

# CLASS 7

# YEAR FIVE AND SIX

# CYCLE B – 2023 – 24

# PE CURRICULUM MAP

| CLASS 7<br>(YEAR 5/6)<br>CYCLE B 2023 – 24 | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | AUTUMN 2                                                                                                                                                                                                                                                                                                                                                                                                    | SPRING 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | SPRING 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SUMMER 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | SUMMER 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>OVERALL AIMS OF UNIT 1</b>              | <b><u>YEAR 5/6 SWIMMING</u></b><br><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                            | <b><u>YEAR 5/6 SWIMMING</u></b><br><br>Children will focus on swimming more fluently, improving their swimming strokes, and learning personal survival techniques.                                                                                                                                                                                                                                          | <b><u>YEAR 5/6 INVASIONS GAMES THROUGH NETBALL</u></b><br><br>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. | <b><u>YEAR 5/6 INVASION GAMES THROUGH RUGBY</u></b><br><br>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. | <b><u>YEAR 5/6 STRIKING AND FIELDING THROUGH CRICKET</u></b><br><br>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.                                   | <b><u>YEAR 5/6 STRIKING AND FIELDING THROUGH ROUNDEES</u></b><br><br>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.                                                                                                                                                                                                           |
| <b>OVERALL AIMS OF UNIT 2</b>              | <b><u>YEAR 5/6 DANCE THROUGH HEROES AND VILLAINS UNIT</u></b><br><br>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. | <b><u>YEAR 6 GYMNASTICS ACTIVITIES ONE</u></b><br><br>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. | <b><u>YEAR 5/6 CREATIVE GAMES</u></b><br><br>Children will apply their knowledge and understanding of invasion games from Year 5 and create their own games. Which follow invasion games principles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b><u>YEAR 5/6 NET AND WALL GAMES THROUGH BADMINTON</u></b><br><br>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.                                                                                                                                                                                                                                                                                                                                                            | <b><u>YEAR 5/6 ATHLETICS</u></b><br><br>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. | <b><u>YEAR 5/6 OAA - TEAMBUILDING</u></b><br><br>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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| <b>UNIT ONE<br/>LESSON 1 OBJECTIVE</b> | <b>SWIMMING – SEE PLANS<br/>FROM HYNDBURN SWIM</b> | <b>SWIMMING – SEE PLANS<br/>FROM HYNDBURN SWIM</b> | To demonstrate passing and catching a netball with consistency, accuracy and control.                                                | To pass a ball backwards with accuracy to a teammate.                                                                                                                                                                                                                                                                                                              | To demonstrate bowling underarm with accuracy.<br><br>To catch a ball when fielding. | To demonstrate bowling underarm with accuracy.<br>To catch a ball when fielding.               |
| <b>DEVELOPING SKILLS</b>               |                                                    |                                                    | Can perform chest and bounce pass with consistency, accuracy, confidence and control.                                                | Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.                                                                                                                                                                                                                                                 | Can bowl overarm accurately and consistently.                                        | Can catch a small ball (not on assessment)<br>Can bowl underarm (not on assessment)            |
| <b>APPLICATION OF SKILLS</b>           |                                                    |                                                    | N/A                                                                                                                                  | 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).<br><br>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                                                                                  | Can make a decision as to when to run safely round bases.                                      |
| <b>CHARACTER DEVELOPMENT</b>           |                                                    |                                                    | To make a definite conclusion of when to pass the ball.                                                                              | Supports and praise others when practising a new skill and playing in a game                                                                                                                                                                                                                                                                                       | Can offer practical solutions to help teammates improve.                             | Can offer practical solutions to help teammates improve                                        |
| <b>UNIT ONE<br/>LESSON 2 OBJECTIVE</b> | <b>SWIMMING – SEE PLANS<br/>FROM HYNDBURN SWIM</b> | <b>SWIMMING – SEE PLANS<br/>FROM HYNDBURN SWIM</b> | To demonstrate a shoulder pass.<br><br>To shoot a netball with some accuracy.                                                        | To apply simple tactics when playing a rugby-type game                                                                                                                                                                                                                                                                                                             | To strike a ball with a cricket bat off a tee.<br><br>To bowl overarm with accuracy. | To strike a ball with a bat.<br>To throw a ball overarm when fielding.                         |
| <b>DEVELOPING SKILLS</b>               |                                                    |                                                    | Can perform shoulder pass with consistency, accuracy, confidence and control.<br>Can shoot a netball into a hoop with some accuracy. | Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.                                                                                                                                                                                                                                                 | Can strike a ball from a cricket tee.                                                | Can bowl overarm accurately and consistently.<br>Can strike a bowled ball or from a drop feed. |
| <b>APPLICATION OF SKILLS</b>           |                                                    |                                                    | N/A                                                                                                                                  | Can use attacking skills appropriately in games (i.e. choose when to pass or run with the ball successfully in                                                                                                                                                                                                                                                     | Can strike a ball away from fielders.                                                | N/A                                                                                            |

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|                                        |                                                |                                                |                                                                                                                                                                | a game; can use a dummy pass to beat an opponent).<br><br>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).                                                                                                                |                                                                                                                     |                                                                                                                                                                          |
| <b>CHARACTER DEVELOPMENT</b>           |                                                |                                                | To make a definite conclusion of when to pass the ball.                                                                                                        | N/A                                                                                                                                                                                                                                                                                                                                                                | Can offer practical solutions to help teammates improve.                                                            | Can offer practical solutions to help teammates improve                                                                                                                  |
| <b>UNIT ONE<br/>LESSON 3 OBJECTIVE</b> | <b>SWIMMING – SEE PLANS FROM HYNDBURN SWIM</b> | <b>SWIMMING – SEE PLANS FROM HYNDBURN SWIM</b> | To apply simple tactics when playing a netball type game                                                                                                       | To apply simple attacking tactics when playing a rugby-type game.                                                                                                                                                                                                                                                                                                  | To demonstrate a bowl overarm with accuracy.<br><br>To strike a ball with a cricket bat off a tee with consistency. | To demonstrate a bowl underarm with accuracy.<br>To strike a ball with a bat off a tee.                                                                                  |
| <b>DEVELOPING SKILLS</b>               |                                                |                                                | Can perform shoulder pass with consistency, accuracy, confidence and control.<br>Can shoot a netball into a hoop with some accuracy.                           | Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.                                                                                                                                                                                                                                                 | Can strike a bowled ball.                                                                                           | Can bowl overarm accurately and consistently.<br>Can strike a bowled ball or from a drop feed.<br>Can field a ball and throw back overarm with accuracy and consistency. |
| <b>APPLICATION OF SKILLS</b>           |                                                |                                                | Can use attacking skills with a ball appropriately in games ( i.e. range of passes, feints, passing to a player in space, passing ahead of supporting players) | 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).<br><br>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 strike a ball away from fielders.                                                                               | Can intercept a ball that has been struck.<br>Can strike a ball away from fielders.                                                                                      |

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| CHARACTER DEVELOPMENT          |                                         |                                         | To make decisions on when to pass the ball in an invasion game situation.                                                                                                             | N/A                                                                               | Can set a goal when practising bowling and then practise to improve.                                                                                        | Can set a goal when practising bowling and then practise to improve.                                                                                                                        |
| UNIT ONE<br>LESSON 4 OBJECTIVE | SWIMMING – SEE PLANS FROM HYNDBURN SWIM | SWIMMING – SEE PLANS FROM HYNDBURN SWIM | To apply simple tactics with and without the ball when playing a netball-type game.                                                                                                   | To kick a rugby ball with some accuracy and confidence.                           | To bowl overarm with accuracy in a game.<br><br>To apply a tactic in a cricket type game.                                                                   | Can share ideas confidently, when working as part of a team.<br>Can review a performance and apply the learning to complete a task successfully.<br>Can work effectively as part of a team. |
| DEVELOPING SKILLS              |                                         |                                         | N/A                                                                                                                                                                                   | Can kick a rugby ball with confidence and accuracy.                               | Can bowl overarm accurately and consistently.                                                                                                               | N/A                                                                                                                                                                                         |
| APPLICATION OF SKILLS          |                                         |                                         | Can use attacking skills without the ball appropriately in games ( i.e. supporting player in possession, getting away from defenders, find space and signal where they want the ball) | N/A                                                                               | Can intercept a ball that has been struck.<br><br>Can strike a ball away from fielders.                                                                     | Can complete the task in the given time.<br>Can listen to others, agree a plan and accept a role in the team.<br>Can share ideas when solving a problem.                                    |
| CHARACTER DEVELOPMENT          |                                         |                                         | N/A                                                                                                                                                                                   | To keep trying to kick a rugby ball and do not give up even if they find it hard. | N/A                                                                                                                                                         | Can use effective communication when working with others.<br>Can use supportive and encouraging language when working with others.                                                          |
| UNIT ONE<br>LESSON 5 OBJECTIVE | SWIMMING – SEE PLANS FROM HYNDBURN SWIM | SWIMMING – SEE PLANS FROM HYNDBURN SWIM | To apply simple tactics when playing a netball-type game, including defending.                                                                                                        | To apply simple attacking and defending tactics when playing a rugby-type game.   | To demonstrate bowling overarm with accuracy in a game.<br><br>To strike a ball with a cricket bat in a game.<br><br>To use tactics in a cricket type game. | Can recognise the important role played by all team members.<br>Can organise time and resources within a team.<br>Can encourage others to improve performance.                              |
| DEVELOPING SKILLS              |                                         |                                         | N/A                                                                                                                                                                                   | Can run with the ball in two hands and score a try.                               | Can field a ball and throw back overarm with accuracy and consistency.                                                                                      | Can transport the ball and bucket to a safe area.                                                                                                                                           |

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| APPLICATION OF SKILLS          |                                                                                        |                                                                                                    | Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass). | Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass). | Can make a decision as to when to run safely between wickets.                                                                           | Can complete the task in the given time.<br>Can listen to others, agree a plan and accept a role in the team.<br>Can share ideas when solving a problem. |
| CHARACTER DEVELOPMENT          |                                                                                        |                                                                                                    | N/A                                                                                                                                           | To make a definite conclusion of when to pass the ball.                                                                                       | Can refer to the objectives and success criteria when evaluating a performance.                                                         | Can use supportive and encouraging language when working with others.                                                                                    |
| UNIT ONE<br>LESSON 6 OBJECTIVE | SWIMMING – SEE PLANS FROM HYNDBURN SWIM                                                | SWIMMING – SEE PLANS FROM HYNDBURN SWIM                                                            | To apply simple attacking and defending tactics when playing a netball-type game.                                                             | To apply simple tactics when playing a competitive rugby-type game.                                                                           | To demonstrate bowling overarm with accuracy and consistency in a game.<br><br>To apply tactics in a modified competitive cricket game. | N/A                                                                                                                                                      |
| DEVELOPING SKILLS              |                                                                                        |                                                                                                    | ALL OF THE ABOVE IN A MATCH SITUATION                                                                                                         | Can run with the ball in two hands and score a try.                                                                                           | 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. anticipate an attacker moving when defending, closing down space, intercepting a pass). | Can make a decision as to when to run safely between wickets.                                                                           | N/A                                                                                                                                                      |
| CHARACTER DEVELOPMENT          |                                                                                        |                                                                                                    |                                                                                                                                               | To make a definite conclusion of when to pass the ball.                                                                                       | Can refer to the objectives and success criteria when evaluating a performance.                                                         | N/A                                                                                                                                                      |
|                                |                                                                                        |                                                                                                    |                                                                                                                                               |                                                                                                                                               |                                                                                                                                         |                                                                                                                                                          |
|                                |                                                                                        |                                                                                                    |                                                                                                                                               |                                                                                                                                               |                                                                                                                                         |                                                                                                                                                          |
| UNIT TWO<br>LESSON 1 OBJECTIVE | Pupils understand how to construct a dance and share their own creations to the class. | To perform shapes and balances with a partner.                                                     | To dribble a ball.<br><br>To pass and receive a pass using a variety of skills.                                                               | To demonstrate a forehand shot with some consistency.                                                                                         | To perform running techniques for short and long distances.<br>To perform a pull and push throw.                                        | Can communicate effectively<br>Can trust and work with others to solve problems<br>Can take responsibility for others                                    |
| DEVELOPING SKILLS              | N/A                                                                                    | Perform a counter balance with a partner.<br><br>Perform a counter-tension balance with a partner. | Can use different techniques of sending and receiving a ball with consistency, accuracy, confidence and control.                              | Hold a racket correctly.<br><br>Hit a shuttlecock into a target area using a forehand.                                                        | Can use the correct running techniques at different speeds.<br>Can perform a pull and push throw.                                       | Can guide their blindfolded partner in a safe manner with clear instructions.                                                                            |

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|                                        |                                                                                                                               |                                                                                                    |                                                                                                                                                                                                                     | Hit a shuttlecock into a target area using a backhand.                                                            |                                                                                                                                                                       | Can experiment with different ways of communicating directions to guide the robot.                                                                                                          |
| <b>APPLICATION OF SKILLS</b>           | 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 player in space, passing ahead of supporting players). | N/A                                                                                                               | Understand the difference between different throws and when to use which throw.<br>Understands which running technique to use for short distances and long distances. | Can listen to others, agree a plan and accept a role in the team.                                                                                                                           |
| <b>CHARACTER DEVELOPMENT</b>           | Can work with a partner ensuring both are confident and happy to create and improve their duet.                               | N/A                                                                                                | Can make decisions on when to pass the ball in an invasion game situation.                                                                                                                                          | 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.                                                            | To use supportive and encouraging language when working with others<br><br>Demonstrates trust in their partner.                                                                             |
| <b>UNIT TWO<br/>LESSON 2 OBJECTIVE</b> | Pupils create a group dance using a range of dynamics, accurately timed.<br>Identify real-life heroes and why they are heroes | To demonstrate counter balance and counter tension paired balances using apparatus.                | To select and apply appropriate tactics when playing different invasion games.                                                                                                                                      | To demonstrate a forehand and backhand shot with some consistency.                                                | To take off and land one foot to one foot (same and other).<br>To perform a pull throw.<br>To develop running for a distance.                                         | Can listen attentively, record information accurately and apply strategies for remembering important information<br>Can follow instructions and work with others to complete a complex task |
| <b>DEVELOPING SKILLS</b>               | Can interpret action words in interesting ways with their bodies.                                                             | Perform a counter balance with a partner.<br><br>Perform a counter-tension balance with a partner. | Can use different techniques of travelling with a ball and shooting with consistency, accuracy, confidence and control.                                                                                             | Show a forehand shot (i.e. show good backswing, follow through and feet positioning)<br><br>Show a backhand shot. | Can perform a pull and push throw.<br>Can perform jumping by taking off and landing in different ways.<br>Can use the correct running techniques at different speeds. | N/A                                                                                                                                                                                         |
| <b>APPLICATION OF SKILLS</b>           | Can work with a group to portray qualities of a hero using freeze frame.                                                      | Can include change of direction/speed/level in their partner sequence.                             | 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).                           | Keep a rally going                                                                                                | Understands which running technique to use for short distances and long distances.<br>Can perform a combination of jumps.                                             | Can share ideas when solving a problem.                                                                                                                                                     |

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| <b>CHARACTER DEVELOPMENT</b>           | Understand how heroic characters might feel.                                                              | Plan and organise themselves to keep themselves and others safe.                                                                                           | Can make decisions on when to pass the ball in an invasion game situation.                                       | Suggest ways I can improve my shots.                                                                                 | Self-motivation – To practice to improve my throwing and jumping skills.                                                                                              | Can use effective communication when working with others                                                                                                                                   |
| <b>UNIT TWO<br/>LESSON 3 OBJECTIVE</b> | Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques.    | To demonstrate a group counter balance.<br><br>To create a gymnastic sequence with counter balances and counter tension in a group                         | To create rugby type game and select and apply tactics to outwit an opponent                                     | To direct the shuttlecock reasonably well to their partner to continue a rally.                                      | To take off and land one foot to two.<br>To perform a push throw.<br>To develop running for speed.                                                                    | Can work effectively as part of a team to solve problems<br><br>Can generate and share ideas<br><br>Can review performance and apply learning                                              |
| <b>DEVELOPING SKILLS</b>               | Can implement at least 2 performance skills into their duet and demonstrate these repeatedly.             | Perform a group balance.                                                                                                                                   | Can use different techniques of sending and receiving a ball with consistency, accuracy, confidence and control. | Hit a shuttlecock into a target area using a forehand.<br><br>Hit a shuttlecock into a target area using a backhand. | Can perform a pull and push throw.<br>Can perform jumping by taking off and landing in different ways.<br>Can use the correct running techniques at different speeds. | Can transport the ball and bucket to the safe area.                                                                                                                                        |
| <b>APPLICATION OF SKILLS</b>           | Can create a duet with a partner following the correct structure.                                         |                                                                                                                                                            | N/A                                                                                                              | Keep a rally going                                                                                                   | Understands which running technique to use for short distances and long distances.<br>Can perform a combination of jumps.                                             | Complete a task in given time.<br><br>Can listen to others, agree a plan and accept a role in the team.                                                                                    |
| <b>CHARACTER DEVELOPMENT</b>           | Can work with a partner ensuring both are confident and happy to create and improve their duet.           | Make positive suggestions to their group when experimenting with a group balance.<br><br>Recognise strengths and areas for improvement in a group balance. | N/A                                                                                                              | 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 use effective communication when working with others.<br><br>Can use supportive and encouraging language when working with others.                                                     |
| <b>UNIT TWO<br/>LESSON 4 OBJECTIVE</b> | Pupils have created and performed two different dances from different stimulus (a duet and a group dance) | To create a gymnastic sequence with counter balances and counter tension with a partner.                                                                   | To work as a team to solve a tactical problem through designing a unique invasion game.                          | To demonstrate a simple tactic in a net type game (i.e. To be able to hit a shuttlecock away from their partner.)    | To take off and land using a combination of jumps.<br>To perform a sling throw.<br>To develop running techniques at different speeds.                                 | Can share ideas confidently, when working as part of a team<br>Can review a performance and apply the learning to complete a task successfully.<br>Can work effectively as part of a team. |
| <b>DEVELOPING SKILLS</b>               | Can implement at least 2 performance skills into their                                                    |                                                                                                                                                            | N/A                                                                                                              | N/A                                                                                                                  | Can perform jumping by taking off and landing in different ways.                                                                                                      | N/A                                                                                                                                                                                        |

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|                                        | duet and demonstrate these repeatedly.                                                                                                                |                                                                                                                                          |                                                                                |                                                                                                                                      | Can use the correct running techniques at different speeds.<br>Can perform a sling and heave throw.                                                                                                          |                                                                                                                                                             |
| <b>APPLICATION OF SKILLS</b>           | N/A                                                                                                                                                   | Create a sequence with a partner of 8 elements, including counter balance and counter-tension balance.                                   | N/A                                                                            | Outwit my opponent using simple tactics – can spot the spaces in their opponent's court and try to hit the shuttlecock towards them. | Understands which running technique to use for short distances and long distances.<br>Can perform a combination of jumps.<br>Understand the difference between different throws and when to use which throw. | Can complete the task in the given time.                                                                                                                    |
| <b>CHARACTER DEVELOPMENT</b>           | N/A                                                                                                                                                   | Plan and organise themselves to keep themselves and others safe.                                                                         | Can share their ideas when working towards a shared goal.                      | Suggest ways I can improve my shots.                                                                                                 | Shows willpower when performing skills they find difficult and keep trying.                                                                                                                                  | Can use supportive and encouraging language when working with others.                                                                                       |
| <b>UNIT TWO<br/>LESSON 5 OBJECTIVE</b> | Pupils will have made creative decisions on the performance structure and implemented these practically in their performance, working as a full team. | To demonstrate paired and group counter balances in unison.<br><br>To create a sequence of gymnastic actions, paired and group balances. | To adapt an invasion game to include positions and attacking/defending options | To demonstrate a simple tactic in a net type game (i.e. To be able to hit a shuttlecock away from their partner.)                    | To take off and land using hop, step and jump.<br>To perform a heave throw.<br>To develop running techniques.                                                                                                | Can recognise the important role played by all team members<br>Can organise time and resources within a team<br>Can encourage others to improve performance |
| <b>DEVELOPING SKILLS</b>               | Can perform all dances in the agreed sequence confidently, using some of the performance skills.                                                      | Perform a group balance                                                                                                                  | N/A                                                                            | N/A                                                                                                                                  | Can perform jumping by taking off and landing in different ways.<br>Can use the correct running techniques at different speeds.<br>Can perform a sling and heave throw.                                      | Can transport the ball and the bucket to the safe area.                                                                                                     |
| <b>APPLICATION OF SKILLS</b>           | N/A                                                                                                                                                   | Create a simple sequence of gymnastic actions, which includes a part weight-bearing balance with fluency and control.                    | N/A                                                                            | Outwit my opponent using simple tactics – can spot the spaces in their opponent's court and try to hit the shuttlecock towards them. | Understands which running technique to use for short distances and long distances.<br>Can perform a combination of jumps.<br>Understand the difference between different throws and when to use which throw. | Can listen to others, agree a plan and accept a role in the team.<br><br>Can complete the task in the given time.                                           |

# CLASS 7

# YEAR FIVE AND SIX

# CYCLE B – 2023 – 24

# PE CURRICULUM MAP

|                                        |                                                                                                                                                       |                                                                                                                       |                                                                                     |                                                                             |                                                                                                                                                                                                                  |                                                                       |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>CHARACTER DEVELOPMENT</b>           | Can work with a partner ensuring both are confident and happy to create and improve their duet.                                                       | Recognise strengths and areas for improvement in a group balance.                                                     | Can 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 use supportive and encouraging language when working with others. |
| <b>UNIT TWO<br/>LESSON 6 OBJECTIVE</b> | Pupils will have performed all their creations in a sequence decided by them.<br><br>Pupils will have new performance skills and increased confidence | To create a sequence of gymnastic actions, paired and group balances                                                  | To apply simple attacking and defending tactics when playing an invasion 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.                                                                                                                                               | N/A                                                                   |
| <b>DEVELOPING SKILLS</b>               | Can perform all dances in the agreed sequence confidently, using some of the performance skills.                                                      | N/A                                                                                                                   | N/A                                                                                 | ALL OF THE ABOVE SKILLS PUT INTO A MATCH SITUATION                          | Can perform jumping by taking off and landing in different ways.<br>Can use the correct running techniques at different speeds.<br>Can perform a sling and heave throw.<br>Can perform a pull and push throw.    | N/A                                                                   |
| <b>APPLICATION OF SKILLS</b>           | N/A                                                                                                                                                   | Create a simple sequence of gymnastic actions, which includes a part weight-bearing balance with fluency and control. | N/A                                                                                 |                                                                             | Understands which running technique to use for short distances and long distances.<br>Can perform a combination of jumps.<br><br>Understand the difference between different throws and when to use which throw. | N/A                                                                   |
| <b>CHARACTER DEVELOPMENT</b>           | Understand how heroic characters might feel.                                                                                                          | Recognise strengths and areas for improvement in a group balance                                                      | Can 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.                                                                                                                                              | N/A                                                                   |