




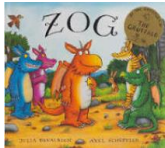












2022



PE Curriculum

PE Overview

		Autumn Term		Spring Term		Summer Term	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Year 1 baseline unit – Lost and found 	Dance – The three little pigs 	Fundamental movement skills (FMS) - Supertato 	FMS - Zog 	Athletics 	FMS Tri golf 	
	Gymnastic activities 1 	FMS Gymnastics – Jack and the beanstalk 	FMS Rolling a ball 	FMS Catching and bouncing a ball 	FMS Underarm throw 	FMS Overarm throw 	
Year 2	Games – Piggy in the middle 	Dance – fire, fire! 	Playground games in the 20th Century 	Dance – Explorers 	Y2 athletics 	Dance – Seaside 	
	Games – striking and fielding 	Gymnastic activities 1 	Games – net and wall 	FMS – bounce ball 	Y2 Gymnastic activities 2 	Y2 FMS end of KS1 assessment	
Year 3	Dance – ironman 	Gymnastics 1 	Creative games – tag and target 	Net and wall core unit task 2 	Athletic activities 	Striking and fielding – cricket 	

Year 4

Net and wall core unit task 1



Invasion games - basketball



Invasion games – rugby



OAA Trust and trials



Gymnastic activities 2



Dance – Rock and roll



Superheroes dance



Swimming



Gymnastics 1



Dance sparks might fly



Athletics 1



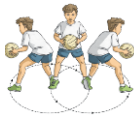
American sports



Rugby



Basketball



Gym 2



OAA team problem solving



Athletics 2



American sports



Year 5

Dance - earthlings



Swimming



Gymnastics 1



Dance – food glorious food



Striking and fielding – rounders



Striking and fielding – cricket



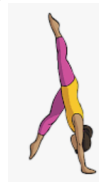
Netball



Rugby



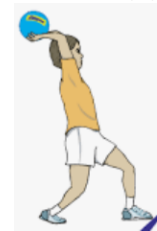
Gymnastics 2



Tennis



Athletics (1)



Athletics (2)



Year 6

Creative games



Highwayman



Gymnastics 1



Striking and fielding – cricket



Tennis



Striking and fielding – rounders



Rugby



Hockey



Gymnastics 2



Dance – Robin Hood dance



Athletics



OAA



Year one		
	Objectives	Character objectives
Year 1 baseline unit – Lost and found	Demonstrate the fundamental movement skill of: <ul style="list-style-type: none"> • underarm throwing • hopping • overarm throwing • skipping • catching a ball • bouncing a ball • running • jumping • kicking a ball • rolling a ball 	Determination - keep going, even when you find something difficult
Gymnastic activities	<ul style="list-style-type: none"> • demonstrate a travel and pencil roll • demonstrate travelling actions i.e. a frog and bunny hop • show an egg roll • show a jump 2 feet to 2 feet with a tuck shape • demonstrate travelling actions to show a travel and roll with a shape to jump 2 feet to 2 feet with a wide shape • to show the skills of travelling rolling and jumping into a sequence with two different shapes using apparatus • 2 feet to 2 feet jump with straight shape • Throw overarm with some accuracy • Climb with confidence • 2 feet to 2 feet jump with straight shape • Perform an egg roll with control • 2 feet to 2 feet jump with tuck shape • Travel and roll with shape • Roll a ball at a target with some accuracy • Travel, roll and jump into a sequence with two different shapes 	Self-belief and concentration
Dance -	<ul style="list-style-type: none"> • to convey a character linking to movement ideas character • to show empathy even to a bad character • to convey a contrast in character linking movement ideas • to consider how the pigs would have felt at different parts of the story • to work with a partner to convey contrasting characters • to understand how your partner feels • to work with a partner to convey contrasting characters • to take on board your partners ideas • to link travelling actions with a stillness 	Evaluation - identify ways to improve performance Concentration - remain focused in role throughout the transitions in the performance

	<ul style="list-style-type: none"> • to convey events within the story • to show you care about other people's feelings • to link sequences together to retell a story • to understand instead of making judgments when giving feedback 	
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Year two		
Area	Objectives	Character objectives
Year 2 games - Piggy in the middle	<ul style="list-style-type: none"> • To demonstrate an underarm throw with some accuracy • To show catching a ball with control • To throw underarm with accuracy then move into a space • To catch a ball with control • To demonstrate passing a ball with some accuracy then moving into a space. • To show a simple tactic in a game • To pass a ball with some accuracy then move into a space. 	<p>Co-operation – To help others improve their skills of throwing and catching</p> <p>Honesty - To be honest about the number of passes made as a group</p> <p>Self-belief – To focus on what I can do to improve</p> <p>To focus on applying a tactic in a game to outwit an opponent</p>
Y2 Dance Fire! Fire!	<ul style="list-style-type: none"> • To experiment with travelling dances, creating our own movements • To learn about the Great Fire of London and contribute to descriptions. • To learn a dance as a class, performing the movements correctly and in the right order • To learn and create ways of moving around obstacles. • To develop stillness and balance skills. • To demonstrate movement memory skills in the Bakery Dance. • To demonstrate a range of movement qualities with the body • To tell a story through movement using expression and dynamics • To work well with a team to make shapes with your bodies • To be supportive to a partner and make exciting travelling dances • To use action words to create interesting movement ideas 	<p>Character</p> <p>Gratitude - To be positive and give thanks when receiving help from others</p> <p>To help someone in the lesson. To ask a friend for help</p> <p>To say thank you for feedback from peers</p>
Explorers	<ul style="list-style-type: none"> • To become their own explorer, being able to seek and find objects 	<p>Curiosity - To work with a friend to explore different</p>

Seaside	<ul style="list-style-type: none"> • To demonstrate imagination in the environments task and try to move in new and interesting ways. • To develop movement memory in the Backpack Dance • To learn about and replicate animals from the rainforest through movement • To experiment with movement ideas and create a duet using contact • To guide others in movement through given environments • To create a short dance in a group using ideas from their chosen animal • To work in pairs to create interesting shapes with your bodies • To develop increased awareness of relating movement to images/locations • To share ideas, create and learn a new unison dance performed travelling along your own pathway <ul style="list-style-type: none"> • To learn basic dance movements and develop key travelling skills • Explore a range of actions related to activities at the seaside • To compose and perform a dance phrase showing the movements of the ocean. To respond to a stimulus. • To select appropriate movements and body shapes to communicate ideas in relation to the texture, shapes of a variety of shells • To explore body shapes and movements which communicate the different creatures the can find at the seaside • To explore movements to depict life in a seaside village • To remember, repeat and perform a short dance to represent life in a seaside village 	<p>ways of moving across the space</p> <p>Character Resilience - To work with a partner to create and rehearse a sequence</p> <p>Curiosity - To understand that being curious can help you learn</p>
Y2 Gymnastics activities	<ul style="list-style-type: none"> • To demonstrate a travel and pencil roll • To show a jump 2 feet to 2 feet with a straight shape • To demonstrate travelling actions i.e. frog & bunny hop • To show an egg roll • To show a jump 2 feet to 2 feet with a tuck shape • To demonstrate travelling actions • To show a travel and roll with a shape • To jump 2 feet to 2 feet with a wide shape • To apply the skills of travelling, rolling, jumping into a sequence. • To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes • To show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus 	<p>Character - Self-belief - To focus on what I can do to improve</p> <p>To know that I can learn new things and improve if I try</p> <p>Concentration - To focus on the task of creating a sequence of a travel, roll and jump with a shape</p>

<p>FMS playground games in the 20th Century</p>	<ul style="list-style-type: none"> • To develop the skill of dodging/changing direction when playing a fig game. • To develop the skill of hopping when playing a game • To demonstrate catching a ball with some control. To throw underarm with some accuracy. • To throw a ball underarm to a partner with some accuracy. • To catch a ball. • To demonstrate a side gallop. • To show the ready position • To catch a ball • To perform a side gallop. • To catch a ball from the ready position. • To strike a ball to a partner • To strike a ball with some accuracy. • To apply a simple tactic in a net/wall 	<p>Character - Curiosity - To explore different ways of playing fig games</p> <p>Co-operation - To work together in a game.</p> <p>Determination - To keep trying at a skill I find difficult</p> <p>Co-operation - To work in a small group cooperatively to make as many passes as possible</p>
<p>Games - striking and fielding</p> <p>Net and wall</p>	<ul style="list-style-type: none"> • To demonstrate how to catch a ball. • To show a side gallop with some rhythm. • To show the ready position • To demonstrate how catch a ball • To show how to hold a bat • To demonstrating catching a ball from the ready position. • To strike a ball to a partner • To strike a ball with some accuracy. • To show a simple tactic in competitive fours. • To apply a simple tactic in a net/wall game • To demonstrate a simple tactic in a net/wall game to outwit an opponent 	<p>Character - Concentration - To focus on the performing the skills of side gallop and catching</p> <p>To focus on getting into the ready position</p> <p>To listen carefully to instructions and focus on the task</p> <p>Self-belief - To recognise that I can learn new things and improve if I practice</p>
<p>FMS bounce ball</p>	<ul style="list-style-type: none"> • To demonstrate bouncing a ball with some control • To demonstrate bouncing a ball with some control while moving • To demonstrate bouncing a ball and passing in a simple game • To demonstrate throwing a ball at a target with some accuracy • To demonstrate passing a ball with accuracy then move into a space. • To use a simple tactic in a game • To show a simple tactic in a game 	<p>Character - Resilience – To improve my performance in bouncing a ball and not worry about what other people can do</p> <p>To willingly have a go at dribbling a ball and persevere when things get hard</p> <p>Resilience - To learn from my mistakes and ask</p>

		<p>for feedback so that I can improve</p> <p>Resilience - To keep trying in a game even if things aren't working</p>
Y2 Athletics	<ul style="list-style-type: none"> • To throw underarm accurately into a target • To throw as far as possible • To throw overarm accurately • To throw overarm for distance • To throw using a push and two handed throw for distance. • To jump for distance with control • To throw using an underarm and overarm throw for distance and accuracy • To throw underarm for accuracy. • To throw overarm for distance. • To complete an obstacle course with speed and agility 	

Year three		
Area	Objectives	Character objectives
Dance 1. Ironman 2. Rock and roll	<ul style="list-style-type: none"> • pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies • pupils can articulate their ideas well • pupils can suggest verbs taken from the chapter and can perform their own interpretation of these • they can teach a movement to other pupils • pupils can demonstrate unusual movement and can keep in time with others and the music • pupils will perform a well-structured duet which expresses character and explores pattern and timing • pupils perform all dances created in the scheme in a well organised structure using teamwork skills and character <ul style="list-style-type: none"> • Pupils will be able to name different forms of rock and where they may be found in real life • pupils will demonstrate shapes as a team using their bodies in interesting ways • pupils will be able to name the layers of the earth and describe their qualities through words and movements • pupils will be able to demonstrate unique movement ideas • pupils can sequence movements together into a structure 	Resilience to work together to keep improving their group dance to work together to create rehearse and perform a group sequence and duet to perform the dance to the best of their ability Co-operation pupils work in a small group to create a short sequence sharing their ideas and taking on board others' ideas pupils have contributed and worked well

	<ul style="list-style-type: none"> • pupils can create effective travelling movements • pupils have created a travelling solo following a defined pathway • pupils can effectively use stillness in their performance • pupils have created a rhythmic circle dance performed in unison • pupils demonstrate increased movement ideas in the don't wake the volcano game and perform with increased confidence and timing in the class circle 	<p>together to create a whole class dance</p> <p>to work on their own, listening to feedback from others to improve their solo</p> <p>to work together in perfect unison</p> <p>to work together to perform a whole class circle dance</p>
<p>Year 3 games Net and wall core unit task 1 and 2</p>	<ul style="list-style-type: none"> • explore different throwing actions • to consolidate throwing actions and practise catching • explore different ways of throwing • consolidate catching skills • suggest ideas and practises to improve their play • Strike the ball using their hand or a small bat • improve movement skills and body positions • familiarise themselves with a racket and practise striking skills using a racket • to devise their own game • to consolidate striking and ball control skills <ul style="list-style-type: none"> • to know why warming up is important • to consolidate throwing actions • to suggest ideas and practises to improve their play • strike the ball using their hand or a small bat • choose a range of simple tactics to use in a game • develop a range of striking skills suitable for net / wall type activities 	
<p>Gymnastics activities 1 and 2</p>	<ul style="list-style-type: none"> • to demonstrate travelling with control on four points • two show balances on two and three points of the body • to show balances with stillness on 1,2,3 and 4 points of the body • to combine actions of travelling and balance • to demonstrate basic rolls with accuracy and control • to move from one action to another smoothly • to demonstrate jumping and landing safely • to create and demonstrate a sequence to a partner • to create and demonstrate a gymnastic sequence of at least six actions using 	<p>Trust</p> <p>to willingly accept feedback from my partner to help me improve my sequence</p> <p>Evaluation</p> <p>to recognise strengths and areas for improvement in a</p>

	<p>travelling rolling jumping and balancing on small body parts with a change of direction and speed</p> <ul style="list-style-type: none"> • To show different travelling and balancing actions using the apparatus • to use the operators to perform jumping actions • to evaluate successful transitions between actions • to use the apparatus to perform rolling actions • to demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling 	<p>partners performance</p> <p>Courage</p> <p>to try new experiences through travelling and balancing on the apparatus</p> <p>to control my fears when jumping from a height</p> <p>to try new experiences</p>
<p>Y3/4 creative games - Tag and target</p>	<ul style="list-style-type: none"> • to perform the fundamental movement skill (FMS) of dodging • to perform the fundamental skill of dodging in A tag game to demonstrate aiming skills using the FMS of throwing and rolling a ball to demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game • to send an object in a target game with accuracy 	<p>Cooperation</p> <p>to share my ideas and work towards making A tag game with my team</p> <p>to listen and share ideas when working within a team</p> <p>to work cooperatively in a group to play a target game</p> <p>to work cooperatively in a group to evaluate a target game</p>
<p>Y3 invasion games rugby</p>	<ul style="list-style-type: none"> • to demonstrate passing a ball using a swing pass • to move into space after using a swing pass in again • to perform a faint when passing to out wit a defender • 2 to perform a pass in an invasion game using a swing pass two apply a simple tactic to out with a defender 	<p>Honesty</p> <p>to give the actual number of passes made with a partner or group</p> <p>As a player - to agree to play by the rules and not cheat</p> <p>As an official - to recognise and enforce the rules</p> <p>to recognise fair play and award points for it</p>

<p>Y3/4 striking and fielding - cricket</p>	<ul style="list-style-type: none"> • to demonstrate an underarm throw with accuracy • to catch a ball • to catch a ball in a striking and fielding game • to demonstrate how to strike a ball from a batting tee or drop feed • to demonstrate bowling a ball underarm • to apply simple tactics in a modified competitive game 	<p>Communication</p> <p>to explain a skill clearly to other children with confidence</p> <p>to change my style of communication when I umpire</p> <p>to adapt my style of communication when playing team run</p> <p>Evaluation</p> <p>to use the success criteria to identify the strengths of bowling and striking a ball</p> <p>to use the success criteria to identify the tactics used in a game</p>
<p>Y3/4 athletics</p>	<ul style="list-style-type: none"> • to throw using a pull action • to explore different running techniques • to perform the sling throwing action • to develop jumping actions 2 feet to 2 feet for distance • to throw using a push action • to throw for distance using a pull push and sling throw • to pass a kite or baton to a teammate in a relay • to perform a hop step and a jump • to perform a combination of five jumps 	<p>Resilience</p> <p>to willingly have a go at the activities</p> <p>to perform my performance and not worry about other people</p> <p>to persevere and try to improve my throwing and jumping skills through sustained effort</p> <p>to learn from my mistakes and ask for feedback so that I can improve</p> <p>Evaluation</p> <p>to recognise strengths and areas for improvement in</p>

		your own performance
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Year four		
Area	Objectives	Character objectives
Dance 1. Superheroes 2. Sparks might fly	<ul style="list-style-type: none"> To explore movement, communicating character To use simple choreographic principles and perform a more complex dance phrase to communicate narrative with a partner To describe intent and evaluate their own and others' dance To create a sequence conveying more than one character Convey a narrative involving two characters Work as a group to create movements to create a sequence combine sequences to create a final performance Pupils understand uses for electricity Pupils can think creatively and create their own movement using words as inspiration Pupils can create and perform their own dance movements from the inspiration given, being as imaginative as possible Pupils demonstrate Canon and Unison Pupils will demonstrate developing performance skills 	Communication – To use a facial expression and body movements To communicate well with your partner to improve your sequence Use dance to communicate a story Work individually to communicate a villain through dance Encouragement – Motivate all group members to share and create movement ideas To support and reassure others Create a group sequence to give constructive feedback Support and motivate each other Rehearse and refine group dance Work with and support a partner to create a duet
Gymnastics	<ul style="list-style-type: none"> to demonstrate travelling actions on feet, and hands round feet 	Self-motivation

	<ul style="list-style-type: none"> • to show balances in front and back support positions • to demonstrate the dish and arch shape • to combine travelling, jumping and balancing actions to demonstrate basic rolling actions • to plan and perform a simple sequence to include travel, rolling and jumping • to demonstrate balance on one foot and arabesque • to plan and perform a simple sequence to include travel rolling balance and jumping • to teach a sequence to a partner • to make simple assessments of quality of their performance • to show a sequence of six moves that meets level one competition criteria • To show a mirrored shape with a partner • To create a sequence of gymnastic actions with my partner • To show a matched balance with a partner • To create a sequence of gymnastic actions with a partner including matched shapes and mirrored shapes with a partner • As above but with apparatus 	<p>To set a personal target challenge</p> <p>to practise to improve my balances</p> <p>to set a personal goal</p> <p>to improve one rolling action</p> <p>to work on my own to create a sequence and include the role I want to improve</p> <p>to perform my sequence to the best of my ability</p> <p>Problem solving</p> <p>To come up with different ideas with a partner to create a variety of mirrored balances</p> <p>to adapt and perform a partner balance using apparatus</p> <p>Evaluation</p> <p>to identify strengths of a performance and areas for improvements</p> <p>to provide constructive feedback</p>
<p>Invasion games – Rugby Basketball</p>	<ul style="list-style-type: none"> • to demonstrate using passing a ball using a swing pass correctly • to use a simple tactic in a game • To demonstrate how to run with a rugby ball • to move into a space to receive a swing pass in a game 	<p>Encouragement</p> <p>To support and praise others when practising a skill and playing again</p>

	<ul style="list-style-type: none"> • to demonstrate running and passing a rugby ball • to use tactics to outwit an opponent • to evaluate what worked well in a game • to evaluate what worked well in a team • to demonstrate passing a ball using a chest pass and bounce pass accurately • to move into a space after using a chest pass or bounce pass in a game • To demonstrate dribbling a basketball with some control • to pass a ball accurately to a teammate using a chest and bounce pass • to find space to receive a chest or bounce pass • to use tactics to outwit an opponent • to evaluate what went well in a game 	<p>to have a positive attitude and offer positive feedback to members of my team</p> <p>determination</p> <p>to not give up trying when it gets hard</p> <p>evaluation</p> <p>to use the success criteria to identify strengths of the attacking team</p> <p>Determination -</p> <p>To show determination by simply not giving up</p> <p>To keep trying to dribble a ball even if it is difficult</p> <p>To evaluate how determined they were when dribbling and playing a game</p> <p>Evaluation -</p> <p>To use the success criteria to identify strengths of the attacking team</p>
<p>Target games - Dodgeball</p>	<ul style="list-style-type: none"> • to demonstrate throwing a ball at a target with a one handed pass • to demonstrate throwing a ball at a target using a one handed throw with accuracy in a game situation 	<p>Self-discipline</p> <p>To manage my emotions and think about the consequences before acting</p> <p>Respect</p> <p>To treat others how I would like to be treated</p>

		<p>Accept the rules of the officials, even if you disagree</p> <p>Recognise when other children are better at certain skills needed to play the game</p>
Y3/4 athletics	<ul style="list-style-type: none"> • to throw using a pull action • to explore different running techniques • to perform the sling throwing action • to develop jumping actions 2 feet to 2 feet for distance • to throw using a push action • to throw for distance using a pull push and sling throw • to pass a kite or baton to a teammate in a relay • to perform a hop step and a jump • to perform a combination of five jumps 	<p>Resilience</p> <p>to willingly have a go at the activities</p> <p>to perform my performance and not worry about other people</p> <p>to persevere and try to improve my throwing and jumping skills through sustained effort</p> <p>to learn from my mistakes and ask for feedback so that I can improve</p> <p>Evaluation</p> <p>to recognise strengths and areas for improvement in your own performance</p>
Year 4 games Net and wall core unit task 2	<ul style="list-style-type: none"> • to know why warming up is important • to consolidate throwing actions • to suggest ideas and practises to improve their play • strike the ball using their hand or a small bat • choose a range of simple tactics to use in a game • develop a range of striking skills suitable for net / wall type activities 	

Area	Objectives	Character objectives
Dance 1. Earthlings 2. Food, glorious food	<ul style="list-style-type: none"> • Create solo and demonstrated decision making skills in the creation of a dance with a partner • Create short dance sequences based on action words • Explore the use of the floor, explore the effect of stretching and use counter- balances. • Develop well-structured group dances • Develop team-work, special awareness and timing • Perform in unison • Perform without teacher guidance, working to a target set by ourselves or the audience. • Structure, rehearse and perform a dance 	Respect – show respect for everyone during the dance and when responding to others Co-operation – work with others and give feedback
Gymnastics 1. Gymnastics activities 1 2. Gymnastic activities 2	<ul style="list-style-type: none"> • Perform partner balances • Create simple matched and mirror partner balances • Learn the difference between counter balance and counter tension • Create a sequence with counter balance and counter tension 	Willingness – to try out different balances with a partner, to accept help Evaluation – to identify strengths and areas for improvement
Swimming	<ul style="list-style-type: none"> • Swim breast stroke, front crawl, back stroke and butterfly • To enter and exit the water safely • To stay safe in and around water 	
Games (invasion) 1. Netball 2. Rugby	<ul style="list-style-type: none"> • Pass and catch a netball with consistency, accuracy and control • Demonstrate a shoulder pass • Shoot a netball with some accuracy • Apply simple tactics, including defending and attacking • Pass a rugby ball backwards with accuracy to a teammate • Apply simple tactics, including defending and attacking • To kick a rugby ball with some accuracy and confidence 	Encouragement – support and praise others. Have a positive attitude and offer positive feedback. Encouragement - support others in my team when playing a game Determination – to keep trying even when it is difficult
Games (striking and fielding) 1. Cricket 2. Rounders	<ul style="list-style-type: none"> • To demonstrate bowling underarm with accuracy • To catch a ball when fielding • To strike a ball with a bat off a tee • To bowl overarm with accuracy • To apply a tactic in a cricket game 	Encouragement – offer practical solutions to help teammates improve

	<ul style="list-style-type: none"> To strike a ball with a bat in a cricket game To catch a ball when fielding To strike a ball with a bat To throw over arm when fielding To demonstrate an underarm bowl with accuracy To strike a ball with a bat of a tee To explain where to strike a ball in a game To use tactics in a rounders type game 	<p>Self-motivation – to set myself a goal and practise to improve</p> <p>Decision making – decide where to strike the ball</p> <p>Evaluation – to refer to the objectives and success criteria when evaluating performance.</p>
<p>Games (net and wall)</p> <p>1. Tennis</p>	<ul style="list-style-type: none"> to demonstrate a forehand shot with some consistency To demonstrate a forehand and backhand shot with some consistency To direct the ball reasonably well to their partner to continue a rally To demonstrate a simple tactic in a net type game To play the game for the core task and incorporate tactics to score points 	
<p>Athletics</p>	<ul style="list-style-type: none"> to perform running techniques for short and long distances To perform a pull and push throw To take off and land 1 foot to 1 foot To perform a pull throw To develop running for a distance To take off and land 1 foot to 2 To perform a push throw To develop running for speed To perform a sling throw To develop running techniques at different speeds To take off and land using a hop step and jump To perform a heave throw To develop running techniques To take part in an athletics event and record times and distances 	<p>Self-motivation - to set goals to improve in the run and throw challenge</p> <p>Self-motivation - to try the best I can be in the challenges</p> <p>Determination- to show will power when performing skills I find difficult</p> <p>Self-motivation - to set a goal and be committed to practise to improve my performance</p>

Year six		
Area	Objectives	Character objectives

<p>Dance</p> <ol style="list-style-type: none"> 1. Highwayman 2. Robin Hood 	<ul style="list-style-type: none"> • to set the scene, investigating words and actions which create an atmosphere • To convey a character through movement • To combine travel turn jump gesture and stillness to convey events and emotions • to use movement to convey the emotions of a character • to explore contrasting actions to explore contrasting actions to depict different characters • to create a sequence using travel, jump and turn • Use gesture and stillness to retell the poem • To explore the qualities of different characters to convey the emotions mood and feelings of the characters in the story • to explore movements showing a conflict using props to create sequence using props showing a conflict between contrasting characters • to use own ideas from written work to create an ending to the story sequence • to link all sequences to produce a complete story dance 	<p>Self-discipline</p> <p>to listen and follow instructions and know what is expected of you</p> <p>to understand your behaviour affects others</p> <p>to have a positive impact within a small group</p> <p>to develop a mature attitude when discussing emotional topics</p> <p>Self-discipline</p> <p>to demonstrate positive behaviour when creating and rehearsing a sequence</p>
<p>Gymnastics</p> <ol style="list-style-type: none"> 1. Gymnastics activities 1 2. Gymnastic activities 2 	<ul style="list-style-type: none"> • to perform shapes and balances with a partner • to demonstrate counter balance and counter tension • to perform paired balances using apparatus • to demonstrate a group counterbalance • to create a gymnastic sequence with counter balances and counter tension in a group • to create paired, group counter balances in unison • to create a sequence of gymnastic actions in pairs and in a group 	<p>Resourcefulness</p> <p>to make positive suggestions to my partner and experiment with different shapes and balances</p> <p>Responsibility</p> <p>to plan and organise so that as a group we complete the group balance to the best of our ability</p> <p>Evaluation</p> <p>to recognise strengths and areas for improvement in</p>

		their performance
Creative games	<ul style="list-style-type: none"> to dribble a ball to pass and receive a ball using a variety of skills to select and apply appropriate tactics when playing different invasion games to create a rugby type game and select and apply tactics to outwit an opponent to work as a team to solve a tactical problem through designing a unique invasion game to adapt an invasion game to include positions and attacking defending options to apply simple attacking and defending tactics when playing an invasion type game 	<p>Decision-making</p> <p>To make decisions on when to pass the ball in a game situation</p> <p>Problem solving</p> <p>to adapt my experience of games and generate ideas</p> <p>to explore possibilities to create a unique game</p> <p>Co-operation</p> <p>to share my ideas and resources</p> <p>to work towards a shared goal</p> <p>Evaluation</p> <p>to evaluate own work and that of others and suggest ways to improve</p>
Games (invasion) 1. Rugby 2. Hockey	<p>to demonstrate passing and catching a rugby ball with consistency accuracy and control to apply simple tactics when playing a rugby type game to apply simple attacking and defending tactics when playing a rugby type game</p> <p>To pass a ball to a teammate using a hockey stick to demonstrate dribbling and passing a ball using a hockey stick to demonstrate shooting a ball at goal to select attacking tactics when playing a hockey type game to demonstrate dribbling and shooting a ball using a hockey stick two select attacking tactics when playing again to apply simple attacking and defending tactics when playing a hockey type game</p>	<p>Responsibility -</p> <p>to complete my goal safely and to the best of my ability</p> <p>Decision-making</p> <p>to make a definite conclusion of when to pass the ball when playing 3v1</p> <p>Evaluation</p>

		to evaluate own work and that of others and suggest ways to improve
Swimming	<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 	Determination Resilience Listening Responsibility Co-operation Problem solving

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