

CLASS 7 YEAR FIVE AND SIX CYCLE A – 2024 – 25 PE CURRICULUM MAP

CLASS 7 (YEAR 5/6) CYCLE A 2024 – 25	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERALL AIMS OF UNIT 1	<u>YEAR 5/6 SWIMMING</u> Children enjoy being in the water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these.	<u>YEAR 5/6 SWIMMING</u> Children will focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.	<u>YEAR 5/6 INVASIONS GAMES THROUGH RUGBY ONE</u> Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games leading to 5v4 or 4v3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply principles for attacking and defending. Children will improve their defending and attacking play. They will start to play even-sided mini-versions of invasion games. In all games activities, children think about how to use skill, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the ball and try to get into good positions for shooting or reaching the goal.	<u>YEAR 5/6 STRIKING AND FIELDING THROUGH CRICKET</u> Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket keeper, backstop, fielder and batter. Children will focus on developing their techniques and using a wider range of shots, working in larger teams for some time. They will develop their bowling technique and using tactics as a fielding team.	<u>YEAR 5/6 STRIKING AND FIELDING THROUGH ROUNDERS</u> Children will develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, backstop, fielder and batter. Children will focus on developing their techniques and using a wider range of shots, working in larger teams for some time. They will develop their bowling technique and using tactics as a fielding team.	<u>YEAR 5/6 OAA</u> Children develop their orienteering and problem solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team. Children will take part in more complex orienteering events. They will learn to read maps more accurately, and adapt their skills to meet challenges in new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. They will take on more demanding leadership roles and will learn to take the initiative more often.
OVERALL AIMS OF UNIT 2	<u>YEAR 5/6 DANCE THROUGH THE AGES UNIT</u> Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costumes, design and music enrich dance. Children will focus on using different visual images as the starting point for composing, performing and watching dance. They will extend the range of movements they use and develop new skills working with a partner including taking weight, supporting, leaning, balancing and lifting.	<u>YEAR 5 GYMNASTICS ACTIVITIES ONE</u> Children will develop a wider range of actions and use their skills and abilities individually, and in sequence with a partner, with the aim of showing as much control and precision as possible. Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.	<u>YEAR 5/6 INVASIONS GAMES THROUGH HOCKEY</u> Children will learn how to work well as a team when attacking, and explore a range of ways to defend. They will play uneven-sided games leading to 5v4 or 4v3. Children will also learn a wider range of sport specific techniques for passing, dribbling and shooting, and will learn to apply principles for attacking and defending. Children will improve their defending and attacking play. They will start to play even-sided mini-versions of invasion games. In all games activities, children think about how to use skill, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the ball and try to get into good positions for shooting or reaching the goal.	<u>YEAR 5/6 NET AND WALL GAMES THROUGH TENNIS</u> Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall games. They will also spend time developing effective serving techniques and tactics. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	<u>YEAR 5/6 ATHLETICS</u> Children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performances in a range of running, jumping and throwing activities. In running events, they will run faster in both sprints and distance runs. In throwing events, they may throw heavier, larger implements. In jumping events, they will explore how their run-up affects jumping for height and length.	<u>YEAR 5 THROUGH ORIENTEERING</u> Children develop their orienteering and problem solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team. Children will take part in more complex orienteering events. They will learn to read maps more accurately, and adapt their skills to meet challenges in new environments. They will research and undertake a journey safely, and will develop the skills and understanding to become more self-reliant. They will take on more demanding leadership roles and will learn to take the initiative more often.

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UNIT ONE LESSON 1 OBJECTIVE	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	To demonstrate passing and catching a rugby ball with consistency, accuracy and control.	To demonstrate bowling underarm with accuracy. To catch a ball when fielding.	To demonstrate bowling underarm with accuracy. To catch a ball when fielding.	Can communicate effectively. Can trust others and work with others to solve problems. Can take responsibility for others.
DEVELOPING SKILLS			Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.	Can catch a small ball (not on assessment) Can bowl underarm (not on assessment)	Can catch a small ball (not on assessment) Can bowl underarm (not on assessment)	Can guide their blindfolded partner in a safe manner with clear instructions.
APPLICATION OF SKILLS			N/A	N/A	Can make a decision as to when to run safely round bases.	Can listen to others, agree a plan and accept a role in the team.
CHARACTER DEVELOPMENT			To make a definite conclusion of when to pass the ball.	Can offer practical solutions to help teammates improve.	Can offer practical solutions to help teammates improve	Can use affective communication when working with others. Demonstrates trust in their partner.
UNIT ONE LESSON 2 OBJECTIVE	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	To pass and catch rugby ball with consistency, accuracy and control.	To strike a ball off a tee. To bowl overarm with accuracy.	To strike a ball with a bat. To throw a ball overarm when fielding.	Can listen attentively, record information accurately and apply strategies for remembering important information. Can follow instructions and work with others to complete a task.
DEVELOPING SKILLS			Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.	Can bowl overarm accurately and consistently. Can strike a ball from a batting/cricket tee.	Can bowl overarm accurately and consistently. Can strike a bowled ball or from a drop feed.	N/A
APPLICATION OF SKILLS			Can use attacking skills appropriately in games (i.e. Choose when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent.)	N/A	N/A	Can listen to others, agree a plan and accept a role in the team.
CHARACTER DEVELOPMENT			To make a definite conclusion of when to pass the ball.	Can offer practical solutions to help teammates improve.	Can offer practical solutions to help teammates improve	Can use affective communication when working with others.
UNIT ONE LESSON 3 OBJECTIVE			To apply simple tactics when playing a rugby type game.	To demonstrate a bowl overarm with accuracy. To strike a ball with a croquet bat off a tee with consistency.	To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee.	Can work effectively as part of a team to solve problems. Can generate and share ideas. Can review performance and apply learning.

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DEVELOPING SKILLS	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	Can close down an opponent and tag a player. Can run with the ball in two hands and score a try.	Can bowl overarm accurately and consistently. Can strike a ball from a batting/cricket tee.	Can bowl overarm accurately and consistently. Can strike a bowled ball or from a drop feed. Can field a ball and throw back overarm with accuracy and consistency.	Can transport the ball and bucket to the safe area.
APPLICATION OF SKILLS			Can use attacking skills appropriately in games (i.e. Choose when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent.) Can use attacking skills without the ball appropriately in games. (i.e. Supporting when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent)	Can strike ball away from fielders.	Can intercept a ball that has been struck. Can strike a ball away from fielders.	Can complete the task in the given time. Can listen to others, agree a plan and accept a role in the team. Can share ideas when solving a problem.
CHARACTER DEVELOPMENT			To make decisions on when to pass the ball in an invasion game situation.	Can set a goal when practising bowling and then practise to improve.	Can set a goal when practising bowling and then practise to improve.	Can use effective communication when working with others. Can use supportive and encouraging language when working with others.
UNIT ONE LESSON 4 OBJECTIVE	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	To apply simple tactics when playing a rugby-type game.	To bowl overarm with accuracy in a game. To apply a tactic in a cricket type game.	To demonstrate an overarm throw when fielding a ball.	Can share ideas confidently, when working as part of a team. Can review a performance and apply the learning to complete a task successfully. Can work effectively as part of a team.
DEVELOPING SKILLS			Can close down an opponent and tag a player. Can run with the ball in two hands and score a try.	To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. Can strike a bowled ball. Can field a ball and throw back overarm with accuracy and consistency.	Can bowl overarm accurately and consistently. Can strike a bowled ball or from a drop feed. Can field a ball and throw back overarm with accuracy and consistency.	N/A
APPLICATION OF SKILLS			Can use defending skills appropriately in games (i.e.	Can strike a ball away from fielders.	Can strike a ball away from fielders.	Can complete the task in the given time.

			Anticipate an attacker moving when defending, closing down space and intercepting a pass.)	Can intercept a ball that has been struck.		Can listen to others, agree a plan and accept a role in the team. Can share ideas when solving a problem.
CHARACTER DEVELOPMENT			Evaluation – To evaluate own work and that of others and suggest ways to improve.	Decisions making – To make a definite choice of where to strike the ball.	Decisions making – To make a definite choice of where to strike the ball.	Can use effective communication when working with others. Can use supportive and encouraging language when working with others.
UNIT ONE LESSON 5 OBJECTIVE	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	To apply simple attacking and defending tactics when playing a rugby-type game.	To demonstrate bowling overarm with accuracy in a game. To strike a ball with a cricket bat in a game. To use tactics in a cricket type game.	To demonstrate bowling with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders type game.	Can recognise the important role played by all team members. Can organise time and resources within a team. Can encourage others to improve performance.
DEVELOPING SKILLS			Can close down an opponent and tag a player. Can run with the ball in two hands and score a try.	To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. Can strike a bowled ball. Can field a ball and throw back overarm with accuracy and consistency.	Can bowl overarm accurately and consistently. Can strike a bowled ball or from a drop feed. Can field a ball and throw back overarm with accuracy and consistency.	Can transport the ball and bucket to a safe area.
APPLICATION OF SKILLS			Can use defending skills appropriately in games (i.e. Anticipate an attacker moving when defending, closing down space and intercepting a pass.) Can use attacking skills appropriately in games (i.e. Choose when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent.) Can use attacking skills without the ball appropriately in games. (i.e. Supporting when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent)	Can strike a ball away from fielders. Can intercept a ball that has been struck. Can make a decision as to when to run safely between wickets.	Can intercept a ball that has been struck. Can strike a ball away from fielders. Can make a decision as to when to run safely around bases.	Can complete the task in the given time. Can listen to others, agree a plan and accept a role in the team. Can share ideas when solving a problem.

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CHARACTER DEVELOPMENT			Evaluation – To evaluate own work and that of others and suggest ways to improve.	Can refer to the objectives and success criteria when evaluating a performance.	Can refer to the objectives and success criteria when evaluating a performance.	Can use supportive and encouraging language when working with others.
UNIT ONE LESSON 6 OBJECTIVE	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	N/A	To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game.	To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game.	N/A
DEVELOPING SKILLS			N/A	To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. Can strike a bowled ball. Can field a ball and throw back overarm with accuracy and consistency. Can bowl overarm accurately and consistently.	Can bowl overarm accurately and consistently. Can strike a bowled ball or from a drop feed. Can field a ball and throw back overarm with accuracy and consistency.	N/A
APPLICATION OF SKILLS			N/A	Can strike a ball away from fielders. Can intercept a ball that has been struck. Can make a decision as to when to run safely between wickets.	Can intercept a ball that has been struck. Can strike a ball away from fielders. Can make a decision as to when to run safely around bases.	N/A
CHARACTER DEVELOPMENT			N/A	Evaluation – To identify strengths and areas for improvement.	Evaluation – To identify strengths and areas for improvement.	N/A
UNIT TWO LESSON 1 OBJECTIVE	To develop a 48 – 64 count motif based on 20's/30's Dance decades	To perform partner balances. To create a simple sequence of matched and mirrored partner balances.	To show passing a ball to a teammate using a hockey stick.	To demonstrate a forehand shot with some consistency.	To perform running techniques for short and long distances. To perform a pull and push throw.	Can demonstrate how to keep a map set when moving.
DEVELOPING SKILLS	Can exaggerate their body movements and shapes, as well as use facial expressions to describe language. Can convey a character through movement	Perform matched and mirrored shapes with a partner.	Can perform a push pass and receive a pass with consistency, accuracy, confidence and control.	Hold a racket correctly. Show a forehand shot after the ball has bounced (show good backswing, follow through and feet positioning). Show a backhand after the ball has bounced.	Can use the correct running techniques at different speeds. Can perform a pull and push throw.	Can orientate a map.

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APPLICATION OF SKILLS	Can perform the dance to the best of their ability without assistants from others. Can listen and follow instructions and know what is expected off them.	Can include change of direction/speed/ level in their partner sequence.	N/A	N/A	Understand the difference between different throws and when to use which throw. Understands which running technique to use for short distances and long distances.	Can keep a map orientated as they travel around a course.
CHARACTER DEVELOPMENT	Can create imaginative actions based on the different themes.	Communication – To speak clearly, with confidence, when demonstrating a shape.	Can organise themselves and the equipment and complete tasks to the best of their ability.	Suggest ways I can improve my shots.	Can set a goal and be committed to practise to improve their performance in running, jumping and throwing.	Cooperation – encourage others to do their best to achieve team success.
UNIT TWO LESSON 2 OBJECTIVE	To develop a 32-count pairs 1940's/50's section to add to last lesson's motif	To perform a range of counter-balance actions with a partner.	To demonstrate dribbling and passing a ball using a hockey stick.	To demonstrate a forehand and backhand shot with some consistency.	To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance.	Can demonstrate how to 'set' or 'orientate' a map when moving around a simple course. Can plan an efficient route around a simple course.
DEVELOPING SKILLS	Can use different travelling actions along varying pathways. Can include changes in formation, dynamics, canon, unison direction and level.	Perform a counter balance with a partner.	Can perform a push pass and receive a pass with consistency, accuracy, confidence and control. Can dribble a ball with a hockey stick with consistency, accuracy, confidence and control.	Hit a ball into a target area using a forehand. Hit a ball into a target area using a backhand.	Can perform a pull and push throw. Can perform jumping by taking off and landing in different ways. Can use the correct running techniques at different speeds.	Can orientate a map. Can record a control card accurately.
APPLICATION OF SKILLS	Can perform the dance to the best of their ability without assistants from others. Can listen and follow instructions and know what is expected off them.	N/A	N/A	N/A	Understands which running technique to use for short distances and long distances. Can perform a combination of jumps.	Can keep a map orientated as they travel around a course. Can plan a route and make appropriate decisions about which marker to visit.
CHARACTER DEVELOPMENT	N/A	Willingness to try out different partner balances with a partner.	To set and complete a goal safely and to the best of their ability.	Suggest ways I can improve my shots.	Self-motivation – To practice to improve my throwing and jumping skills.	Can share their ideas when working with others.
UNIT TWO LESSON 3 OBJECTIVE	To add a further 32-counts from the 60's/70's era onto last week's 40's/50's pairs section adding to the Lesson 1 motif	To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner.	To demonstrate shooting a ball at a goal. To select attacking tactics when playing a hockey type game.	To direct the ball reasonably well to their partner to continue a rally.	To take off and land one foot to two. To perform a push throw. To develop running for speed.	Can demonstrate how to get around a simple course using the 8 points of a compass.
DEVELOPING SKILLS	Can perform partner balance or shapes in a group dance.	Perform a counter-tension balance with a partner.	Can shoot at a goal using a hockey stick with consistency, accuracy, confidence and control.	Hit a ball into a target area using a forehand. Hit a ball into a target area using a backhand.	Can perform a pull and push throw.	Know the eight points of a compass.

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	Can suggest actions and demonstrate a movement idea to represent this. Can include changes in formation, dynamics, canon, unison direction and level.				Can perform jumping by taking off and landing in different ways. Can use the correct running techniques at different speeds.	
APPLICATION OF SKILLS	Can give descriptive feedback to a partner using appropriate and relevant dance vocabulary. Can work collaboratively to produce a sequence.	N/A	Can use attacking skills with a ball appropriately in games. (i.e. Choose when to pass successfully, dribble at an appropriate time to gain space, passing to players in space and passing ahead of supporting players.) Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, find space and signal where they want the ball.)	N/A	Understands which running technique to use for short distances and long distances. Can perform a combination of jumps.	Can use the eight points of a compass to follow a route.
CHARACTER DEVELOPMENT	Can demonstrate positive behaviour when creating and rehearsing a sequence. Can link at least four dance elements together in a pair to create a dance sequence.	Willingness to try out different partner balances with a partner.	To make a definite conclusion of when to pass and/or shoot when playing a hockey-type game.	Suggest ways I can improve my shots.	Can set a goal and be committed to practise to improve their performance in running, jumping and throwing.	Can share their ideas when working with others.
UNIT TWO LESSON 4 OBJECTIVE	To work in small groups and start to develop 32 – 64 count small group section using chance choreography.	To create a gymnastic sequence with counter balances and counter tension with a partner.	To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game.	To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner.)	To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds.	Can plan a route to a control. Can find the correct control marker using a map.
DEVELOPING SKILLS	Can include changes in formation, dynamics, canon, unison direction and level.	Can perform a counter balance with a partner using apparatus.	Can shoot at a goal using a hockey stick with consistency, accuracy, confidence and control. Can dribble a ball with a hockey stick with consistency, accuracy, confidence and control.	Hit a ball into a target area using a forehand. Hit a ball into a target area using a backhand.	Can perform jumping by taking off and landing in different ways. Can use the correct running techniques at different speeds. Can perform a sling and heave throw.	Can record a control card accurately.
APPLICATION OF SKILLS	Can perform the dance to the best of their ability without assistants from others.	Create a simple sequence of travel, jump, roll and partner	Can use attacking skills with a ball appropriately in games. (i.e. Choose when		Understands which running technique to use	Can plan a route and make appropriate decisions about which marker to visit.

	Can listen and follow instructions and know what is expected off them. Can work collaboratively to produce a sequence. Can give descriptive feedback to a partner using appropriate and relevant dance vocabulary Can understand what a good performance is. Can improve their own performance based on feedback.	counter balances with fluency and control.	to pass successfully, dribble at an appropriate time to gain space, passing to players in space and passing ahead of supporting players.) Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, find space and signal where they want the ball.)		for short distances and long distances. Can perform a combination of jumps. Understand the difference between different throws and when to use which throw.	
CHARACTER DEVELOPMENT	Can select and perform contrasting actions and compose a sequence. Can demonstrate positive behaviour when creating and rehearsing a sequence	Identify which sequences were performed with fluency, accuracy and consistency.	To make a definite conclusion of when to pass and/or shoot when playing a hockey-type game.	Suggest ways I can improve my shots.	Shows willpower when performing skills they find difficult and keep trying.	Can work to the best of my ability to ensure that the control is placed accurately.
UNIT TWO LESSON 5 OBJECTIVE	To work well in groups To effectively use chance choreography To include changes in formation, dynamics, canon, unison, direction and level	To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success.	To select attacking tactics when playing a game.	To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner.)	To take off and land using hop, step and jump. To perform a heave throw. To develop running techniques.	Can find the correct control marker using a map during a score event. Can plan a route on which control markers visit and plan how to get there. Can record answers correctly.
DEVELOPING SKILLS	Can include changes in formation, dynamics, canon, unison direction and level.	Can perform a counter balance with a partner using apparatus.	N/A	Hit a ball into a target area using a forehand. Hit a ball into a target area using a backhand.	Can perform jumping by taking off and landing in different ways. Can use the correct running techniques at different speeds. Can perform a sling and heave throw.	Can orientate a map. Can record a control card accurately.
APPLICATION OF SKILLS	Can listen and follow instructions and know what is expected off them. Can work collaboratively to produce a sequence.	Create a sequence with a partner of 8 elements, including counter balance and counter-tension balances.	Can use attacking skills with a ball appropriately in games. (i.e. Choose when to pass successfully, dribble at an appropriate time to gain space, passing to players in space and	Outwit my opponent using simple tactics (i.e. Can spot the spaces in their opponent's court and try to hit the ball towards them.) Defend an area.	Understands which running technique to use for short distances and long distances. Can perform a combination of jumps.	Can keep a map orientated as they travel around a course. Children plan a route and make appropriate decisions about which marker to visit.

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	Can give descriptive feedback to a partner using appropriate and relevant dance vocabulary Can understand what a good performance is. Can improve their own performance based on feedback.		passing ahead of supporting players.) Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, find space and signal where they want the ball.)		Understand the difference between different throws and when to use which throw.	
CHARACTER DEVELOPMENT	N/A	Identify which sequences were performed with fluency, accuracy and consistency.	Evaluation – To evaluate own work and that of others and suggest ways to improve.	Suggest ways I can improve my shots.	Shows willpower when performing skills they find difficult and keep trying.	Can work to the best of my ability to ensure that the control is placed accurately.
UNIT TWO LESSON 6 OBJECTIVE	To perform, review and improve our finished 'Dance through the Ages' themed performance piece	N/A	To apply simple attacking and defending tactics when playing a hockey type game.	To play the game for the core task and incorporate tactics to score points.	To take part in an athletics event and record times and distances.	Can navigate to a control marker during a score event. Can make decisions about which control markers to visit in the time allowed.
DEVELOPING SKILLS	Can include changes in formation, dynamics, canon, unison direction and level.	N/A	N/A	Hit a ball into a target area using a forehand. Hit a ball into a target area using a backhand.	Can perform jumping by taking off and landing in different ways. Can use the correct running techniques at different speeds. Can perform a sling and heave throw. Can perform a pull and push throw.	Can orientate a map. Can record a control card accurately.
APPLICATION OF SKILLS	Can perform the dance to the best of their ability without assistants from others. Can listen and follow instructions and know what is expected off them. Can work collaboratively to produce a sequence. Can give descriptive feedback to a partner using appropriate and relevant dance vocabulary Can understand what a good performance is.	N/A	Can use attacking skills with a ball appropriately in games. (i.e. Choose when to pass successfully, dribble at an appropriate time to gain space, passing to players in space and passing ahead of supporting players.) Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, find space and signal where they want the ball.)	Outwit my opponent using simple tactics (i.e. Can spot the spaces in their opponent's court and try to hit the ball towards them.) Defend an area.	Understands which running technique to use for short distances and long distances. Can perform a combination of jumps. Understand the difference between different throws and when to use which throw.	Can keep a map orientated as they travel around a course. Children plan a route and make appropriate decisions about which marker to visit.

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	Can improve their own performance based on feedback.					
CHARACTER DEVELOPMENT	Can link at least four dance elements together in a pair to create a dance sequence.	N/A	Evaluation – To evaluate own work and that of others and suggest ways to improve.	Suggest ways I can improve my shots.	Self-motivation – To try to be the best I can be in the challenges.	Evaluation – to recognise ways to improve.
UNIT TWO LESSON 7 OBJECTIVE	N/A	N/A	To play a role in a competitive modified game. To select attacking tactics when playing a game.	N/A	N/A	N/A
DEVELOPING SKILLS	N/A	N/A	N/A	N/A	N/A	N/A
APPLICATION OF SKILLS	N/A	N/A	Can use attacking skills with a ball appropriately in games. (i.e. Choose when to pass successfully, dribble at an appropriate time to gain space, passing to players in space and passing ahead of supporting players.) Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, find space and signal where they want the ball.)	N/A	N/A	N/A
CHARACTER DEVELOPMENT	N/A	N/A	Evaluation – To evaluate success in a competitive modified competition.	N/A	N/A	N/A