. Perform service shots including backhand long and short.</p> | <p>1. Perform clear shapes and build patterns as part of a team using formations 2. Use a variety of levels within one group shape 3. Create varied dance movements in a group using level and formations.</p> <p>1. Use different dodging techniques, both opposed and in isolation 2. Apply a range of speeds to movement skills to get free from your defender. 3. (Some) – use dodging effectively to get away from opponents.</p> | <p>1. Practise, refine and perform over shoulder roll into a handstand 2. Attempt full turn and half turn jump with control 3. Link elements together with elements from lesson.</p> <p>1. Identify & recognise most effective jumping style for distance 2. Set targets to jump further 3. Explore combining jumping sequences, e.g. hop, step, jump.</p> | <p>1. Following the path of a bowled ball 2. Attempting to catch a backwards hit.</p> <p>1. Combine running with the ball and sending into space 2. Selecting where to pass the ball on completion of a run 3. Apply running and sending in a game.</p> |
| 4 | <p>1. Describe what line dancing is and some of the key features 2. Perform in isolation some line dancing steps 3. Perform a basic 1,2 and 4 wall line dance as a class.</p> <p>1. Maintaining possession having intercepted the ball 2. Moving the ball over short distances 3. Receiving the ball over a short distance.</p> | <p>1. Increase accuracy of overarm bowling considering flexibility 2. Overarm bowl with a run-up 3. Apply overarm bowling consistently in a game.</p> <p>1. Clearing the ball from danger in defence 2. Moving the ball over longer distances 3. Receiving the ball from longer distances.</p> | <p>1. Introduce partner counter balances 2. Work together to complete trust exercise 3. Create a short sequence that contains counter balances.</p> <p>1. Develop reaction time by controlling the shuttle over a shorter distance. 2. Play in modified doubles games. 3. Communicate effectively with partner/team during games.</p> | <p>1. Copy and execute a high energy jump sequence 2. Create a short elevation sequence communicating the idea of villains 3. Perform an elevation sequence with control.</p> <p>1. Recap and use pivoting in a game to make more successful passes. 2. Attempt some quick turns to move the ball quickly</p> | <p>1. Perform a sequence of actions learned in unit 2 2. Give and receive feedback for sequence and work to improve 3. Link taking weight on hands in preparation for next part of a sequence.</p> <p>1. Develop push technique using a variety of objects 2. Compare and contrast the differences between pushing a variety of objects 3. Use push throw accurately and aim for targets.</p> | <p>1. Applying backwards hit rule as a batter 2. Applying backwards hit tactics as a backstop.</p> <p>1. Play in a restricted position 2. Choose when to change position in a game 3. Move into space to open up play.</p> |
| 5 | <p>1. Perform 3 line dance steps in isolation 2. With a partner combine 3 steps to make a short movement phrase 3. Use knowledge of basic line dance steps to create their own.</p> <p>1. Keep possession as a team with pressure from defenders 2. Use the 'magic diamond' in a game situation.</p> | <p>1. Recognise when to play a defensive shot 2. Play a forward defensive shot in isolation 3. Attempt a forward defensive shot in a game situation.</p> <p>1. Keep possession as a team with pressure from defenders 2. Use a range of simple skills to stop, control and send 3. To drag the ball the move away from a defender.</p> | <p>1. Apply compositional ideas to counter balances 2. Move smoothly from one balance to another with partner 3. Show clear individual movements.</p> <p>1. Experience short, intense periods of exercise during warm-up. 2. Attempt a variety of movement around the court. 3. Select court movement techniques in a game situation.</p> | <p>1. Copy and execute movement to communicate narrative 2. Develop movement by using formations and floor patterns 3. Create movement on a low level which communicates an attack.</p> <p>1. Recap shooting technique. 2. Work to get into a better shooting position. 3. Apply a strategy to get into better shooting positions.</p> | <p>1. Devise warm up for stretching core 2. Choose transition from feet to bridge 3. Choose an appropriate finishing position for the sequence.</p> <p>1. Perform baton exchange as part of a relay team 2. Anticipate when to start moving on the exchange 3. Perform baton exchange in a given area.</p> | <p>1. Recognise where to play shot to 2. Find the gaps in the field in a game situation.</p> <p>1. Distinguish between when teams are in possession of the ball and when it is lost 2. As an individual challenge themselves to maintain possession 3. Act as a team to maintain possession.</p> |
| 6 | <p>1. Combine 3 new dance steps with previously learnt steps 2. Work collaboratively with a group of 4 3. Practise and improve dance to perform for others.</p> <p>1. To work cooperatively as a team to defend and attack 2. Use simple skills to keep possession 3. Attempt to select the 3 step then</p> | <p>1. Attempt a range of shots in a game situation 2. Bowl with accuracy from a short run 3. Field with some awareness of batters strengths.</p> <p>1. To work cooperatively as a team to defend & attack 2. Use simple skills to keep possession 3. Explain how a passage of play was effective.</p> | <p>1. Redo AFL task in pairs including symmetrical and asymmetrical balances, travel, partner and counter partner balances 2. Show sequence to another couple, evaluate others sequence to select a component for improvement 3. Practise and refine an area for improvement.</p> | <p>1. Use facial expression, dynamics and focus to communicate character and narrative 2. Work effectively with others to improve movement quality 3. Perform clearly and with confidence.</p> <p>1. Work to improve reaction time. 2. Use quick thinking and agility to react to what is happening around</p> | <p>1. Combine all actions: Round off, an asymmetrical balance of choice, over the shoulder roll to handstand, half/full turn, two linked cartwheels/weight on hands, too bridge/crab to finish of own choice.</p> <p>1. Develop as a small group either a run, jump or throwing event 2. Choose appropriate distance,</p> | <p>1. Field with some awareness of batters strengths 2. Recognise fielders positioned for left and right handed players 3. Distinguish differences between deep and close fielding.</p> <p>1. Implement skills developed throughout the unit 2. Control a bouncing ball with more confidence 3. Work with team to discuss and</p> |



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| | pass tactic to gain attacking momentum. | | 1.Play in games against others using a variety of badminton shots 2.Use experience of court movement techniques in a game 3.Evaluate ways to improve points scored in games. | us. 3. Play in high-five netball games implementing some rules. | equipment, time and space 3. Teach event to another group. | improve performance after each game. |
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| Year | 6 | Subject | PE | Academic Year 2025-2026 |
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| Prior Knowledge | | End Point | | Key vocabulary |
| <p>Dance Unit 1: Used professional examples to inspire ideas for explosive action. Owned and explored new movement possibilities.</p> <p>Tag Rugby: To combine basic tag rugby skills such as catching and quickly passing in one movement. To be able to select and implement appropriate skills in a game situation. To begin to play effectively when attacking and defending. To increase the power of passes so the ball can be moved quickly over greater distance.</p> <p>Cricket: Link together a range of basic cricket skills and used in combination. Collaborated as a team to choose, use and adapt rules in games. Relate some aspects of fitness which apply to cricket, e.g. power, flexibility and cardiovascular endurance.</p> <p>Hockey: Developed passing, dribbling and shooting skills. Can confidently select and apply basic skills in a game situation. Learnt ways of marking and defending.</p> <p>Gymnastics Unit 1: Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement.</p> <p>Badminton: Used different types of serves & shots in-game. Played with others to score and defend points in competitive games. Move confidently around the playing area using footwork</p> <p>Dance Unit 2: Worked collaboratively to include more complex compositional ideas. Talked about different dance styles with understanding, using appropriate language & terminology.</p> <p>Netball: Used specific netball skills in games. Played efficiently in different positions on the pitch, both attack and defence. Increased power and strength of passes, moving the ball over longer distances.</p> <p>Gymnastics Unit 2: Demonstrated accuracy, consistency, and clarity of movement. Arranged own apparatus to enhance work and vary compositional ideas. Experienced flight on and off high apparatus.</p> <p>Athletics: Can sustain pace over short and longer distances. Able to run as part of a relay team working at their maximum speed. Can perform a range of jumps and</p> | | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. | | <p>Dance: motif, street dance, composition, collaborate, stag leap, rebound, expression, narrative, tension & relationships, aural setting, accompany, contact, quality, confidence.</p> <p>Tag Rugby: passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support.</p> <p>Cricket: tactics, shots, bowling, wicket, stumps, crease, boundary, stance, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive, wide, no ball.</p> <p>Hockey: control, use space, defend, attack, dribble, pass, push, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting.</p> <p>Gymnastics: flight, consistent, vault, vaulting sequences, combinations, direction, dismount, formations, rhythmic, musicality, timing, equipment, half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.</p> <p>Badminton: smash shot, offensive, attacking, defending, rally, drop shot, net play.</p> <p>Netball: tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting.</p> <p>Athletics: run, jump, throw, agility, power, speed, track, distance, curve, accelerate, hurdles, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass, strength, judge, trajectory.</p> <p>Rounders: stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive, predict, place, select, tactics.</p> <p>Football: control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting.</p> |



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| <p>throws demonstrating increasing power and accuracy. Can identify key strengths of a performer when running, jumping and throwing.</p> <p>Rounders: Linked together a range of skills and use in combination. Collaborated as part of a team to choose, use and adapt rules in games. Understand how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance.</p> <p>Football: Can play effectively in a variety of positions and formations on the pitch. Related a greater number of attacking and defensive tactics to gameplay. Have attempted more skills when performing movements at speed.</p> | | | | | | |
| | Sequence of Learning: Dance Unit 1 Tag Rugby | Sequence of Learning: Cricket Hockey | Sequence of Learning: Gymnastics - Unit 1 Badminton | Sequence of Learning: Dance - Unit 2 Netball | Sequence of Learning: Gymnastics unit 2 Athletics | Sequence of Learning: Rounders Football |
| 1 | <p>1. Use tension and extension to control body 2. Develop a simple sequence using actions and dynamics 3. Recognise the difference between actions and dynamics.</p> <p>1. Play effectively in attack and defence 2. Score points against opposition 3. Support player with the ball.</p> | <p>1. Demonstrate urgency in acquiring runs in a given time 2. Attempt both attacking and defensive play as a batter 3. Attempt attacking field placement including slip, short leg and cover position.</p> <p>1. Play the role of both the defender and the attacker 2. Shoot from close range 3. Score points against opposition.</p> | <p>1. Use a run up and hurdle step to vault onto the box top. 2. As a pair, complete a six-element sequence containing flight, contrasting shapes, and counterbalances</p> <p>1. Play in a doubles game to score points against opposition.</p> <p>2. Demonstrate a range of shots in doubles scenario.</p> <p>3. Defend points against opposition using teamwork skills.</p> | <p>1. Use tension and extension to control body 2. Develop a simple sequence using actions and dynamics 3. Recognise the difference between actions and dynamics.</p> <p>1. Show coordination in some ball-handling drills. 2. Explain some ways to improve coordination.</p> <p>3. Play in a 4 v 4 game, scoring points in 1 of 3 goals</p> | <p>1. To work collaboratively with others in a small group situation 2. To create a ten element sequence on floor and apparatus 3. To include asymmetry in the sequence.</p> <p>1. Use power to improve the start of a short sprint 2. Refine running skills to improve times 3. Work with others to record accurate results.</p> | <p>1. Demonstrate urgency in acquiring rounders in a specified innings length 2. Attempt both attacking and defensive play as a batter 3. Attempt attacking bowling.</p> <p>1. Play as an attacker and a defender 2. Pass to set up another player's shot on goal 3. Run onto the ball to attempt to shoot and score.</p> |
| 2 | <p>1. Explore space and relationships in dance 2. Develop a movement phrase that incorporates at least two relationships and a spatial element.</p> <p>1. Devise a warm-up for short passes 2. Perform a set play off a free pass 3. Suggest ways to improve the set play.</p> | <p>1. Tracking and catching a high ball 2. Catching a high ball to get players out 3. Attempting catches in a competitive game.</p> <p>1. Devise a warm-up for sending the ball over short distances 2. Perform a long corner routine as part of a team 3. Suggest ways to improve the success of long corners routines.</p> | <p>1. Understand the concept of a base and a flyer in partner balances. 2. Perform basic partner balances with a focus on safety and stability. 3. Develop communication and trust between partners.</p> <p>1. Serve using doubles boundaries and service line. 2. Getting into position to perform the smash. 3. Attempt a smash shot in a doubles game situation.</p> | <p>1. Explore space and relationships in dance 2. Develop a movement phrase that incorporates at least two relationships and a spatial element.</p> <p>1. Practise marking the ball for a pass or a shot. 2. Umpire the 0.9m rule for a player marking the ball. 3. Play in a game utilising the marking the ball skill.</p> | <p>1. Experiment with a variety of stimuli such as a ball, a hoop or ribbon 2. Reproduce movements sympathetically to music.</p> <p>1. Experiment with varying run up lengths for long jump 2. Select as an individual which length run up produces the longest jump.</p> | <p>1. Tracking and catching a high ball 2. Catching a high ball to get players out 3. Attempting catches in a competitive game.</p> <p>1. Collaborate with a partner to implement simple defensive principles 2. Aim to deny attackers from moving into space 3. Aim to restrict space attackers have to play in.</p> |
| 3 | <p>1. Remember and perform a simple dance phrase incorporating at least four different sports actions. 2. Use expression in a dance phrase (focusing on emotion and effort related to sports). 3. Develop a movement action phrase in a group of four.</p> | <p>2. 1. Bowling the short ball 2. Using the short ball to tempt players to hit high 3. Attempt to catch the high ball of a short delivery.</p> <p>1. Identifying players that need to be marked 2. Use speed and agility to stay with an opponent 3.</p> | <p>1. Perform more advanced partner balances. 2. Incorporate flight elements into partner balances. 3. Evaluate another pair's partner balances and suggest improvements</p> <p>1. Introduce the drop shot. 2. Demonstrate a drop shot in isolated situations.</p> <p>3. Deceive your opponent to win a point using a drop shot</p> | <p>1. Remember and perform a simple phrase incorporating at least 3 actions 2. Use expression in a dance phrase 3. Develop movement action phrase in a group of 4.</p> <p>1. Engage in attacking roles, implementing basic attacking positions. 2. Explain why it is</p> | <p>1. In same groups suggest and decide four criteria to judge sequences 2. Split into pairs to create a ten element sequence to be judged against chosen standards.</p> <p>1. Examine the link between height trajectory of a throw on distance 2. Use a variety of</p> | <p>1. Bowling the faster ball 2. Using the faster ball to deceive batters.</p> <p>1. Apply speed and accuracy to a penalty shot 2. Work as a team to attack rebounds from a penalty 3. Explain why certain areas of the goal are better than others to aim for.</p> |



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| | 1. Communicate and devise tactics for attacking 2. Using the 'taking the distance, not the time' principle 3. Changing speed and direction to create try-scoring opportunities. | Consistently mark in an appropriate position. | | important to stay active to help your goal shooter and goal attack 3. Make choices on when to shoot and when to pass | techniques including push, pull and sling 3. Work in a group to accurately record data for a range of equipment. | |
| 4 | 1. To develop a dance using an increased range of sports-related actions. 2. Identify appropriate dynamics and group formations for a sports-themed performance. 3. To perform with consistency throughout. 1. Recognise the difference between attacking and defensive tactics 2. Apply these tactics in games 3. Use the 'spaces not faces' idea to help their attacking play. | 1. Track and retrieve the ball over distance 2. Identify when to work as pairs to field long balls 3. Explain how effective fielding can restrict runs scored. 1. Channel opposition players away from the middle of the pitch 2. Using the banana run channel players to your strong side 3. Apply channelling skills into a game. | 1. Develop a basic knowledge of rhythmic gymnastics. 2. Perform jumps/leaps, throws, balances and turns using equipment. 3. Create a short sequence incorporating equipment and partner balances. 1. React quickly to play shots at the net. 2. Play in a game using net play when appropriate. 3. Score a doubles game with confidence | 1. To develop a dance using an increased range of actions 2. Identify appropriate dynamics and group formations for a Hakka dance performance 3. To perform with consistency throughout. 1. Practise pivoting 2. Use pivoting in a game to make more successful passes. | 1. Work as part of a group to move collaboratively 2. Create pathways and patterns as a group 3. Use single action routines to develop pathway sequences. 1. Work in groups to set up running, throwing and jumping activities 2. Teach your activities to another group. | 1. Track and retrieve the ball over distance 2. Identify when to work as pairs to field long balls 3. Explain how effective fielding can restrict rounders scored. 1. Devise a drill that develops the skill of attacking in pairs 2. Using STEP teach a skill to another group 3. Apply attacking in pairs skill to a game. |
| 5 | 1. To perform some basic street dance skills 2. To develop a short sequence including basic street dance positions 3. Interpret visual stimulus. 1. Communicating effectively when transitioning from attack to defence 2. Use agility and speed to help defend. | 1. Demonstrate and describe the difference between an on and off drive 2. Discuss why you would use different types of shot in a game 3. Attempt an on drive. 1. Recognise when and where a hit out should be taken 2. Play the hit out as a defender and position themselves to support the hit out 3. Move to create opportunities for a successful hit out. | 1. Apply basic musicality to rhythmic gymnastic actions. 2. Use counts of 8 to apply good timing to. 3. Work in groups of 5 and collaborate to develop a team sequence to music 1. Play using offensive court position for doubles. 2. Work in harmony with your partner to attack. 3. Use attacking principles to exploit the opponents' weakness. | 1. To perform some basic street dance skills 2. To develop a short sequence including basic street dance positions 3. Interpret visual stimulus. 1. Recap one-handed shooting 2. Introduce two-handed shooting 3. Play the role of the shooter in a game. | 1. To be able to work collaboratively with others 2. To be able to identify and use a variety of compositional ideas 3. To show an appropriate entrance to the performance. 1. Take part in a specific athletics events 2. Compete against others 3. Work collaboratively to judge other and record data. | 1. Identify when a fellow batter is at risk of being overtaken 2. Apply simple tactics to ensure all batters make it round bases 3. Apply the rule which states once you leave a base as a batter you must run on. 1. As a defensive pair work to close down one attacker 2. Play the role of covering defender 3. Apply defensive roles into a game. |
| 6 | 1. Develop a street dance using relationships in dance 2. Work as part of a pair to compose a street dance performance 3. Perform confidently with peers. 1. To work as a team to implement defending and attacking strategies 2. Demonstrate skills learnt 3. Observe and analyse peers, offering suggestions to improve an individual or teams' performance. | 1. Use a range of defensive and attacking tactics in a game 2. Apply a range of known cricketing rules to a new game format 3. Attempt to bowl a variety of balls to get players out. 1. To work cooperatively to implement attacking and defending strategies 2. Use simple set plays 3. Demonstrate previous skills learnt in games. | 1. Finalise and perform the group 8 element sequence to music to entertain the audience. 2. Use entrance and formations in group sequence. 3. Reflect on individual and group progress throughout the unit 1. Umpire a game of badminton. 2. Compete and identify ways you can improve your play. 3. Defend in formation. | 1. Develop a street dance using relationships in dance 2. Work as part of a pair to compose a street dance performance 3. Perform confidently with peers. 1. To work cooperatively as a team to defend and attack 2. Use skills learnt to keep possession 3. Explain how a passage of play was effective. | 1. To be able to create a sequence to music 2. To be able to perform a sequence to an audience 3. To perform within a given time limit of 1 minute. 1. Take part in a specific athletics events 2. Compete against others 3. Work collaboratively to judge other and record data. | 1. Use a range of defensive and attacking tactics in a game 2. Apply a range of simple rounders rules in a game 3. Play in on a full four base rounders game. 1. To work cooperatively to implement attacking and defending strategies 2. Use close control to keep possession of the ball 3. Demonstrate previous skills learnt in games. |