

NEW PE Curriculum 2024-25 - Unit Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Gymnastics: Gym in the Jungle		Dance: Dinosaurs		Best of Balls	Games: The Olympics
	Gymnastics: Jumping Jacks		Dance: Dance Till You Drop			
1	Invasion Games Attacking & Defending		Multi-skills: Throwing & Catching Multi-Skills: Bat & Ball		Multi-Skills: Sports Day	Circuit Training
	Gymnastics: Traditional Tales Gymnastics: Animals		Dance: Starry Skies Dance: The Seasons			
2	Invasion Games Attacking & Defending		Multi-Skills: Throwing & Catching Multi-Skills: Bat & Ball		Multi-Skills: Target Games	Circuit Training
	Gymnastics (artistic): Under the Sea Gymnastics (rhythmic): Landscapes & Cities		Dance: Plants Dance: Gunpowder Plot			
3	Invasion Games: Football		Dodgeball	Circuit Training	Net & Wall Game: Fundamentals	OAA
	Gymnastics (artistic) - Movement Gymnastics (rhythmic) – Shape		Dance: Rainforest Dance Dance: Extreme Earth		Striking & Fielding Games: Fundamentals	Athletics
4	Invasion Games: Hockey		Invasion Games: Rugby		Net & Wall Games: Badminton	OAA
	Gymnastics (artistic) - Movement Gymnastics (rhythmic) – Shape & Balance – Ancient Egypt		Dance: Roman Unit	Circuit Training	Athletics Charlestown Sports Day Prep.	
5	Invasion Games – Basketball		Invasion Games – Handball		Striking & Fielding Games - Rounders	Circuit Training
	Gymnastics (artistic) - Movement Gymnastics (rhythmic) – Shape & Balance - Space		Net & Wall Games - Tennis		Athletics Charlestown Sports Day Prep.	
6	Invasion Games: Netball		Leadership in PE	OAA	Striking & Fielding Games	Net & Wall Games: Volleyball
	Gymnastics (artistic): Movement Gymnastics (rhythmic): Rivers & Mountains		Dance: World War2	Circuit Training	Athletics Charlestown Sports Day Prep.	
	Swimming 16/10		Swimming 5/2			

PE Enquiry Questions and Assessment Checkpoints

2024/2025 EYFS	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I perform <u>gymnastics</u> ?	How can I perform jumps and rolls in <u>gymnastics</u> ?	How can I <u>dance</u> ?
Component Questions (components to be explored throughout the unit)	<p><u>Gymnastics: Gym in the Jungle</u></p> <p>CQ1: How can I develop the ability to move in a range of ways.</p> <p>CQ2: How can I develop the ability to move around and onto equipment.</p> <p>CQ3: How can I develop to increase the ability to move under and onto equipment.</p> <p>CQ4: How can I develop to increase the ability to move over and onto equipment.</p> <p>CQ5: How can I develop to increase the ability to move through and onto equipment.</p> <p>CQ6: How can I develop to combine movements together while negotiating different equipment</p>	<p><u>Gymnastics: Jumping Jacks</u></p> <p>CQ1: How can I develop the ability to jump in a range of ways from one space to another?</p> <p>CQ2: How can I control my body when jumping and balancing?</p> <p>CQ3: How can I create a sequence using a jump and a balance?</p> <p>CQ4: How can I develop the ability to roll in a range of ways?</p> <p>CQ5: How can I control my body when rolling in a range of ways?</p> <p>CQ6: How can I perform a sequence with confidence and control?</p>	<p><u>Dance: Dinosaurs</u></p> <p>CQ1: How can I develop the ability to create movements to music</p> <p>CQ2: How can I practise movements and join them together to create a motif.</p> <p>CQ3: How can I practise and improve a dance motif.</p> <p>CQ4: How can I work as a team to create a short dance</p> <p>CQ5: How can I remember and perform a short dance?</p> <p>CQ6: How can I evaluate and improve a short dance.</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • I can experiment with different ways of moving. • I can create my own ways of moving. • I can confidently climb on a range of different equipment. • I can confidently move in a range of ways around different objects. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • I can jump from one space to another. • I can hop from one space to another. • I can balance on one leg. • I can confidently balance on a range of different equipment. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> • I can combine a range of dance movements. • I can find suitable moves to suit the music. • I can remember a range of movements to create a small dance. • I can create movements to music.

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	<ul style="list-style-type: none"> • I can confidently move in a range of ways under different objects. • I can confidently move in a range of ways over different objects. • I can confidently move in a range of ways through different objects. • I can coordinate my movements. • I can confidently move in a range of ways 	<ul style="list-style-type: none"> • I can confidently climb on a range of different equipment. • I can confidently jump off a range of equipment. • I can land safely and with confidence when jumping off of equipment. • I can confidently jump over a range of small equipment. • I can confidently join a range of movements to create a small sequence. • I can control my body when performing my sequence of movements. • I can make my body roll in different ways. • I can perform a range of different rolls. 	<ul style="list-style-type: none"> • I can build a repertoire of dances. • I can create a sequence of movements or gestures in response to an experience. • I can confidently put my dance to suitable music.
2024/2025 EYFS	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I develop and perform my own <u>dance</u> ?	How can I control, throw, catch, kick and hit <u>balls</u> ?	How can I throw, run and jump in <u>athletics</u> ?
Component Questions (components to be explored throughout the unit)	<p><u>Dance: Dance till you drop</u></p> <p>CQ1: How can I develop the ability to adapt a known dance?</p> <p>CQ2: How can I develop the ability to share my ideas about how to adapt a dance?</p> <p>CQ3: How can I develop the ability to change movements and adapt a simple dance?</p> <p>CQ4: How can I share opinions and give my own ideas about how to adapt and alter a simple dance?</p>	<p><u>Best of Balls</u></p> <p>CQ1: How can I develop the ability to control a ball in a range of ways?</p> <p>CQ2: How can I develop the ability to throw accurately at a target?</p> <p>CQ3: How can I use throwing skills in a small-sided game.</p> <p>CQ4: How can I use a bat or racket to move and control an object?</p> <p>CQ5: How can I develop the ability to catch and bounce a ball?</p> <p>CQ6: How can I develop the ability to kick a ball?</p>	<p><u>Games: the Olympics</u></p> <p>CQ1: How can I develop the ability to throw an object?</p> <p>CQ2: How can I develop the ability to move at speed?</p> <p>CQ3: How can I adapt the body when moving at speed?</p> <p>CQ4: How can I learn how to jump safely?</p> <p>CQ5: How can I develop the ability to jump in different ways?</p>

Assessment Checkpoint	Children who are secure will be able to:	Children who are secure will be able to:	Children who are secure will be able to:
	<ul style="list-style-type: none"> • I can change the speed of my dance moves. • I can change the style of my dance moves. • I can build a repertoire of dances. • I can share my ideas about a dance performance. • I can think about how to make a dance even better. • I can confidently join a wide range of different movements. • I can adapt and change my dance to suit a different style. • I can create a small dance which shows my own ideas and thoughts. 	<ul style="list-style-type: none"> • I can travel confidently in a range of ways. • I can control a ball and move it round my body. • I can move a ball in a range of ways. • I can pat a large ball making it bounce. • I can catch a range of objects. • I can kick a range of objects towards a target. • I can kick a range of objects into a target. • I can control an object when it is coming towards me. • I can throw an object at a target. • I can throw an object into a target. • I show good control when using equipment in a range of ways. • I can co-ordinate my movements when using small equipment. 	<ul style="list-style-type: none"> • I can push an object. (towards a target) • I can throw an object. (at/in a target) • I can travel confidently in a range of ways. (running) • I can safely play a chasing game with other children. • I can successfully move in and out of objects at speed. • I can change direction when travelling at speed. • I can avoid objects when travelling at speed. • I can travel confidently in a range of ways. (jumping) • I can jump in a range of ways. • I can bend my knees to make myself jump further. • I can land safely when jumping. • I can jump over a obstacle. • I can confidently negotiate a space.

PE Enquiry Questions and Assessment Checkpoints

2024/2025 Year 1	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I <u>invade</u> with a ball?	How do I <u>attack and defend</u> effectively in invasion games?	How can I <u>throw and catch</u> a ball?
Component Questions (components to be explored throughout the unit)	<u>Invasion Games</u> CQ1: How can I travel in different ways with control? CQ2: How can I travel with a ball in different ways? CQ3: How can I control a ball while travelling in different directions? CQ4: How can I change direction quickly while travelling with a ball? CQ5: How can I pass the ball to another player? CQ6: How can I use travelling and passing skills in a game?	<u>Attacking & Defending</u> CQ1: How can I use space to try to score points in a team game? CQ2: How can I mark another player? CQ3: How can I defend the space between players? CQ4: How can I pass a ball to another player? CQ5: How can I get past a defender? CQ6: How can I use attacking and defending skills in a team game?	<u>Multi-skills: Throwing & Catching</u> CQ1: How can I learn how to track and receive a ball? CQ2: How can I throw underarm? CQ3: How can I catch an object by myself? CQ4: How can I throw and catch an object with a partner? CQ5: How can I bounce a ball on the spot? CQ6: How can I throw, catch and bounce an object?
Assessment Checkpoint	Children who are secure will be able to: <u>Invasion Games</u> <ul style="list-style-type: none"> • travel backwards and keep their balance; • travel sideways in different directions; • change direction while travelling; • bounce a ball and catch it repeatedly as they walk forwards; • repeatedly push a ball with their foot while they walk forwards to meet it; • slowly travel in different directions with a ball; • keep control of a ball while travelling slowly; 	Children who are secure will be able to: <u>Attacking & Defending</u> <ul style="list-style-type: none"> • move to a space closer to the goal in a team game; • move to a space away from a defender and pass to a teammate in a free space; • stay near to an attacker; • follow an attacker's movements, travelling in the same direction they do; • get into a space between two attackers; 	Children who are secure will be able to: <u>Multi-skills: Throwing & Catching</u> <ul style="list-style-type: none"> • roll a ball to a partner, with some control; • track and stop a ball rolled over a medium distance, with success; • throw an object underarm using the correct technique; • use an underarm throw to throw an object over a medium distance, towards a certain direction;

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	<ul style="list-style-type: none"> • change direction slowly while travelling with the ball; • keep control of a ball while travelling slowly; visit twinkl.com <p>Assessment Statements</p> <ul style="list-style-type: none"> • use their hands or feet to pass a ball to a partner, doing this successfully some of the time; • aim a ball at a target and reach it some of the time; • pass a ball to another player; • pass the ball to a player to try to score points in a game. 	<ul style="list-style-type: none"> • get into a space to intercept a ball; • begin to look for other players to pass to in useful spaces; • move into a space to receive a pass; • lean side to side to help me change direction to dodge a defender; • look for a space to move into to dodge a defender; • use simple attacking and defending skills in a team game; • identify skills I can improve on and actively work towards improving these skills in a team game. 	<ul style="list-style-type: none"> • use two hands when catching a beanbag or large ball; • be successful usually at catching using two hands; • usually use techniques to help them with catching, e.g. tracking the object, hand placement and moving their feet; • using two hands, usually catch a beanbag or ball that someone has thrown; • catch an object and usually throw it accurately on to someone else so that they can catch it; • use two hands to bounce a ball on the floor or at a target on the floor; • use two hands to usually catch a ball as it bounces off the floor
<p>Lead Enquiry Question (Composite Outcome)</p>	<p>How can I perform <u>sequenced gymnastic movements</u>, with a partner, including balances, jumps and rolls?</p>	<p>How can I perform jumps and rolls in <u>gymnastics</u>?</p>	<p>How can I <u>dance</u> on my own?</p>
<p>Component Questions (components to be explored throughout the unit)</p>	<p><u>Gymnastics: Traditional Tales</u></p> <p>CQ1: How can I recognise and perform contrasting movements and balances?</p> <p>CQ2: How can I travel in different ways, changing speed and direction?</p> <p>CQ3: How can I control my body when jumping and rolling in different ways?</p>	<p><u>Gymnastics: Animals</u></p> <p>CQ1: How can I carry and place apparatus?</p> <p>CQ2: How can I travel safely in different ways?</p> <p>CQ3: How can I travel at different speeds and levels?</p> <p>CQ4: How can I make and hold different shapes?</p>	<p><u>Dance: Starry Skies</u></p> <p>CQ1: How can I dance with an object?</p> <p>CQ2: How can use my body and an object to express an idea?</p> <p>CQ3: How can I move in different ways?</p> <p>CQ4: How can I make different shapes with my body?</p>

	<p>CQ4: How can I link movements to create a sequence?</p> <p>CQ5: How can I cooperate effectively with a partner?</p> <p>CQ6: How can I create and perform a sequence with a clear beginning, middle and ending?</p>	<p>CQ5: How can I link two actions to make a sequence?</p> <p>CQ6: How can I link two actions with a movement?</p>	<p>CQ5: How can I make different shapes with others?</p> <p>CQ6: How can I dance in different formations?</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <p><u>Gymnastics: Traditional Tales</u></p> <ul style="list-style-type: none"> • adapt star, straight and tuck shapes to create balances showing some control; • choose and perform two contrasting balances showing some control; • travel and balance in different ways, showing changes in speed and direction; • create a sequence using a range of controlled balances and different ways of travelling; • maintain a clear body shape when performing a log and egg roll; • perform a controlled straight jump on the floor, landing safely; • create their own sequence using a variety of rolls and balances; • watch and describe a partner's sequence using prompt questions; • perform a front support wheelbarrow and support their partner in this position; 	<p>Children who are secure will be able to:</p> <p><u>Gymnastics: Animals</u></p> <ul style="list-style-type: none"> • lift and carry apparatus in a group; • follow instructions involving two or more commands; • remember where apparatus goes; • say how their body feels before, after and during exercise; • jump from two feet to two feet; • jump down from equipment; • say what they like about their partner's movements; • change speed from fast to slow. • move high and low; • jump into a wide, thin or curled shape; • roll in a curled or long, thin shape; • perform a movement sequence; • link actions with a movement to form a sequence 	<p>Children who are secure will be able to:</p> <p><u>Dance: Starry Skies</u></p> <ul style="list-style-type: none"> • make a shape hold it and move about in that shape; • make a high and low level shape; • dance in their personal space and in the wider space; • dance with an object to communicate an idea; • pretend to dance with an object to communicate an idea; • move to the rhythm of the music; • move an object to the rhythm of the music; • mirror movements; • choose movements to add together to make a dance; • talk about how music and dancing makes them feel; • say what they like about their own and other's movements; • use movement to communicate feelings; • perform basic actions like: turning, rolling, jumping, travelling, making a shape and holding it;

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	<ul style="list-style-type: none"> • identify examples of quality balances and controlled rolls in a sequence that they have watched and identify some skills needed for effective teamwork; • create an interesting sequence using a range of skills that they have practised; • talk about their learning by identifying which skills they need to practise further. 		<ul style="list-style-type: none"> • work on their own and with a partner or a group; • perform a canon; • move in unison; • change between fast and slow movements; • change between high and low movements; • change between light and heavy movements; • create a pathway; • improvise an idea; • move in response to stimuli; • remember simple movement patterns
2024/2025 Year 1	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I use a range of bats/rackets to hit balls and bean bags?	How can I throw, run and jump in <u>athletics</u> ? (Sports Day)	How can I keep myself fit and healthy?
Component Questions (components to be explored throughout the unit)	<p><u>Multi-Skills: Bat & Ball</u></p> <p>CQ1: How can I hold a racket correctly and use it to control a beanbag in a variety of ways</p> <p>CQ2: How can I use a racket to hit a ball or beanbag with control?</p> <p>CQ3: How can I apply my racket skills to play a target game?</p> <p>CQ4: How can I use a cricket bat to control a ball along the ground?</p> <p>CQ5: How can I use a cricket bat to hit a ball with control?</p> <p>CQ6: How can I apply my bat and ball skills to play a small-sided game?</p>	<p><u>Multi-Skills: Sports Day</u></p> <p>CQ1: How can I use appropriate skills and technique to sprint in a race?</p> <p>CQ2: How can I balance an egg on a spoon while racing against others?</p> <p>CQ3: How can I jump in a sack while racing against others?</p> <p>CQ4: How can I throw overarm and underarm to reach a target?</p> <p>CQ5: How can I travel in different directions while pushing a football with the feet?</p> <p>CQ6: How can I travel using a range of movements across obstacles in a race?</p>	<p><u>Circuit Training</u></p> <p>CQ1: How can I move over or round an obstacle with control?</p> <p>CQ2: How can I jump in different ways with control?</p> <p>CQ3: How can I show control and balance when travelling along a pathway?</p> <p>CQ4: How can I show control when rolling and bouncing a ball?</p> <p>CQ5: How can I combine skills to complete circuit activities independently?</p> <p>CQ6: How can I watch and evaluate the performance of a partner and I complete activities independently to try to</p>

			improve my own performance?
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <p><u>Multi-Skills: Bat & Ball</u></p> <ul style="list-style-type: none"> • hold a racket correctly; • balance a beanbag on their racket while walking and throw and catch it a short distance into the air; • hit a beanbag forwards into a target with some control; • use a racket to hit a ball into the air, gradually improving control; • watch a partner and give feedback using prompt questions; • cooperate with a partner and follow rules to play a target game; • hold a cricket bat correctly and use it to control a ball along a line and around cones; • use a cricket bat to hit a ball towards a target with some accuracy; • use a cricket bat to hit a ball that has been rolled to them; • take on different roles within a game and understand their purpose; • use a cricket bat to hit a ball that has been rolled to them, showing control of its path; • roll a ball accurately and track and stop a rolled ball 	<p>Children who are secure will be able to:</p> <p><u>Multi-Skills: Sports Day</u></p> <ul style="list-style-type: none"> • sprint in a straight line and explain what they can do to move faster; • change direction quickly when sprinting; • balance an egg on a spoon while travelling forwards; • vary their body position and grip during the egg and spoon race as required, e.g. when moving faster/slower; • jump from two feet to two feet in different directions, e.g. forwards, sideways, backwards; • use their arms and legs to help them jump further; • jump the course while remaining in the sack; • throw underarm with control; • throw overarm with control; • throw accurately to reach a target; • move a football using the inside of the foot and demonstrate some control; • stop a moving ball and quickly change direction; • alternate between jumping and hopping across an agility ladder; • move equipment between hoops independently; • jump over a series of hurdles without stopping running first. 	<p>Children who are secure will be able to:</p> <p><u>Circuit Training</u></p> <ul style="list-style-type: none"> • go round an obstacle showing some control; • perform a leap, successfully taking off from one foot and landing on the other; • hop and jump with control to complete a circuit activity independently; • talk about how they feel after exercise and why it is important to warm up before they begin; • keep a beanbag balanced on a part of their body while weaving between cones; • remain balanced while travelling along a straight or curvy line; • roll a ball along a path and begin to show some control over its speed; • travel forwards while bouncing and catching a ball with growing control; • complete activities independently, remembering how to perform each skill and record their score; • identify which activity they need to improve; • tell a partner what they are doing well in their performance and identify an area for improvement; • identify improvements shown on their scorecard

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Lead Enquiry Question (Composite Outcome)	How can I <u>dance</u> with others?	How do run faster and jump further? (+ Sports Day Prep)
Component Questions (components to be explored throughout the unit)	<u>Dance: The Seasons</u> CQ1: How can I move in response to a video stimulus? CQ2: How can I improvise and create movements with a partner? CQ3: How can I show awareness of others when working in a group? CQ4: How can I understand mirroring and use this with a partner? CQ5: How can I keep in time with a steady beat to perform a traditional style of dance? CQ6: How can I vary the shape and speed of my movements to represent an object?	<u>Multi-Skills: Running & Jumping</u> CQ1: How can I move at different speeds? CQ2: How can I travel and follow different pathways? CQ3: How can I jump for height? CQ4: How can I jump for distance? CQ5: How can I take off and land on one foot? CQ6: How can I plan and perform a jumping sequence? <u>Yoga: Salute the Sun</u> CQ1: How can I develop coordination while in basic yoga poses and moving between them? CQ2: How can I increase coordination while on all fours? CQ3: How can I develop agility by correctly coming into and out of the dog pose? CQ4: How can I develop agility by varying the speed of movements and poses? 5: How can I develop balance in standing positions? CQ6: How can I develop balance when moving between yoga positions?
Assessment Checkpoint	Children who are secure will be able to: <u>Dance: The Seasons</u> <ul style="list-style-type: none"> • show control as they travel, jump and spin; • identify which part of a performance may need to be improved; • keep to the beat of the music when performing; • improvise independently and adapt previous ideas to include in a dance; 	Children who are secure will be able to: <u>Multi-Skills: Running & Jumping</u> <ul style="list-style-type: none"> • jog at a steady pace for a short time; • switch between jogging and sprinting; • pivot on their feet to change direction; • travel in straight and in curved lines; • land on the balls of their feet; • swing their arms forward and up to jump higher; • lean forward and push their arms back to help them propel forwards; • use their arms to balance when landing on one foot; • perform three jumps in a sequence

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	<ul style="list-style-type: none">• work effectively within a group to perform in canon;• combine actions to create a short motif;• mirror the movements of a partner;• copy and repeat actions in time with the music;• describe the sequence of a barn dance;• shape their bodies appropriately to represent an object and respond to changes of speed;• suggest some ways to improve their movements.	
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PE Enquiry Questions and Assessment Checkpoints

2024/2025 Year 2	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I attack and defend in <u>invasion games</u> ?	How do I <u>attack and defend</u> effectively?	How can I throw and catch?
Component Questions (components to be explored throughout the unit)	<u>Invasion Games</u> CQ1: How can I move with the ball in a game? CQ2: How can I use space when passing and receiving in a game? CQ3: How can I use throwing and catching to pass and receive the ball in a game? CQ4: How can I know how to make or deny space when attacking and defending in a game? CQ5: How can I use attacking and defending skills in a game? CQ6: How can I apply specific skills to an invasion game? How can I follow rules to play a game	<u>Attacking & Defending</u> CQ1: How can I use space well in a team game? CQ2: How can I understand how to mark players? CQ3: How can I defend in a game by intercepting? CQ4: How can use a range of tactics to get past a defender? CQ5: How can I pass the ball to another player? CQ6: How can I use attacking and defending skills in a game?	<u>Multi-skills: Throwing & Catching</u> CQ1: How can I practise the skill of rolling and stopping a ball? CQ2: How can I throw underarm? CQ3: How can I throw overarm? CQ4: How can I practise the skill of catching? CQ5: How can I practise the skill of bouncing a ball and catching a bounced ball? CQ6: How can I use and practise throwing and catching skill?
Assessment Checkpoint	Children who are secure will be able to: <u>Invasion Games</u> <ul style="list-style-type: none"> recognise and describe how the body feels during and after physical activity; begin to use and understand the terms attacking and defending; throw and catch a ball with a partner using different techniques and begin to choose the 	Children who are secure will be able to: <u>Attacking & Defending</u> <ul style="list-style-type: none"> explain the role of an attacker or defender in a game and take on either role correctly; move into a suitable space away from a defender when playing a game; identify spaces in a game and make some use of them to help their team; 	Children who are secure will be able to: <u>Multi-skills: Throwing & Catching</u> <ul style="list-style-type: none"> roll a ball along a line, with some control; often stop a rolling ball with two hands, showing good reactions; often reach a target with a rolling ball; throw underarm, using different objects, with good

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	<p>best pass to make in a game;</p> <ul style="list-style-type: none"> • kick a ball, using the correct technique whilst moving, with some control and fluency; • pass a ball in different ways, using the correct technique, with some control and accuracy; • use throwing, catching and kicking skills in a game with increasing confidence and success; • begin to apply a range of attacking and defending skills in a game successfully, including dodging and marking • increasingly choose and use the best space in a game, including passing to a player who is in space; • perform learnt skills with increasing control; • follow rules to play different games and understand the importance of having them; • show good teamwork in competitive situations. 	<ul style="list-style-type: none"> • stay close to and move with the player they are marking; • mark a player during a game; • find and move into spaces to get away from a defender; • position themselves between two opponents, to help defend in a game; 	<p>control;</p> <ul style="list-style-type: none"> • throw underarm towards a target, with some accuracy; • throw overarm, using different objects, with good control; • throw overarm for distance, with some accuracy; • attempt to catch an object, using many of the correct techniques; • move and position themselves when trying to catch an object; • catch different objects with some success; • bounce a ball on a spot and sometimes catch it; • bounce a ball to a partner, with some control over the height or distance travelled; • use different skills they have learnt in a range of games, with good success; • begin to know how to evaluate their performance.
Lead Enquiry Question (Composite Outcome)	How can I perform jumps and rolls in <u>gymnastics</u> ?	How can I move in different shapes?	What makes an effective <u>dance</u> performance?
Component Questions (components to be explored throughout the unit)	<p><u>Gymnastics: Under the Sea</u></p> <p>CQ1: How can I perform and improve upon balances on different parts of the body?</p> <p>CQ2: How can I create matching balances with a partner?</p> <p>CQ3: How can I roll in different ways while showing control?</p>	<p><u>Gymnastics: Landscapes & Cities</u></p> <p>CQ1: How can I move and balance with agility and coordination?</p> <p>CQ2: How can I roll with coordination and control?</p> <p>CQ3: How can I make long thin shapes with my body?</p>	<p><u>Dance: Plants</u></p> <p>CQ1: How can I create and perform a dance motif inspired by a stimulus?</p> <p>CQ2: How can I use different movements and body shapes to represent a plant growing?</p> <p>CQ3: How can I create movements to represent different types of seeds?</p>

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	<p>CQ4: How can I jump safely in a variety of ways, including on and off apparatus?</p> <p>CQ5: How can I combine a selection of movements to create a gymnastic sequence?</p> <p>CQ6: How can I work with a partner to create a matching sequence?</p>	<p>CQ4: How can I take my weight on my hands and feet?</p> <p>CQ5: How can I take my weight on my hands?</p> <p>CQ6: How can I perform and compete?</p>	<p>CQ4: How can I work with a partner to create a dance based on plants?</p> <p>CQ5: How can I create movements to represent the different parts of a story?</p> <p>CQ6: How can I work with a partner to create movements to represent the parts of a story?</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <p><u>Gymnastics: Under the Sea</u></p> <ul style="list-style-type: none"> • create their own shapes on a range of body parts and hold balances still; • identify which part of a performance may need to be improved; • work with a partner to create their own matching balance; • perform paired balances on different pieces of equipment; • demonstrate three different types of roll correctly, including a curled side roll; • show control when performing log, teddy bear and curled side rolls; • perform at least two types of jump correctly, showing a clear body shape in the air; • jump off apparatus independently and land safely; • Can compose, remember and perform their own sequence containing at least one roll, balance and jump; 	<p>Children who are secure will be able to:</p> <p><u>Gymnastics: Landscapes & Cities</u></p> <ul style="list-style-type: none"> • egg, log, teddy bear roll and forward roll from a crouched position; • move from one roll into another roll and finish by standing; • balance in a shape and with a partner; • hurdle step on to a springboard; • balance and take the weight on their hands and feet and move at different levels; • crab walk; • do a supported handstand; • copy and create movement sequences with a clear start and finish; • move with agility, balance and coordination; • evaluate their own and other's work to improve; • compete with their classmates; • describe and understand things we can do to stay healthy; 	<p>Children who are secure will be able to:</p> <p><u>Dance: Plants</u></p> <ul style="list-style-type: none"> • use and remember their own movements as part of a motif to show preparing a garden; • perform a range of movements in canon and unison; • use different movements and body shapes to represent a plant growing; • evaluate the performance of others by answering questions, identifying strengths independently and can improve their own performance using ideas from their partner; • work cooperatively in a group to create suitable movements to represent different types of seeds; • perform a range of movements, some at different speeds or levels, showing good body control; • use movements from their previous learning to create a dance based on plants;

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	<ul style="list-style-type: none"> • describe what is good about a sequence and identify an area for improvement; • work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump; • show good control when performing balances, jumps and rolls, and link movements together to make a sequence flow. 	<ul style="list-style-type: none"> • say how they feel before, during and after exercise. 	<ul style="list-style-type: none"> • perform a range of body movements and shapes and perform some of these in time with the music; • create and remember suitable movements to represent the different parts of a story and perform some of these at different speeds and levels. • talk about what they have done well in their performances and begin to show ideas on how to improve their own dances; • create suitable movements to represent different parts of a story and perform them in a mixture of canon and unison; • remember the structure of a whole dance and perform it independently
2024/2025 Year 2	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I use a range of <u>bats/rackets</u> to hit balls and bean bags?	How do <u>throwing skills</u> help in <u>target games</u> ?	How can I keep myself fit and healthy?
Component Questions (components to be explored throughout the unit)	<p><u>Multi-Skills: Bat & Ball</u></p> <p>CQ1: How can I hold a racket correctly to hit a ball?</p> <p>CQ2: How can I hit a ball that has been thrown underarm?</p> <p>CQ3: How can I practise and use a simple tactic?</p> <p>CQ4: How can I hold a cricket bat correctly and use it to hit a ball?</p> <p>CQ5: How can I practise a range of cricket skills?</p>	<p><u>Multi-Skills: Target Games</u></p> <p>CQ1: How can I use a range of ball rolling skills?</p> <p>CQ2: How can I aim for a stationary target using an underarm throw?</p> <p>CQ3: How can I play a game that involves aiming at moving targets?</p> <p>CQ4: How can I use different types of throws in a target throwing game?</p>	<p><u>Circuit Training</u></p> <p>CQ1: How can I change the direction of movements with control?</p> <p>CQ2: How can I combine different types of jumps?</p> <p>CQ3: How can I perform movements with control and accuracy?</p> <p>CQ4: How can I combine more than one skill to complete an activity.</p> <p>CQ5: How can I complete activities independently</p>

	<p>CQ6: How can I combine my skills to play a competitive team game?</p>	<p>CQ5: How can I kick a ball accurately?</p> <p>CQ6: How can I use my skills in different target games?</p>	<p>and try to improve own performance?</p> <p>CQ6: How can I watch others and use this to improve own performance?</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <p><u>Multi-Skills: Bat & Ball</u></p> <ul style="list-style-type: none"> • hold a racket correctly and use it to hit a ball with control; • hit a ball to a target with increasing accuracy; • throw a ball underarm showing some accuracy when aiming for a partner's racket; • hit a ball that has been thrown to them, showing some control of the direction; • combine their skills to play a competitive game against a partner; • apply a practised tactic to help them to win a competitive game; • hold a cricket bat correctly and use it to control and hit a ball to a target; • use the correct technique to roll a ball accurately to a partner; • use a cricket bat to hit a ball that has been rolled to them, controlling the direction of the hit; • use the correct overarm technique to throw a ball forwards; • watch a partner, describe what they are doing well and identify an area for improvement; • cooperate with others to play a team game, taking 	<p>Children who are secure will be able to:</p> <p><u>Multi-Skills: Target Games</u></p> <ul style="list-style-type: none"> • change the speed of the ball they are rolling, appropriate to the activity; • often hit the target with a rolling ball and sometimes when positioned further away; • have some success when taking part in games that involve rolling, including team games; • know how to carry out an underarm throw and can do this with good accuracy; • aim for a stationary target using an underarm throw with good accuracy and success; • make important contributions to the group when designing a successful underarm throwing game; • know how to carry out an underarm throw, aiming for a moving target, and can do this with good success and accuracy; • avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with good success; 	<p>Children who are secure will be able to:</p> <p><u>Circuit Training</u></p> <ul style="list-style-type: none"> • use a pivot movement to change direction; • identify which activities they need to improve; • perform different types of jumps with control and use more than one type of jump in an activity; • explain how they feel after exercise; • show some control and accuracy when rolling a ball and aiming for a target; • identify similarities and differences between their own performance and that of someone else; • combine skills within an activity; • identify which skills are needed for a particular activity; • complete activities independently and record their scores; • suggest some ways that a partner can improve their performance; • identify improvements shown on their scorecard.

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	<p>on different roles within the game.</p>	<ul style="list-style-type: none"> • play a game that involves aiming at moving targets with good success and outcomes; • know how to carry out an underarm throw, aiming for a target, and can do this with good success and accuracy; • know how to carry out an overarm throw, for distance, and can do this with good success; • usually choose the most appropriate throw How can I based on the situation, with good success and outcomes; • know how to kick a ball for accuracy, aiming for a target, and can do this with good success; • play a game that involves kicking at targets, with good success and outcomes; • use the different skills they have learnt in a range of different target games, with good success and proficiency; • know what a tactic is and begin How can I them appropriately in a game; • display elements of teamwork in a game; • begin to evaluate their performance. 	
<p>Lead Enquiry Question (Composite Outcome)</p>	<p>How can I <u>dance</u> effectively?</p>	<p>How can I throw, run and jump in <u>athletics</u>? (+ Sports Day prep)</p>	
<p>Component Questions (components to be explored throughout the unit)</p>	<p><u>Dance: Gunpowder Plot</u></p> <p>CQ1: How can dance be used to communicate?</p> <p>CQ2: How can different dance movements to communicate an idea?</p>	<p><u>Animal Olympics</u></p> <p>CQ1: How can I show the Olympic values of friendship and respect in a jumping for height activity?</p> <p>CQ2: How can I show the Olympic value of excellence in a throwing for accuracy activity?</p> <p>CQ3: How can I show the Olympic value of determination in a running activity?</p>	

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	<p>CQ3: How can I dance in different formations to communicate different Ideas?</p> <p>CQ4: How can I communicate feelings through dance?</p> <p>CQ5: How can I refine and improve my movements?</p> <p>CQ6: How can I change the rhythm of my movement to communicate different ideas?</p>	<p>CQ4: How can I show the Olympic value of courage in a running activity?</p> <p>CQ5: How can I show the Olympic value of equality in a jumping for distance activity?</p> <p>CQ6: How can I show the Olympic value of inspiration in athletics activities?</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <p><u>Dance: Gunpowder Plot</u></p> <p>act and react with a partner and a group;</p> <ul style="list-style-type: none"> • use expressions, gestures and movement to communicate ideas and feelings; • dance simple motifs, remember and repeat them; • dance in unison and canon; • improvise movement; • put several motifs together to make a dance; • move fluently; • say how they would improve a movement or dance; • move to a rhythm; • move to music; • change the tempo and rhythm of your movement with the music; • march in single file or side by side; 	<p>Children who are secure will be able to:</p> <p><u>Animal Olympics</u></p> <ul style="list-style-type: none"> • straighten their knees to spring up using both legs at the same time; • encourage their partner to do their best, especially if they find something challenging; • keep their eye on the target, to focus their aim; • remain motivated to keep trying to achieve excellence, even when they are finding it hard; • set off at a sustainable pace; • remain motivated to keep trying to reach their goal, even when they are finding it hard; • use their foot to push off in the new direction; • consider how the hare shows courage, by thinking quickly to escape, even when it must feel very scared; • bend their knees to take off; lean forward, swinging their arms back when jumping; • show equality by making sure all their group members have a turn; • take part in athletic activities; with prompting, remembers some of the techniques from previous lessons; • take inspiration from animal behaviour in order to develop their athletics skills.

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	<ul style="list-style-type: none">• know why it is important to stretch after exercise;• know why we cool down after exercise;• remember and repeat their pathway;• move between personal and wider space;• use their bodies to make sound to a rhythm.	
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2024/2025 Year 3	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How do I move, transfer, attack and defend effectively in <u>football</u> ?		How can I play <u>dodgeball</u> ?
Component Questions (components to be explored throughout the unit)	<u>Invasion Games: Football</u> CQ1: How can I develop dribbling and ball control skills in football? CQ2: How can I develop passing and receiving skills in football? CQ3: How can I know how to find and use space effectively? CQ4: How can I learn the defensive skills of marking and tackling? CQ5: How can I learn to shoot in football and to understand the importance of fitness in football? CQ6: How can I use the skills I have learnt and apply them in a game and to work as part of a team?		<u>Dodgeball</u> CQ1: How can I learn about the basics of Dodgeball and to throw a ball in dodgeball? CQ2: How can I learn different techniques to dodge the ball in dodgeball? CQ3: How can I learn different techniques to dodge the ball in dodgeball? CQ4: How can I defend in dodgeball by catching and blocking? CQ5: What are the different parts of a dodgeball court and simple tactics for effective positioning on it? CQ6: How can I work as part of a team and participate in a class dodgeball Tournament?
Assessment Checkpoint	Children who are secure will be able to: <u>Invasion Games: Football</u> <ul style="list-style-type: none"> • execute ball control skills with control and success; • use the correct technique for dribbling with a football, with control and success; • stop the ball, after dribbling with it, with success; • use the correct technique for passing a football, generally with accuracy and success; • use the correct technique for receiving a pass, generally with control and success; • combine dribbling and passing with success; 		Children who are secure will be able to: <u>Dodgeball</u> <ul style="list-style-type: none"> • use the correct technique when throwing in dodgeball; • aim at and often hit a moving target; • have a good understanding of the

	<ul style="list-style-type: none"> • give at least two reasons why space and movement are important in football; • use the correct technique for dodging and generally execute this skill with success when trying to get free from a defender; • frequently find and use space effectively to receive a pass, in order to support teammates; • give at least two facts about the job of the defender or the defending team in football; • understand how to mark an opponent and usually execute this with success in games and drills; • demonstrate the correct technique for block tackling and usually execute this with success in games and drills; • usually demonstrate defensive skills in a game, often with success; • demonstrate the correct technique when shooting with accuracy and usually execute this skill with success in drills; • demonstrate the correct technique when shooting with power and usually execute this skill with success in drills; • talk about at least two elements of fitness needed for football (strength, speed, agility, endurance); • take part in a football fitness drill, opting for the 'medium' exercises; • use a range of football skills in a game, sometimes with success; • understand what being part of a team involves and usually demonstrate this skill; <p>identify the skills they need to develop and demonstrate improvement, to achieve their personal best</p>	<p>basics of how to play dodgeball;</p> <ul style="list-style-type: none"> • usually use the technique of dodging with effect; • jump to dodge the ball with effect; • duck to dodge the ball with effect; • usually use the technique of sidestepping with effect; • leap to dodge the ball with effect; • display a range of different dodging techniques to avoid being hit by the ball with increasing success; • usually catch a ball aimed at their knees and lower legs with good success; • know how to block a ball in dodgeball and can usually do this with success; • know and can talk about the rules and skills of blocking and catching in dodgeball; • recognise and understand the rules associated with the different areas and boundary lines on a dodgeball court; • know where to position themselves on a dodgeball court when attacking and defending, and can usually do this with good success; • try to do their best for their team most of the time; • remember and understand most of the rules of dodgeball; • demonstrate fair play and honesty when playing competitively
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PE Enquiry Questions and Assessment Checkpoints

Lead Enquiry Question (Composite Outcome)	How can I create and perform a <u>gymnastics</u> sequence?	How can I perform jumps and rolls in <u>gymnastics</u> to create different shapes?	How can I create and perform a rainforest <u>dance</u> ?
Component Questions (components to be explored throughout the unit)	<p><u>Gymnastics: Movement</u></p> <p>CQ1: How can I perform a range of jumps accurately?</p> <p>CQ2: How can I accurately perform a forward roll from standing and a tucked backward roll?</p> <p>CQ3: How can I perform a squat on vault accurately?</p> <p>CQ4: How can I perform a lunge into handstand and a cartwheel accurately?</p> <p>CQ5: How can I link movements together by performing a chassis step, straight jump half-turn and cat leap?</p> <p>CQ6: How can I create and perform a gymnastics sequence with a partner?</p>	<p><u>Gymnastics: Shape</u></p> <p>CQ1: How can I perform static body shapes?</p> <p>CQ2: How can I make body shapes in the air?</p> <p>CQ3: How can I carry out rhythmic gymnastics moves?</p> <p>CQ4: How can I perform a rhythmic gymnastics routine?</p> <p>CQ5: How can I create symmetrical shapes?</p> <p>CQ6: How can I apply the gymnastics skills I have learnt?</p>	<p><u>Dance: Rainforest Dance</u></p> <p>CQ1: How can I create a short dance, inspired by rainforests?</p> <p>CQ2: How can I adapt movement phrases to vary the length of a dance?</p> <p>CQ3: How can I combine movement phrases of different speeds in a dance?</p> <p>CQ4: How can I use dance vocabulary to evaluate and improve a dance performance?</p> <p>CQ5: How can I develop movement phrases to create a dance sequence that represents the rainforest?</p> <p>CQ6: How can I use dance vocabulary to improve the sequence and performance of a dance?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <p><u>Gymnastics: Movement</u></p> <ul style="list-style-type: none"> describe how to perform the new movements learnt in the unit; perform movements that show good understanding and control of the key skills needed; 	<p>Children who are secure will be able to:</p> <p><u>Gymnastics: Shape</u></p> <ul style="list-style-type: none"> show good control and coordination when making simple static shapes/positions; make basic shapes/positions clearly in the air when taking off from the floor and some more complex shapes 	<p>Children who are secure will be able to:</p> <p><u>Dance: Rainforest Dance</u></p> <ul style="list-style-type: none"> select from different movements and add their own ideas to create a short dance inspired by the layers of the rainforest; use different levels in a dance and begin to use these to represent ideas;

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	<ul style="list-style-type: none"> • describe what they have done or changed in order to improve their performance during a lesson; • link a series of movements together to create a longer sequence; • practise and refine their own movements and 'spot' and advise others around them. 	<p>when taking off from low-level apparatus;</p> <ul style="list-style-type: none"> • create longer and more complex sequences with a partner and remember these actions with accuracy and consistency; • perform with an awareness of others and use the apparatus confidently and safely; • copy a variety of actions with accuracy and clarity; • know what symmetry means; identify and make symmetrical shapes; • use the correct words for the body shapes/ positions and explain what must be done to make them; • observe, describe and analyse the movements of others using appropriate language. 	<ul style="list-style-type: none"> • use prompts to improvise movements inspired by rainforest weather; • select movements and perform them, making choices about the length of their dance; • use different speeds in a dance and begin to use these to represent ideas; • join their own movement phrases of different speeds in a chosen order, to create a dance that is inspired by the animals of the rainforest; • use suggested dance vocabulary; • evaluate their dance and give ideas for ways to improve their performance; • perform a combination of suggested movements and own actions, to represent features of the rainforest; • begin to consider the order in which to perform their chosen movements; • link movement phrases with some success by considering the order in which to perform them; • use suggested dance vocabulary to evaluate their dance performance.
2024/2025 Year 3	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I keep myself fit and healthy by <u>circuit training</u> ?	What are ' <u>net and wall</u> ' <u>games</u> and what skills are required?	Why are teamwork and good communication so important for <u>OAA</u> ?
Component Questions (components to be explored throughout the unit)	<u>Circuit Training</u> CQ1: How can I travel in a variety of ways?	<u>Net & Wall Games: Fundamentals</u>	<u>OAA</u> CQ1: How can I work effectively with others to

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	<p>CQ2: How can I change direction, level or speed of travel?</p> <p>CQ3: How can use a range of ball control skills?</p> <p>CQ4: How can I control movement using balance and coordination?</p> <p>CQ5: How can I use a range of movement skills in a circuit of activities?</p> <p>CQ6: How can I adapt and improve performance in a circuit of activities?</p>	<p>CQ1: How can effective footwork, movement and positioning in the context of net and wall games?</p> <p>CQ2: How do I roll and throw a ball accurately?</p> <p>CQ3: How can I develop ball control when using a racket?</p> <p>CQ4: How do I hit a ball accurately using the forehand technique?</p> <p>CQ5: How can I use the backhand technique in different ways?</p> <p>CQ6: How can I understand and demonstrate the basic principles of attacking and defending in net and wall games (to play competitive net and wall-based games)?</p>	<p>complete a task (communicate effectively)?</p> <p>CQ2: How can I follow multi-step instructions?</p> <p>CQ3: How can I solve a range of problems when working with other?</p> <p>CQ4: How can I follow a set of directions correctly (to give clear and precise directions for someone else to follow)?</p> <p>CQ5: What do I need to know to I read simple maps?</p> <p>CQ6: What is orienteering?</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <p><u>Circuit Training</u></p> <ul style="list-style-type: none"> • follow instructions to travel using a sidestep action; • travel in different ways; • change direction, speed and level while travelling; • show an ability to travel at a different speed and direction in a circuit; • throw a ball underarm with some accuracy; • use their feet to move a ball around cones; • independently hold balances with control; • independently coordinate different body parts; 	<p>Children who are secure will be able to:</p> <p><u>Net & Wall Games: Fundamentals</u></p> <ul style="list-style-type: none"> • give examples of net and wall games and know what these types of sports involve, including some of the skills needed to play them; • demonstrate a range of effective footwork skills during footwork drills, such as moving in different directions and changing direction whilst maintaining balance; • understand the importance of good footwork, movement and positioning in net and wall 	<p>Children who are secure will be able to:</p> <p><u>OAA</u></p> <ul style="list-style-type: none"> • identify and demonstrate a range of effective teamwork skills to achieve the goals; • understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities; • follow multi-step instructions, using strategies to aid them; • identify the problem and come up with possible solutions and a plan of action to solve it;

	<ul style="list-style-type: none"> • follow instructions to complete exercises; • actively try to improve their performance over time. 	<p>games, including the ready position and demonstrate this throughout the lesson;</p> <ul style="list-style-type: none"> • roll a ball with good control and accuracy at a target; • throw a ball underarm with good control and accuracy at a target; • confidently use throwing and catching skills in games involving precision and accuracy with success; • control the ball in a range of ways, including bouncing the ball up and down, using good hand-eye coordination and racket skills; • hit a ball along the ground with accuracy using a tennis racket and use this skill to have a co-operative rally as well as to outwit an opponent; • effectively hit a ball using a forehand technique and demonstrate this in a game, including using the correct grip; • often hit a ball to land close to or in a target area; • throw a ball using a double-handed backhand throw with good accuracy and technique; • effectively hit a ball using a backhand technique and demonstrate this in a game, including using the correct grip; • work co-operatively in a team to keep a rally going, using both the forehand and backhand hit; • explain what to do in different attacking and 	<ul style="list-style-type: none"> • demonstrate a range of effective teamwork skills to solve a range of problems; • understand and use directional language to effectively navigate others; • follow the directions given to them with success; • give easy-to-follow directions using appropriate terminology; • understand the concept of a map and use a key and symbols on a simple map; • orientate a map; • know the meaning of a range of common map symbols; • understand and can talk about what orienteering involves and know a range of different orienteering symbols.
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		<p>defending scenarios and why;</p> <ul style="list-style-type: none"> • understand the importance of positioning to be able to return the ball and consistently apply this in a game; • use a range of net and wall fundamentals to play a competitive net and wall-based game. 	
Lead Enquiry Question (Composite Outcome)	How can I work with others to create and perform a <u>dance</u> ?	How do I ' <u>strike and field</u> ' effectively?	How can I throw, run and jump in <u>athletics</u> ?
Component Questions (components to be explored throughout the unit)	<p><u>Dance: Extreme Earth</u></p> <p>CQ1: How can I improvise and create movements with a partner?</p> <p>CQ2: How can I create and perform imaginative movements to fit with different stimuli?</p> <p>CQ3: How can I develop new actions whilst working in a small group?</p> <p>CQ4: How can I show awareness of others when moving?</p> <p>CQ5: How can I work with a partner to create and perform a dance to show feelings and emotions?</p> <p>CQ6: How can I work in a group to link actions to create a dance montage?</p>	<p><u>Striking & Fielding Games: Fundamentals</u></p> <p>CQ1: How can I use an overarm throw to hit a target with accuracy?</p> <p>CQ2: How can I strike a ball in an intended direction?</p> <p>CQ3: How can I work cooperatively to field a ball?</p> <p>CQ4: How can I use striking and fielding skills in a game?</p> <p>CQ5: How can I design and play games that use striking and fielding skills?</p>	<p><u>Athletics</u></p> <p>CQ1: How can I practise and refine existing running, jumping and throwing skills?</p> <p>CQ2: How can I sprint effectively?</p> <p>CQ3: How do I run over hurdles?</p> <p>CQ4: What is the best technique to jump for distance?</p> <p>CQ5: What different techniques can be used for throwing (including push throws)?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <p><u>Dance: Extreme Earth</u></p> <ul style="list-style-type: none"> • use movements to tell a narrative; 	<p>Children who are secure will be able to:</p> <p><u>Striking & Fielding Games: Fundamentals</u></p> <ul style="list-style-type: none"> • strike a bowled ball in an intended direction; 	<p>Children who are secure will be able to:</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • apply and try to improve existing running, throwing and jumping skills;

	<ul style="list-style-type: none"> • combine and link an increasing number of movement phrases and patterns; • create fluent movements, using precision and control; • show an awareness of other's movements, responding accordingly with their own movements; • evaluate their own performance and suggest ways to improve it. 	<ul style="list-style-type: none"> • stop a ball using a range of techniques; • play cooperatively with teammates, making decisions about when to run for points and when to not; • choose and use a range of simple tactics and strategies when striking and fielding; • invent rules for striking and fielding games. 	<ul style="list-style-type: none"> • carry out up to three or more different jumps, with a safe landing; • use the correct technique for underarm throwing with control and success; • understand the importance of having a good arm and leg action for sprinting and, with prompts, describe how this is done; • use an increasingly efficient technique for sprinting; • identify and give feedback on three or more elements of the best running techniques for sprinting; • understand the terms lead leg and trail leg and demonstrate elements of the correct technique when running over hurdles; • demonstrate an increasingly even stride pattern and length when running at speed over hurdles; • run with increasing coordination and rhythm over obstacles; • use the correct technique for the standing long jump with control and success; • jump a good distance using a learnt technique; • compare their jumping abilities to at least five animals; • execute an underarm throw with good control and accuracy; • execute an overarm throw with good control and distance;
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PE Enquiry Questions and Assessment Checkpoints

			<ul style="list-style-type: none">• choose the best throw to use, depending on the situation;• identify, describe and execute a two-handed push throw, with good control, accuracy and distance;• identify, describe and execute a one-handed push throw, with good control, accuracy and distance;• show a marked improvement in their ability to throw for accuracy and distance.
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2024/2025 Year 4	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How do I attack and defend effectively in <u>hockey</u> ?		How can I attack and defend in <u>tag rugby</u> ?
Component Questions (components to be explored throughout the unit)	<u>Invasion Games: Hockey</u> CQ1: How can I pass and receive the ball in hockey? CQ2: How can I dribble with the ball in hockey? CQ3: How can I learn the technique for the Indian dribble? CQ4: How can I know how to tackle an opponent? CQ5: How can I aim for a target and take a penalty shuffle? CQ6: How can I apply the hockey skills I have learnt in a game?		<u>Invasion Games: Tag Rugby</u> CQ1: To throw and catch a rugby ball CQ2: To execute a successful pass of a rugby ball while on the move. To move with the ball into space. CQ3: To know, understand and apply the rules of tagging in tag rugby. CQ4: To gain possession by intercepting a pass. CQ5: To use my attacking and defending skills and knowledge to make tactical decisions. CQ6: To apply attacking and defending skills in a game of tag rugby. To watch and evaluate the performance of others.
Assessment Checkpoint	Children who are secure will be able to: <u>Invasion Games: Hockey</u> <ul style="list-style-type: none"> • hold the hockey stick correctly for pushing and stopping the ball; • usually push the ball with accuracy, using the correct technique; • usually stop and control the ball effectively, using the correct technique; • use the correct body position for forehand dribbling with efficiency; • usually keep control of the ball while dribbling; • change direction with the ball with good control at a walking pace; 		Children who are secure will be able to: <u>Invasion Games: Tag Rugby</u> <ul style="list-style-type: none"> • use the correct grip while holding the ball to be able to pass it effectively; • pass the ball with accuracy, using the correct technique while stationary; • move their hands to catch a ball arriving at

	<ul style="list-style-type: none"> • generally use the correct technique for the Indian dribble while stationary and on the move, with some efficiency and success; • change direction with the ball with good control at a walking pace; • dribble past a passive defender or opponent with increasing speed and efficiency; • generally use the correct technique for tackling safely, with increasing success; • know and carry out most of the rules for tackling safely; • use a range of different hockey skills in a game with increasing efficiency and success; • usually demonstrate accuracy when aiming for a target a medium distance away; • know how to take a penalty shuffle and sometimes do this successfully; • use a range of attacking and defending skills to contribute towards the success of their team; • know and follow most of the basic rules for hockey; • evaluate their own performance, sometimes suggesting appropriate improvements 	<p>different heights and angles;</p> <ul style="list-style-type: none"> • pass the ball with accuracy using the correct technique while on the move; • sometimes get into the correct position to receive a pass from a teammate; • use the sidestep to get around a passive defender at a pace faster than walking; • explain and demonstrate most of the rules of tagging, including in a game situation; • sidestep a defender and pass the ball with success and generally use the space effectively; • demonstrate knowledge of how to intercept a pass and execute this during drills that specifically practise this skill and sometimes in a game situation; • show knowledge and understanding of tactical decision-making and sometimes choose the right tactic in a game, to help their team keep and win back possession of the ball; • use a range of attacking and defending skills to contribute to the success of their team; • demonstrate knowledge of many of the rules of tag rugby and follow them in a game; • identify and describe the effectiveness of the performance of others and give suggestions for improvement.
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PE Enquiry Questions and Assessment Checkpoints

Lead Enquiry Question (Composite Outcome)	How can I work with others to create and perform a <u>gymnastics</u> sequence?	How can I perform jumps and rolls in <u>gymnastics</u> to create different shapes?	What makes an effective <u>dance</u> performance?
Component Questions (components to be explored throughout the unit)	<p><u>Gymnastics: Movement</u></p> <p>CQ1: How can I perform a range of jumps and leaps?</p> <p>CQ2: How can I perform a straddle forward roll and a backward roll to straddle correctly?</p> <p>CQ3: How can I perform a straddle on vault correctly?</p> <p>CQ4: How can I perform a lunge into cartwheel correctly?</p> <p>CQ5: How can I link movements together by performing a straight jump full turn, a cat leap half turn and a pivot?</p> <p>CQ6: How can I work in a small group to create and perform a gymnastics sequence with a theme?</p>	<p><u>Gymnastics: Shape & Balance – Ancient Egypt</u></p> <p>CQ1: How can I create shapes and three and four-point balances to represent icons from ancient Egypt?</p> <p>CQ2: How can I work with a partner to create hieroglyphic shapes within a gymnastics routine?</p> <p>CQ3: How can I use shape, balance and movement to tell the ancient Egyptian creation story?</p> <p>CQ4: How can I work with a partner to create and perform three and four-point balances and counterbalances?</p> <p>CQ5: How can I use shape, movement and balance to create an ancient Egyptian festival or funeral routine?</p> <p>CQ6: How can I use shape, movement and balance to create a gymnastic showcase based on ancient Egypt?</p>	<p><u>Dance – Roman</u></p> <p>CQ1: How can I combine and perform movement phrases to represent facts about the Roman Empire?</p> <p>CQ2: How can I compose and perform movement sequences with expression?</p> <p>CQ3: How do I link and combine movement phrases?</p> <p>CQ4: How do I work as part of a group to develop a longer dance that tells the story of Pompeii?</p> <p>CQ5: How can I perform a dance with precision and control?</p> <p>CQ6: How can I compose longer dance sequences for a performance and use a range of dance vocabulary to describe and improve work?</p>
Assessment Checkpoint	Children who are secure will be able to: <u>Gymnastics: Movement</u> <ul style="list-style-type: none"> describe how to perform the new movements learnt in the unit; 	Children who are secure will be able to: <u>Gymnastics: Shape & Balance – Ancient Egypt</u> <ul style="list-style-type: none"> think of their own ideas and create shapes with their body and movements based on ancient Egyptian icons; 	Children who are secure will be able to: <u>Dance – Roman</u> <ul style="list-style-type: none"> perform actions to communicate ideas; combine actions to create a longer dance; develop actions to communicate ideas;

PE Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> • How can I perform movements that show good understanding and control of the key skills needed; • describe what they have done or changed in order to better their performance during a lesson; • link a series of movements together to create a longer sequence; • practise and refine their own movements and 'spot' and advise others around them. 	<ul style="list-style-type: none"> • hold a range of balances on three and four-points of their body; • say what is good about their own and others' performances and know how to make it better; • work with a partner, listening to and sharing ideas and sometimes leading the discussion; • think of different ideas for hieroglyphic shapes and balances and demonstrate elements of strength and flexibility when forming them; • demonstrate good technique and control when performing; • use a good range of linking actions and movements to create a gymnastics partner routine; • use a good range of movements, shapes and balances to retell key points of the creation story in more detail; • use their technique, strength, flexibility and control to improvise and hold three and four-point balance on their own and with a partner, including counterbalances; • combine a good range of movements, shapes and balances to create a routine as part of a group; • generate ideas to reflect the music and a theme. 	<ul style="list-style-type: none"> • perform some actions with expression; • develop movement phrases to communicate ideas; • link different movement phrases in a longer dance; • link different movement phrases, performing in unison and canon with the rest of their group; • perform with increased precision and control; • evaluate and improve movement phrases ready for performance.
2024/2025 Year 4	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	As Spring 1 Tag Rugby	How can I throw, run and jump in <u>athletics</u> ?	
Component Questions (components to be explored throughout the unit)	As Spring 1 Tag Rugby	<u>Athletics</u>	

PE Enquiry Questions and Assessment Checkpoints

		<p>CQ1: How can I apply existing running, jumping and throwing skills?</p> <p>CQ2: How can I improve running technique for sprinting?</p> <p>CQ3: What do I need to know to compete in relay running?</p> <p>CQ4: How do I jump for distance using the standing triple jump?</p> <p>CQ5: How do I throw using the 'pull' technique?</p> <p>CQ6: How can I compete in a combined athletics event, aiming to achieve a personal best?</p>
<p>Assessment Checkpoint</p>	<p>As Spring 1 Tag Rugby</p>	<p>Children who are secure will be able to:</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • execute a range of fundamental movement skills with good control and efficiency; • effectively apply the movement skills of running, jumping and throwing in games; • identify what three (or more) three different parts of their body should be doing when sprinting and practise these actions; • apply most elements of the technique for sprinting effectively; • sustain their sprinting pace for a medium distance, such as 50m; • describe the down sweep technique for passing and receiving the baton; • use many elements of the down sweep technique effectively in a relay race; • usually work well as part of a team; • combine a variety of three jumps in one continuous movement; • execute the standing triple jump technique with good control and efficiency, jumping a good distance; • work with others in the standing triple jump, to jump and measure successfully; • identify and describe how to perform a pull throw, using some using key vocabulary appropriately; • execute the pull throw technique with good control and efficiency; • throughout the lesson, show noticeable improvement when throwing for distance and accuracy; • use and apply most elements of the correct technique for their chosen event in a competitive situation;

PE Enquiry Questions and Assessment Checkpoints

		<ul style="list-style-type: none"> • identify good technique and suggest more than one area for improvement; • adjust their performance to try to achieve their personal best; • work successfully as part of a team in a combined athletics event. 	
Lead Enquiry Question (Composite Outcome)	How can I keep myself fit and healthy by <u>circuit training</u> ?	What are 'net and wall' games and what skills are required in <u>badminton</u> ?	How can I work with others to complete challenges, including reading maps in <u>OAA</u> ?
Component Questions (components to be explored throughout the unit)	<p><u>Circuit Training</u></p> <p>CQ1: What are the effects of aerobic and anaerobic exercise on the body?</p> <p>CQ2: How do I recognise the benefits of exercise on the upper body?</p> <p>CQ3: How do I recognise the benefits of exercise on the lower body?</p> <p>CQ4: How do I recognise the benefits of exercise on core muscles?</p> <p>CQ5: What are my personal targets for exercise? How do I set these?</p> <p>CQ6: How can I improve performance in order to reach personal targets?</p>	<p><u>Net & Wall Games: Badminton</u></p> <p>CQ1: How can I use badminton racket to control an object?</p> <p>CQ2: How can I use badminton racket to strike a shuttlecock with accuracy and control?</p> <p>CQ3: How can I use different footwork to move across a space?</p> <p>CQ4: How can I use badminton racket to control a shuttlecock in order to score points?</p> <p>CQ5: How do I defend against an opponent scoring a point?</p> <p>CQ6: How do I compete in a full badminton match?</p>	<p><u>OAA</u></p> <p>CQ1: How can I work together with others on different scavenger hunt activities?</p> <p>CQ2: How can I work with others, developing problem-solving skills.</p> <p>CQ3: How can I communicate effectively with others to complete blindfolded challenges?</p> <p>CQ4: How can I read, follow and understand maps?</p> <p>CQ5: How can I take part in an orienteering exercise and demonstrate different sporting values and qualities?</p> <p>CQ6: How can I set up a simple orienteering course for others to follow and navigate around space with growing confidence?</p>
Assessment Checkpoint	Children who are secure will be able to: <u>Circuit Training</u>	Children who are secure will be able to: <u>Net & Wall Games: Badminton</u>	Children who are secure will be able to: <u>OAA</u>

	<ul style="list-style-type: none"> • follow instructions to complete a set of exercises; • describe the different effects of aerobic and anaerobic exercise; • identify the parts of the upper body and participate in exercises that use their upper body muscles; • identify the parts of the lower body and participate in exercises which use their lower body muscles; • identify the core muscles and participate in exercises which use these muscles; • participate in a range of exercises; • set their own realistic targets for improvement; • notice how they are progressing towards their personal targets and try hard to reach them. 	<ul style="list-style-type: none"> • use a forehand grip with a badminton racket to control a balloon; • use a backhand grip with a badminton racket to control a balloon; • use a badminton racket to strike a shuttlecock; • give consideration for which grip How can I (forehand or backhand grip) to strike a shuttlecock; • control a badminton racket to send a shuttlecock in a particular direction; • strike a shuttlecock in different ways, to alter the distance the shuttlecock travels, with increasing accuracy; • give consideration for which step How can I (running step or chasse step) to move across a space; • adopt the ready position and identify the importance of this; • return to a centre point but may need prompting and understand the reasons for doing this; • use a serve to start a rally, with some control; • maintain a rally, with some success; • confidently use an attacking shot to score a point; • independently position themselves in a defensive stance to face an attacking shot; • attempt a block shot in order to return a smash shot; • perform a badminton serve; 	<ul style="list-style-type: none"> • talk about what OAA involves; • demonstrate a range of elements of effective teamwork, generally working well as part of a team; • demonstrate effective teamwork to complete a scavenger hunt; • demonstrate effective teamwork to create a scavenger hunt; • communicate effectively and generally work well as part of a team; • usually solve problems by working well as part of a team; • demonstrate effective teamwork to create an obstacle course that tests agility, coordination and balance; • give a range of different, easy-to-follow directions to guide a partner or teammates successfully; • demonstrate effective listening and following of directions during team activities; • usually complete challenges successfully as part of a team; • understand and talk about at least two different features of a map; • orientate a map; • thumb a map; • follow a simple map; • identify a control marker, control point and control card and explain what they are;
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PE Enquiry Questions and Assessment Checkpoints

		<ul style="list-style-type: none"> • use attacking and defensive skills in a game; • evaluate own performance and attempt to improve their skills in a badminton game. 	<ul style="list-style-type: none"> • work with others to complete an orienteering exercise; • name and demonstrate at least three different sporting qualities; • draw a simple mini orienteering map; • set up four control markers and add them to a map
Lead Enquiry Question (Composite Outcome)		How can I <u>swim</u> and self-rescue?	
Component Questions (components to be explored throughout the unit)		<u>Swimming</u> CQ1: How can I swim front crawl? CQ2: How can I swim breaststroke? CG3: How can I swim back stroke? CG4: How can I perform butterfly kicks? CG5: How can I demonstrate water safety techniques and self-rescue?	
Assessment Checkpoint		Children who are secure will be able to: <u>Swimming</u> Red (Water Safe) <ul style="list-style-type: none"> • Distance Swimming: Swim unaided for 5m using recognised arm & leg actions; competently, confidently & consistently 	

		<ul style="list-style-type: none">• Stroke Development Swim for 5m on 3 of the following strokes (with buoyancy aids)<ul style="list-style-type: none">a. Front Paddleb. Back Paddlec. Basic Breaststroked. Butterfly Leg Kick • Water Safety<ul style="list-style-type: none">- Enter the water safely and submerge the face underwater<ul style="list-style-type: none">- Float on front or back for 10 seconds, moving into a standing position (use of aids permitted)<ul style="list-style-type: none">- Tread water for 10 seconds using buoyancy aids in 1.2m depth- Perform a basic shout & signal rescue from poolside- Exit the water safely without support	
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PE Enquiry Questions and Assessment Checkpoints

2024/2025 Year 5	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I play <u>basketball</u> , by both attacking and defending?		How can I transfer and develop new skills to play <u>handball</u> ?
Component Questions (components to be explored throughout the unit)	<u>Invasion Games – Basketball</u> CQ1: How can I dribble with a basketball? CQ2: How can I use a range of techniques to pass a basketball successfully? CQ3: How can I use a pivot and move effectively around the court? CQ4: How can I use strategies to keep possession of the ball? CQ5: How can I mark a player effectively and get from a defender? CQ6: How can I apply basketball skills when playing as part of a team in a game and evaluate my performance?		<u>Handball</u> CQ1: How can I practise ball control, agility and quickness? CQ2: How can I develop and refine throwing and catching skills? CQ3: How can I combine the skills of moving and passing in handball? CQ4: How can I use the defensive skills of marking and intercepting in a game? CQ5: How can I aim for and protect a target? CQ6: How can I work as part of a team and participate in a class handball tournament?
Assessment Checkpoint	Children who are secure will be able to: <u>Invasion Games: Basketball</u> <ul style="list-style-type: none"> • dribble with the ball using the correct technique, varying their speed and changing direction; • look up when dribbling while keeping the ball under control; • use a range of techniques to pass the ball with some <ul style="list-style-type: none"> • accuracy and control over a range of distances; • combine dribbling and passing with some fluency, accuracy and control; • generally, demonstrate a good technique to move around the court with and without a ball; stop in different ways and pivot using the correct footwork; • combine dribbling and passing with some fluency, accuracy and control; 		Children who are secure will be able to: <u>Handball</u> <ul style="list-style-type: none"> • manipulate the ball in a range of different ways with good control; • take part in agility drills using a good technique and demonstrating good control, balance and coordination; • take part in quickness drills using a good technique and demonstrating quick feet and acceleration;

	<ul style="list-style-type: none"> • use more than one technique while dribbling to protect the ball from a defender and keep possession; • generally, adopt the defensive stance when marking an opposition player in possession of the ball (including closing them down) and sometimes with success; • use man-to-man marking successfully to prevent an opposition player from receiving a pass; • use a change of pace or direction to get free from a defender, usually with success; • use a range of attacking and defending skills and tactics to contribute towards the success of their team; • understand and demonstrate being part of a team; • evaluate their own performance. 	<ul style="list-style-type: none"> • know how to grip a handball and generally use the correct grip when throwing; • use an overhead pass when throwing a handball, using a good technique and with reasonable accuracy; • use a good technique to catch a ball effectively; • successfully take part in throwing and catching activities, using a good throwing and catching technique; • know and execute the 'rule of 3' for moving and passing in handball in specified drills; • combine the skills of moving and passing with some continuity; • take part in moving, passing and shooting drills with some success; • know how to mark a player in handball and can usually do this with success in a game; • will often anticipate and react to be able to intercept the ball; • take part in a modified game of handball, applying a range of different attacking and defending handball skills with some success; • shoot with accuracy at a target with some success; • shoot with decent power at a target with some success; • take part in drills to test their reactions with some success; • generally use effective body positioning and technique to protect a
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			<p>target with some success;</p> <ul style="list-style-type: none"> • have a positive impact on their team; • know and follow most of the rules of handball; • apply a good range of attacking and defending handball skills in a game with some success; • understand how tactics can be used to help win games and use them with some success.
Lead Enquiry Question (Composite Outcome)	How can I perform a <u>gymnastics</u> routine to music?	How can I perform a <u>rhythmic gymnastics</u> routine, including balances and shapes with my body and objects?	How can I perform a competitive game of <u>tennis</u> ?
Component Questions (components to be explored throughout the unit)	<p><u>Gymnastics – Movement</u></p> <p>CQ1: How can I perform a stag jump and split leap?</p> <p>CQ2: How can I perform pike rolls?</p> <p>CQ3: How can I perform a squat through vault?</p> <p>CQ4: How can I perform a round-off?</p> <p>CQ5: How can I independently plan a sequence of gymnastics movements that are creatively linked together?</p> <p>CQ6: How can I perform a gymnastics sequence in a pair or group in time to music?</p>	<p><u>Gymnastics – Balance & Shape</u></p> <p>CQ1: How can I link shapes and movement using rhythmic gymnastics to represent ideas about the Earth, Sun and Moon?</p> <p>CQ2: How can I create two, three and four-point balances and movements to represent the discovery and exploration of a new planet?</p> <p>CQ3: How can I create part-weight balances with a partner to resemble an alien?</p> <p>CQ4: How can I create and perform a gymnastics routine that includes shapes on apparatus?</p> <p>CQ5: How can I plan a space-themed gymnastics routine that includes a range of shapes, balances and movements?</p>	<p><u>Tennis</u></p> <p>CQ1: How can I understand and practise some of the fundamental skills of tennis?</p> <p>CQ2: How can I hit a ball with accuracy using the forehand technique?</p> <p>CQ3: How can I play a backhand stroke with control and accuracy?</p> <p>CQ4: How can I perform an overhead tennis serve?</p> <p>CQ5: How can I develop a volley for use in a tennis mini-game?</p> <p>CQ6: How can I apply learnt skills in a variety of tennis minigames?</p>

		<p>CQ6: How can I perform a space-themed gymnastics routine that includes a range of shapes, balances and movements?</p>	
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <p><u>Gymnastics – Movement</u></p> <ul style="list-style-type: none"> • describe how to perform the new movements learnt in the unit; • perform movements that show good understanding and control of the key skills needed; • describe what they have done or changed in order to better their performance during a lesson; • link a series of movements together to create a routine with a theme or style; • practise and refine their own movements and ‘spot’ and advise others around them. 	<p>Children who are secure will be able to:</p> <p><u>Gymnastics – Shape & Balance</u></p> <ul style="list-style-type: none"> • improvise to create shapes using rhythmic gymnastics ribbon and their body; • explain how Earth orbits the Sun, how seasons are created and how the Moon orbits Earth and demonstrate this through shape and movement; • hold a range of balances on two, three and four points of their bodies; • link a wide range of movements and balances and purposefully vary elements to create some different effects; • work with a partner, listening to and sharing ideas and taking the lead when appropriate; • demonstrate good body tension, strength and the correct technique to hold different part-weight partner balances; • adapt their body shape and position to create star, tuck, straddle, pike, stag and splits shapes on apparatus and while moving; • link a wide range of movements and shapes and purposefully vary elements to create some different effects and tell a story; 	<p>Children who are secure will be able to:</p> <p><u>Tennis</u></p> <ul style="list-style-type: none"> • show good control and balance when dribbling with a ball; • use the correct skills to catch and control a ball on their racket; • move their feet to get into a good position to catch a ball; • grip a tennis racket correctly when hitting a forehand groundstroke; • regularly get into the ready position before and after shots; • use the correct technique to land forehand shots in the opposition's side of the court, with some deep towards the baseline; • explain an advantage and disadvantage of both backhand groundstroke techniques; • use the correct technique for the double-handed and single-handed backhand; • hit different backhand strokes towards a targeted area; • demonstrate a good service stance and toss a ball into a good position for striking with an overhead serve; • strike a tossed ball with a racket well, showing a good overhead service stroke;

PE Enquiry Questions and Assessment Checkpoints

		<ul style="list-style-type: none"> • work in a group, listening to and sharing ideas and taking the lead when appropriate; • think of and plan a good range of rhythmic gymnastics, shapes, balances and movements that fit a space theme and purposefully vary elements to create different effects in the story; • hold a range of individual two, three and four-point balances and part-weight partner balances as part of a routine; • adapt their body shape to create star, tuck, straddle, pike, stag, and splits shapes as part of a routine; • select and perform a wide range of appropriate linking actions and movements to structure a routine; • vary the speed, levels and dynamics of a routine to create effect; • say what is good about their own and others' performances and know how to make them better 	<ul style="list-style-type: none"> • show knowledge of how to adjust their technique for direction and distance and aim a serve at a target area with some accuracy; • strike a ball before it bounces, using the volley technique; • play short and long volleys, changing the level of power and racket head position appropriately; • use the ready position and quick footwork to get into a good position for the volley; • begin to read a player's body positioning to increase reaction speed; • demonstrate an understanding of the rules of tennis and use the tennis scoring system in a mini-game; • use a number of the stroke techniques and skills learnt in the unit, to take part in a rally; • use an overarm serve technique; • evaluate their performance, identifying some suggestions for improving their performance
Lead Enquiry Question (Composite Outcome)	How can I <u>swim</u> and perform self-rescue?		
Component Questions (components to be explored throughout the unit)	<u>Swimming</u> CQ1: How can I swim front crawl? CQ2: How can I swim breaststroke? CG3: How can I swim back stroke? CG4: How can I perform butterfly kicks?		

	<p>CG5: How can I perform water safety techniques and self-rescue?</p>		
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <p><u>Swimming</u></p> <p>Yellow (Water Confident)</p> <ul style="list-style-type: none"> • Distance Swimming Swim unaided for 10m using recognised arm & leg movements; competently, confidently & consistently • Stroke Development Swim for 5m on 3 of the following strokes (without buoyancy aids) <ol style="list-style-type: none"> a. Front paddle b. Back Paddle c. Basic Breaststroke d. Butterfly Leg Kick • Water Safety <ul style="list-style-type: none"> - Jump in from poolside, submerge & rise to the surface (1m depth) - Float on front or back without aids for 10 seconds, moving into a standing position - Tread water in deep water without using buoyancy aids for 15 seconds - Perform a shout & signal rescue using buoyancy aids for 15 seconds - Exit the water safely without 		

PE Enquiry Questions and Assessment Checkpoints

	using steps (1m minimum depth)		
2024/2025 Year 5	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	Invasion Games – Handball as Spring 1	How can I run at different paces; throw different implements and jump for height and length in <u>athletics</u> ?	
Component Questions (components to be explored throughout the unit)	Invasion Games – Handball as Spring 1	<u>Athletics</u> CQ1: How can I practise and refine existing running, jumping and throwing skills? CQ2: How can I use an effective technique for sprinting including the sprint start? CQ3: How can I sustain my running pace over longer distances? CQ4: How can I practise jumping for height? CQ5: What is the fling throw technique? CQ6: How can I use a variety of throwing techniques?	
Assessment Checkpoint	Invasion Games – Handball as Spring 1	Children who are secure will be able to: <u>Athletics</u> <ul style="list-style-type: none"> • identify and know about a variety of athletic events and techniques; • apply and develop existing running, throwing and jumping skills; • practise and improve reaction times and identify an effective sprint start; • demonstrate a sound technique for a sprint start to improve the acceleration phase; • develop and improve their running technique for sprinting, showing good coordination and control; • demonstrate stamina in order to maintain a sustained run; • show good control, coordination and power when performing the standing vertical jump and measure the height jumped with accuracy; • follow step-by-step instructions to learn and develop a range of throwing techniques with increasing control, accuracy, fluency and success; • compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best. 	

PE Enquiry Questions and Assessment Checkpoints

		<ul style="list-style-type: none"> • evaluate the effectiveness of a performance, offering suggestions of how to improve a skill or technique 	
Lead Enquiry Question (Composite Outcome)	Net & Wall Games – Tennis as Spring 1	How can I play <u>rounders</u> – both batting and fielding?	How can I set and perform a challenging, motivating <u>circuit</u> to increase my fitness?
Component Questions (components to be explored throughout the unit)	Net & Wall Games – Tennis as Spring 1	<p><u>Rounders</u></p> <p>CQ1: What are the correct techniques for batting and bowling in rounders?</p> <p>CQ2: What are the correct techniques for throwing and catching when fielding in rounders?</p> <p>CQ3: What are the roles and responsibilities of the backstop and base fielders in rounders and how can I field effectively in these positions and demonstrate good skill and technique?</p> <p>CQ4: What are the roles and responsibilities of the deep fielders in rounders and how can I field effectively in these positions and demonstrate good skill and technique?</p> <p>CQ5: To be able to ‘read’ the game and apply tactics to outwit opponents</p> <p>CQ6: What are the rules of rounders during a game and how can I apply them, including using a range of throwing, catching, fielding and batting strategies?</p>	<p><u>Circuit Training</u></p> <p>CQ1: Why is it important to help the body to prepare for and recover from exercise and how this should be done? How can I complete a simple circuit of exercises?</p> <p>CQ2: How can I set individual challenges and work towards achieving them?</p> <p>CQ3: How can I compete fairly against a classmate in a circuit training activity?</p> <p>CQ4: How can I improve my speed, agility and quickness within circuit training?</p> <p>CQ5: How can I develop teamwork skills in a group task featuring different exercises?</p> <p>CQ6: How can I use my knowledge of the effects of exercise to develop an effective fitness routine?</p>
Assessment Checkpoint	Net & Wall Games – Tennis as Spring 1	Children who are secure will be able to:	Children who are secure will be able to:
		<u>Rounders</u>	<u>Circuit Training</u>

		<ul style="list-style-type: none"> • hit a bowled ball out into the field; • control the speed and direction of the ball when bowling; • move into the correct position or space to catch a ball that is thrown or hit into the field; • accurately throw a ball overarm or underarm to reach a designated target; • choose and apply relevant tactics during a game according to an agreed strategy. 	<ul style="list-style-type: none"> • Know what circuit training involves and can follow instructions to complete a range of different 'medium' exercises; • Can give two or more reasons of the importance of warming up before exercise and cooling down after exercise, including why and how to stretch; • Can set challenges that are achievable; • Can join in a competition with a classmate of a similar ability and show some qualities of a good sportsperson such as winning or losing graciously; • Can identify speed, agility and quickness and evaluate their ability in these areas; • Can identify their own strengths in different exercises; • Can plan exercises to form a varied circuit
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PE Enquiry Questions and Assessment Checkpoints

2024/2025 Year 6	Autumn 1	Autumn 2	Spring 1
Lead Enquiry Question (Composite Outcome)	How can I play <u>netball</u> ?		What makes a good PE Teacher / Group <u>Leader</u> ?
Component Questions (components to be explored throughout the unit)	<u>Invasion Games: Netball</u> CQ1: How can I improve and refine catching and throwing in netball? CQ2: How can I use a range of netball passes and catch a netball in different ways? CQ3: How can I pivot and understand the footwork rule in netball? CQ4: How can I outwit a defender to receive a pass? CQ5: How can I know how to one-on-one mark an opposition player and aim for a target? CQ6: How can I play in a netball tournament and evaluate my own and others' performance?		<u>Leadership in PE</u> CQ1: How can I lead others during the PE lesson, demonstrating different leadership skills including respect and giving clear instructions? CQ2: How can I lead others during the PE lesson, demonstrating different leadership skills including confidence, positivity and directing others? CQ3: How can I lead others during the PE lesson, demonstrating different leadership skills including adaptability, safety and good communication? CQ4: How can I lead others during the PE lesson, demonstrating different leadership skills including emotional intelligence, resilience and motivating others? CQ5: What are different leadership skills including problem-solving, teamwork, empowering others and listening and how are these used to lead sessions? CQ6: What are different leadership skills including encouragement, decision making and evaluating and how are these used to lead sessions?

		<p>CQ7: What does it feel like to plan and lead a physical activity for a selected group of children?</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <p><u>Invasion Games: Netball</u></p> <ul style="list-style-type: none"> • consistently move to meet the netball to catch it with two hands, bringing it safely into the chest; • execute the chest pass with control and accuracy; • execute the shoulder pass with control and power; • catch a netball with both one and two hands, bringing it safely into the chest; • execute the bounce pass with control and accuracy; • execute the overhead pass with control and power; • effectively use a range of passes in a game situation; • land with one or two feet with or without the ball; • use the correct footwork to pivot in a range of situations and scenarios; • understand the footwork rule and demonstrate their understanding in a game situation; • move at a range of speeds and in different directions in specific drills to practise this and apply this with success in a game scenario; • effectively execute the movement skills of dodging and leading to outwit a defender in specific drills to practise these skills; • apply a range of attacking movement skills they have learnt to outwit a defender with success in a game; • know how to mark an opposition player who is in possession of the ball (marking the ball) and does this with some success in a game; • know how to mark an opposition player who is not in possession of the ball (marking the player) and do this with some success in a game; • perform all or most elements of the shooting technique in isolation and sometimes in a competitive game with success; • use a range of attacking and defending skills to contribute towards the success of their team; • understand and demonstrate being part of a team in a range of ways; • evaluate their own and other's performance, sometimes suggesting appropriate improvements 	<p>Children who are secure will be able to:</p> <p><u>Leadership in PE</u></p> <ul style="list-style-type: none"> • have a good understanding about what being a leader and leadership involves; • lead a game or activity well, generally demonstrating respect for others; • lead a game or activity well, generally giving clear instructions; • generally cooperate well when taking part in activities led by others; • generally demonstrate confidence when leading a game or activity; • generally convey positivity when leading a game or activity; • generally direct others effectively when leading a game or activity; • know about the importance of safety in PE and can talk about how this was paramount within the lesson; • generally demonstrate adaptability when leading an activity or game; • generally demonstrate good communication skills when leading a game or activity; • demonstrate a few elements of being an effective motivator when leading an activity or game;

		<ul style="list-style-type: none">• demonstrate a good awareness of their own and others' emotions when leading an activity or game;• show resilience when leading an activity or game;• know about the importance of empowering others in leadership and sometimes demonstrate this themselves;• know about the importance of listening to others in leadership and usually demonstrate this themselves;• know about the importance of teamwork in leadership and usually demonstrate elements of this themselves;• recognise and demonstrate three or more different leadership skills during problem-solving activities;• know about the importance of encouraging others in leadership and sometimes demonstrates this themselves;• know about the importance of good decision making in leadership and usually demonstrates this effectively;• demonstrate three or more different leadership skills when planning and leading a physical activity for others;• can evaluate their own and others' leadership abilities, showing an
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PE Enquiry Questions and Assessment Checkpoints

			awareness of the impact this had on the success of the activity
Lead Enquiry Question (Composite Outcome)	How can I link and perform gymnastic activities in a sequence?	How can I link <u>rhythmic gymnastics</u> sequences?	How can I choreograph and perform a <u>dance</u> , integrating WW2?
Component Questions (components to be explored throughout the unit)	<p><u>Gymnastics Movement</u></p> <p>CQ1: How can I accurately perform a cat leap full turn and a stag leap?</p> <p>CQ2: How can I accurately perform a dive forward roll and a pike backward roll?</p> <p>CQ3: How can I accurately perform a straddle over vault?</p> <p>CQ4: How can I perform a hurdle step into a cartwheel and a round-off?</p> <p>CQ5: How can I perform a series of similar movements in quick succession, linked together to form a sequence?</p> <p>CQ6: How can I work in a large group to choreograph and perform a gymnastics routine in time to music?</p>	<p><u>Gymnastics: Rivers & Mountains</u></p> <p>CQ1: How can I link shapes and movement using rhythmic gymnastics to represent the course of a river?</p> <p>CQ2: How can I create one, two, three and four-point balances to represent mountains?</p> <p>CQ3: How can I combine a range of body shapes and balances with a partner to represent different features of a mountain?</p> <p>CQ4: How can I combine shapes and balances to make a group formation that represents different mountain ranges?</p> <p>CQ5: How can I link shape, movement and balance to plan a group sequence that communicates information about rivers and mountains?</p> <p>CQ6: How can I link shape, movement and balance to perform a group sequence that communicates information about rivers and mountains?</p>	<p><u>Dance: World War 2</u></p> <p>CQ1: What is the Charleston? How can I perform this dance?</p> <p>CQ2: What is the Lambeth Walk? How can I perform this dance?</p> <p>CQ3: What is the Lindy Hop? How can I perform this dance?</p> <p>CQ4: How can I tell the story of a wartime event through dance?</p> <p>CQ5: How can I plan and perform in a WWII style dance party?</p>
Assessment Checkpoint	Children who are secure will be able to:	Children who are secure will be able to:	Children who are secure will be able to:
	<u>Gymnastics Movement</u>	<u>Gymnastics: Rivers & Mountains</u>	<u>Dance: World War 2</u>

PE Enquiry Questions and Assessment Checkpoints

	<ul style="list-style-type: none"> • describe how to perform the new movements learnt in the unit; • perform movements that show good understanding and control of the key skills needed; • describe what they have done or changed in order to better their performance during a lesson; • link a series of movements together to create a routine with a theme or style; • practise and refine their own movements and 'spot' and advise others around them. 	<ul style="list-style-type: none"> • create a good range of shapes with a gymnastics ribbon to represent river features; • use shape and movement to represent the changing course of a river and specific river features; • create and hold a range of balances that represent mountain shapes on one, two, three and four points of their bodies; • move into and out of a balance or shape using interesting and creative ways with fluency and control; • suggest a range of body shapes and balances to depict different mountain features and work collaboratively with a partner to form them; • work with a partner and as part of a group, listening to and sharing ideas and taking the lead when appropriate; • perform a range of counterbalances with a partner experimenting with different levels and shapes; • perform a range of more complex part-weight partner balances safely and effectively; • make positive contributions to my group when creating 	<ul style="list-style-type: none"> • describe some of the features and steps of popular wartime dances; • perform and link a wider range of dance steps from the Charleston, Lambeth Walk and Lindy Hop; • describe what they have done or changed in order to better their performance during a lesson and unit; • link a series of dance motifs to create a longer dance sequence which reflects a theme or tells a story; • work with others to choreograph effective routines while recognising and developing their own strengths and abilities within a group.
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PE Enquiry Questions and Assessment Checkpoints

		<p>and forming body shapes, balances and positions to represent mountain ranges;</p> <ul style="list-style-type: none"> • think of, plan and perform a good range of rhythmic gymnastics, shapes, balances and movements that fit a river journey theme and purposefully vary elements to create different effects; • use a range of apparatus in creative ways as part of a sequence; • perform a good range of rhythmic gymnastics, shapes, balances and movements that fit a river journey theme and purposefully vary elements to create different effects; • say what is good about their own and others' performances and know how to make it better. 	
<p>Lead Enquiry Question (Composite Outcome)</p>	<p>How can I <u>swim</u> with a range of strokes and perform self-rescue?</p>		
<p>Component Questions (components to be explored throughout the unit)</p>	<p><u>Swimming</u></p> <p>CQ1: How can I swim front crawl?</p> <p>CQ2: How can I swim breaststroke?</p> <p>CG3: How can I swim back stroke?</p> <p>CG4: How can I perform butterfly kick?</p>		

PE Enquiry Questions and Assessment Checkpoints

	CG5: How can I perform water safety techniques and self- rescue?		
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <p><u>Swimming</u></p> <p>Green (Water Proofed)</p> <ul style="list-style-type: none"> • Distance Swimming Swim unaided for 25m using recognised arm & leg movements; competently, confidently & consistently • Stroke Development Swim for 10m on 3 of the following strokes (without buoyancy aids) <ol style="list-style-type: none"> a. Front Crawl b. Backstroke c. Breaststroke d. Butterfly Leg Kick • Water Safety <ul style="list-style-type: none"> - Jump in from poolside, submerge & rise to the surface (1.5m minimum depth) - Float on front or back without aids for 20 seconds in deep water, then swim back to the wall - Tread Water in deep water without using buoyancy aids for 30 seconds - Perform a shout & signal rescue (unaided) for 30 seconds 		

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	- Exit the water safely without using steps in deep water (1.2m minimum depth)		
2024/2025 Year 6	Spring 2	Summer 1	Summer 2
Lead Enquiry Question (Composite Outcome)	How can I compete in orienteering (<u>OAA</u>)?	How can I run at different paces; throw different implements and jump for height and length in <u>athletics</u> ?	
Component Questions (components to be explored throughout the unit)	<p><u>OAA</u></p> <p>CQ1: How can I work systematically and as part of a team to solve a range of problems?</p> <p>CQ2: How can I demonstrate positivity, perseverance and effective teamwork when completing a range of challenges?</p> <p>CQ3: How can I use a range of communication methods effectively during problem solving activities and challenges?</p> <p>CQ4: How can I demonstrate effective leadership skills and work together effectively to achieve a common goal?</p> <p>CQ5: How can I work effectively with others to complete a range of challenges and work effectively with others to plan and carry out a game plan (strategy)?</p> <p>CQ6: How can I compete in a timed orienteering team relay event and work as part of a team to</p>	<p><u>Athletics</u></p> <p>CQ1: How do we practise and refine fundamental movement skills needed for athletics?</p> <p>CQ2: How do we work as a team to competitively perform a sprint relay?</p> <p>CQ3: How do we control running pace over a range of distances?</p> <p>CQ4: How do we refine my hurdling technique?</p> <p>CQ5: How do we practise and refine jumping techniques?</p> <p>CQ6: How do we throw for distance using a heave throw technique?</p>	

	<p>design a themed orienteering course?</p>	
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <p><u>OAA</u></p> <ul style="list-style-type: none"> • use a step-by-step approach to solve problems; • work effectively with others to solve problems, often with success; • evaluate the problem-solving strategies used, in relation to both their own success as well as the success of the group; • understand what perseverance is, how it is an important life skill and demonstrate this most of the time when faced with problems and challenges; • show the ability to work effectively with others to achieve a common goal, often with success; • usually approach tasks with a positive attitude; • understand how to give verbal communication effectively and often demonstrate this by speaking clearly and concisely and checking everyone has understood; • know different methods to communicate non-verbally and can use these effectively in a range of problem-solving activities; • effectively lead a small group through a warm-up and/or cool-down activity; 	<p>Children who are secure will be able to:</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> • demonstrate an improvement in reaction speed through repetition; • execute the underarm throw with accuracy and success in isolation and sometimes in a game situation; • understand what an effective springing technique involves and work hard to improve theirs; • work well with team members to pass and receive the baton using the learned technique • demonstrate some endurance and stamina to be able to run for longer distances; • run at an appropriate pace to suit the activity, including speeding up at the end; • mostly use their preferred leg to lead with over the obstacles and maintain a consistent stride pattern; • demonstrate increasing coordination, speed and rhythm when hurdling; • demonstrate an effective technique for the three different jumps and gain good height and distance with them. • lead jumping activities effectively; • demonstrate an effective technique for the overhead heave throw technique and gain good distance with it; • effectively use different throwing techniques for distance and accuracy

	<ul style="list-style-type: none"> • have an important role in the team, usually cooperating well with others; • demonstrate some elements of good leadership; • work as part of a team, often trying their best to complete the challenges; • understand what a strategy is and the steps needed to make and carry out one effectively; • demonstrate effective strategising at times; • successfully orientate and follow a map to find control points in timed conditions; • understand what orienteering involves and use this knowledge to help design a themed orienteering activity that includes the essential features identified (control card, map with control points, appropriate questions); • work collaboratively to put on an appropriately challenging orienteering activity for a specified group of children. 		
Lead Enquiry Question (Composite Outcome)	How can I set and perform a challenging, motivating <u>circuit</u> to increase my fitness?	How can play well competitively in <u>striking and fielding</u> games?	How can play well competitively in <u>volleyball</u> ?
Component Questions (components to be explored throughout the unit)	<u>Circuit Training</u> CQ1: How do we exercise safely? CQ2: How and why do we exercise at different levels of intensity? CQ3: How does exercise boost mental wellbeing?	<u>Striking & Fielding Games</u> CQ1: How can I react quickly and catch balls thrown at different heights and angles? CQ2: How can I attack the ball using effective fielding techniques?	<u>Net & Wall Games: Volleyball</u> CQ1: How can I develop movement and passing skills in volleyball? CQ2: How can I perform an underarm volleyball serve?

PE Enquiry Questions and Assessment Checkpoints

	<p>CQ4: How does exercise improve physical strength?</p>	<p>CQ3: How can I throw the ball accurately over a large distance?</p> <p>CQ4: How can I strike a bowled ball over a large distance into space?</p> <p>CQ5: How can I bowl a ball overarm at a target?</p> <p>CQ6: How can I apply striking and fielding skills to complete a circuit of activities.</p>	<p>CQ3: How do I perform a set shot with control and accuracy? (To be able to pass the ball using different shots)</p> <p>CQ4: How do I perform a spike shot with control and accuracy? (To perform a block and understand the importance of timing with this move).</p> <p>CQ5: What are the rules of Newcomb ball during a game?</p> <p>CQ6: How can I use range of learnt volleyball skills in a Newcomb ball match?</p> <p>CQ7: How can I participate in a game of sitting volleyball?</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <p><u>Circuit Training</u></p> <ul style="list-style-type: none"> • understand what circuit training involves and can follow instructions to complete a range of different 'medium' exercises; • identify two or more ways to exercise safely and follow these examples; • use the talk test to measure exercise intensity; • create a personal target, work towards it and can express how this feels; • identify which muscle groups are targeted in different exercises; • give instructions to complete four exercises, 	<p>Children who are secure will be able to:</p> <p><u>Striking & Fielding Games</u></p> <ul style="list-style-type: none"> • strike a bowled ball in an intended direction, into space; • stop a ball using a range of techniques, including the long-barrier technique; • understand the active role of a fielder and know how to 'attack the ball'; • play cooperatively with teammates; making decisions when to run for points and when to not; • choose and use a range of simple tactics and strategies when striking and fielding. 	<p>Children who are secure will be able to:</p> <p><u>Net & Wall Games: Volleyball</u></p> <ul style="list-style-type: none"> • use the ready position to carry out a pass or hit; • moves well around a space using the side-to-side step, to get into position to strike the ball; • executes a dig shot using the correct technique; • make good contact and show control when hitting a ball with their arm or hand; • use the correct technique to hit an underarm serve; • execute an underarm serve into a targeted area with some success; • set the ball using the correct technique;

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	<p>with simple adaptations for ability;</p> <ul style="list-style-type: none"> • select exercises to suit particular needs 		<ul style="list-style-type: none"> • aim the ball in an intended direction, with consistent accuracy; • use dig or set shots to pass the ball, with consistent control; • execute a spike or smash onto the ground using the correct technique and towards a target area; • usually use the correct footwork when spiking the ball; • use a block technique to deflect or stop a ball from coming back over the net, with some success; • time their block of a volleyball, usually with success; • participates well and shows good sportsmanship in a Newcomb ball match; • shows an understanding of the importance of communication and teamwork in a net and wall game; • uses learnt volleyball skills in a Newcomb ball match; • understand why inclusiveness is important in games; • use different parts of the body to score points; • showed a good understanding of the difference in rules between a sitting and standing volleyball game
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