

CLASS 6 YEAR FOUR AND FIVE

CYCLE B: 2023 – 24

PE CURRICULUM MAP

CLASS 6 (YEAR 4/5) CYCLE B 2023 – 24	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
OVERALL AIMS OF UNIT 1	<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 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 4/5 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 4/5 SWIMMING</u> Children will focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.	<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.	<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.
OVERALL AIMS OF UNIT 2	<u>YEAR 5/6 DANCE THROUGH FOOD, GLORIOUS FOOD UNIT</u> Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control. 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.	<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 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 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 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	To demonstrate passing and catching a rugby ball with consistency, accuracy and control.	To show passing a ball to a teammate using a hockey stick.	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	Can communicate effectively. Can trust others and work with others to solve problems. Can take responsibility for others.	To demonstrate bowling underarm with accuracy. To catch a ball when fielding.
DEVELOPING SKILLS	Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.	Can perform a push pass and receive a pass with consistency, accuracy, confidence and control.			Can guide their blindfolded partner in a safe manner with clear instructions.	Can catch a small ball (not on assessment) Can bowl underarm (not on assessment)
APPLICATION OF SKILLS	N/A	N/A			Can listen to others, agree a plan and accept a role in the team.	N/A
CHARACTER DEVELOPMENT	To make a definite conclusion of when to pass the ball.	Can organise themselves and the equipment and complete tasks to the best of their ability.			Can use affective communication when working with others. Demonstrates trust in their partner.	Can offer practical solutions to help teammates improve.
UNIT ONE LESSON 2 OBJECTIVE	To pass and catch rugby ball with consistency, accuracy and control.	To demonstrate dribbling and passing a ball using a hockey stick.	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	Can listen attentively, record information accurately and apply strategies for remembering important information. Can follow instructions and work with others to complete a task.	To strike a ball off a tee. To bowl overarm with accuracy.
DEVELOPING SKILLS	Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.	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.			N/A	Can bowl overarm accurately and consistently. Can strike a ball from a batting/cricket tee.
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			Can listen to others, agree a plan and accept a role in the team.	N/A
CHARACTER DEVELOPMENT	To make a definite conclusion of when to pass the ball.	To set and complete a goal safely and to the best of their ability.			Can use affective communication when working with others.	Can offer practical solutions to help teammates improve.

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UNIT ONE LESSON 3 OBJECTIVE	To apply simple tactics when playing a rugby type game.	To demonstrate shooting a ball at a goal. To select attacking tactics when playing a hockey type game.	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	Can work effectively as part of a team to solve problems. Can generate and share ideas. Can review performance and apply learning.	To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency.
DEVELOPING SKILLS	Can close down an opponent and tag a player. Can run with the ball in two hands and score a try.	Can shoot at a goal using a hockey stick with consistency, accuracy, confidence and control.			Can transport the ball and bucket to the safe area.	Can bowl overarm accurately and consistently. Can strike a ball from a batting/cricket tee.
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 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.)			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.	Can strike ball away from fielders.
CHARACTER DEVELOPMENT	To make decisions on when to pass the ball in an invasion game situation.	To make a definite conclusion of when to pass and/or shoot when playing a hockey-type game.			Can use effective communication when working with others. Can use supportive and encouraging language when working with others.	Can set a goal when practising bowling and then practise to improve.
UNIT ONE LESSON 4 OBJECTIVE	To apply simple tactics when playing a rugby-type game.	To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game.	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	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.	To bowl overarm with accuracy in a game. To apply a tactic in a cricket type game.
DEVELOPING SKILLS	Can close down an opponent and tag a player. Can run with the ball in two hands and score a try.	Can shoot at a goal using a hockey stick with consistency, accuracy, confidence and control.			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.

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		Can dribble a ball with a hockey stick with consistency, accuracy, confidence and control.				Can field a ball and throw back overarm with accuracy and consistency.
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 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.)			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.	Can strike a ball away from fielders. Can intercept a ball that has been struck.
CHARACTER DEVELOPMENT	Evaluation – To evaluate own work and that of others and suggest ways to improve.	To make a definite conclusion of when to pass and/or shoot when playing a hockey-type game.			Can use effective communication when working with others. Can use supportive and encouraging language when working with others.	Decisions making – To make a definite choice of where to strike the ball.
UNIT ONE LESSON 5 OBJECTIVE	To apply simple attacking and defending tactics when playing a rugby-type game.	To select attacking tactics when playing a 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.	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.
DEVELOPING SKILLS	Can close down an opponent and tag a player. Can run with the ball in two hands and score a try.	N/A	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	Can transport the ball and bucket to a safe area.	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.
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 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			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.	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.

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	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)	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.)				
CHARACTER DEVELOPMENT	Evaluation – To evaluate own work and that of others and suggest ways to improve.	Evaluation – To evaluate own work and that of others and suggest ways to improve.			Can use supportive and encouraging language when working with others.	Can refer to the objectives and success criteria when evaluating a performance.
UNIT ONE LESSON 6 OBJECTIVE	N/A	To apply simple attacking and defending tactics when playing a hockey type game.			N/A	To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game.
DEVELOPING SKILLS	N/A	N/A			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.
APPLICATION OF SKILLS	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.)	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	SWIMMING – SEE PLANS FROM HYNDBURN SWIM	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.

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CHARACTER DEVELOPMENT	N/A	Evaluation – To evaluate own work and that of others and suggest ways to improve.			N/A	Evaluation – To identify strengths and areas for improvement.
UNIT TWO LESSON 7 OBJECTIVE	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	N/A
DEVELOPING SKILLS	N/A	N/A	N/A	N/A	N/A	N/A
APPLICATION OF SKILLS	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	N/A
CHARACTER DEVELOPMENT	N/A	Evaluation – To evaluate success in a competitive modified competition.		N/A	N/A	N/A
UNIT TWO LESSON 1 OBJECTIVE	Pupils will have created short dance sequences based on action and words.	To perform partner balances. To create a simple sequence of matched and mirrored partner balances.	To demonstrate a forehand shot with some consistency.	To demonstrate bowling underarm with accuracy. To catch a ball when fielding.	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 perform a dance in unison as part of a group.	Perform matched and mirrored shapes with a partner.	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 catch a small ball (not on assessment) Can bowl underarm (not on assessment)	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 create and perform a short dance sequence based on action words.	Can include change of direction/speed/ level in their partner sequence.	N/A	Can make a decision as to when to run safely round bases.	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 work in small groups to improve their dance.	Communication – To speak clearly, with confidence, when demonstrating a shape.	Suggest ways I can improve my shots.	Can offer practical solutions to help teammates improve	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	Pupils will have worked well with others, made group decisions and created (and performed) a group dance using their solo dances.	To perform a range of counter-balance actions with a partner.	To demonstrate a forehand and backhand shot with some consistency.	To strike a ball with a bat. To throw a ball overarm when fielding.	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	N/A	Perform a counter balance with a partner.	Hit a ball into a target area using a forehand. Hit a ball into a target area using a backhand.	Can bowl overarm accurately and consistently. Can strike a bowled ball or from a drop feed.	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	N/A	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	Contributes and works well as part of a group to create a dance.	Willingness to try out different partner balances with a partner.	Suggest ways I can improve my shots.	Can offer practical solutions to help teammates improve	Self-motivation – To practice to improve my throwing and jumping skills.	Can share their ideas when working with others.
UNIT TWO LESSON 3 OBJECTIVE	Pupils will have learnt and demonstrated a range of counter balances and/or lifts with a partner. Pupils will also have explored the use of to the floor SPREAD – they may lie on the floor spread out, STRETCH – they may stretch their arms, legs, whole body REST – finish in a rested	To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner.	To direct the ball reasonably well to their partner to continue a rally.	To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee.	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.

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	position Kitchen items (brought in by pupils?) Counter balance/Lift handout props in the creation of a dance.					
DEVELOPING SKILLS	Can use props as part of a dance phrase.	Perform a counter-tension balance with a partner.	Hit a ball into a target area using a forehand. Hit a ball into a target area using a backhand.	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 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.	Know the eight points of a compass.
APPLICATION OF SKILLS	Can work with a partner to create a duet and include a prop.	N/A	N/A	Can intercept a ball that has been struck. Can strike a ball away from fielders.	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 work with others to give feedback and suggest ways to improve their sequences.	Willingness to try out different partner balances with a partner.	Suggest ways I can improve my shots.	Can set a goal when practising bowling and then practise to improve.	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	Pupils will have developed their duets with the options suggested, and take and use constructive feedback.	To create a gymnastic sequence with counter balances and counter tension with a partner.	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 demonstrate an overarm throw when fielding a ball.	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	N/A	Can perform a counter balance with a partner using apparatus.	Hit a ball into a target area using a forehand. Hit a ball into a target area using a backhand.	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 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	N/A	Create a simple sequence of travel, jump, roll and partner counter balances with fluency and control.	N/A	Can strike a ball away from fielders.	Understands which running technique to use for short distances and long distances. Can perform a combination of jumps. Understand the difference between different throws	Can plan a route and make appropriate decisions about which marker to visit.

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					and when to use which throw.	
CHARACTER DEVELOPMENT	Can work with others to give feedback and suggest ways to improve their sequences.	Identify which sequences were performed with fluency, accuracy and consistency.	Suggest ways I can improve my shots.	Decisions making – To make a definite choice of where to strike the ball.	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	Pupils will perform the full dance without teacher guidance. Some pupils will offer suggestions on the finalisation of the dance. All pupils will set and work towards a target for improvement.	To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success.	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 demonstrate bowling with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders type game.	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	N/A	Can perform a counter balance with a partner using apparatus.	Hit a ball into a target area using a forehand. Hit a ball into a target area using a backhand.	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 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	N/A	Create a sequence with a partner of 8 elements, including counter balance and counter-tension balances.	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.	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.	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.
CHARACTER DEVELOPMENT	Can work in small groups to improve their dance.	Identify which sequences were performed with fluency, accuracy and consistency.	Suggest ways I can improve my shots.	Can refer to the objectives and success criteria when evaluating a performance.	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	N/A	N/A	To play the game for the core task and incorporate tactics to score points.	To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game.	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.

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DEVELOPING SKILLS	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 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 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	N/A	N/A	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.	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.	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.
CHARACTER DEVELOPMENT	N/A	N/A	Suggest ways I can improve my shots.	Evaluation – To identify strengths and areas for improvement.	Self-motivation – To try to be the best I can be in the challenges.	Evaluation – to recognise ways to improve.