



Curriculum Map Subject: PE



Intent Statement

Our intent at St Nicholas Catholic Primary School is to deliver a broad and balanced PE curriculum that is ambitious, challenging and engaging. PE at St Nicholas Catholic Primary School aims to deliver an enjoyable, high-quality physical education curriculum that inspires all pupils to succeed and excel individuals' God given talents in competitive sports and other physically-demanding activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. PE at St Nicholas is an imperative element of the curriculum which develops a need for healthy lifestyles, a balanced diet, positive growth mind-set and the resilience to persevere with more challenging activities. We are passionate about the need to teach children how to cooperate and collaborate with others as part of a team, understanding the fairness of play to embed life-long values.

Patron Saint of Sports is St Sebastian. We ask St. Sebastian to pray for us.

St Sebastian is the patron saint of soldiers and athletes. He is symbolic to us for the virtues of strength, stamina, perseverance, courage and justice in the face of adversity. We celebrate his feast day on January.

Saint Sebastian Guidance Prayer

*O Lord, grant us the spirit of fortitude, so that guided by the example of the martyr St. Sebastian, we may learn to bear witness to the Christian Faith and patiently support the sufferings of life.
Through Christ Our Lord. Amen*



Implementation - curriculum coverage

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Introduction to PE: Unit 1 In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills</p>	<p>Introduction to PE: Unit 2 In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills</p>	<p>Fundamentals: Unit 1 In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	<p>Fundamentals: Unit 2 In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to</p>	<p>Ball skills: Unit 1 In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given</p>	<p>Ball skills: Unit 2 In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision</p>

	such as running, jumping, skipping.	such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.		complete tasks.	opportunities to work independently and with a partner.	making and using simple tactics.
	Key Questions linked to Catholic Social Teaching: .Stewardship: What new skills have you learnt that you can share with others?	Key Questions linked to Catholic Social Teaching: Stewardship: What new skills have you learnt that you can share with others?	Key Questions linked to Catholic Social Teaching: .Stewardship: What new skills have you learnt that you can share with others?	Key Questions linked to Catholic Social Teaching: Stewardship: What new skills have you learnt that you can share with others?	Key Questions linked to Catholic Social Teaching: How can we share our balls to ensure everyone has fun?	Key Questions linked to Catholic Social Teaching: Participation: How can we ensure everyone in our class gets a turn?
			Dance: Unit 1 In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose		Dance: Unit 2 In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore travelling actions, shapes and balances. Children choose their own actions	

			<p>their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p>		<p>in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>	
			<p>Key Questions linked to Catholic Social Teaching: Dignity: How were you able to express yourself through dance?</p>		<p>Key Questions linked to Catholic Social Teaching: Dignity: How were you able to express yourself through dance?</p>	:
<p>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</p> <p>https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11841 https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11840</p>						

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Ball skills In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<p>Fundamentals Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>	<p>Dance Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use</p>	<p>Gymnastics In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to</p>	<p>Team building In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.</p>	<p>Athletics In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>

			dance terminology to do so.	understand the use of levels, directions and shapes when travelling and balancing.		
Key Questions linked to Catholic Social Teaching: Solidarity: How do we help each other learn to kick, throw, or catch the ball better?	Key Questions linked to Catholic Social Teaching: Stewardship: What new skills have you learnt that you can share with others?	Key Questions linked to Catholic Social Teaching: Dignity: How were you able to express yourself through dance?	Key Questions linked to Catholic Social Teaching: Dignity: How were you able to express yourself through your gymnastics routine?	Key Questions linked to Catholic Social Teaching: Subsitarity: How do you ensure everyone feels included in your team?	Key Questions linked to Catholic Social Teaching: Dignity: WHY should we cheer for others in a race?	Key Questions linked to Catholic Social Teaching: Dignity: WHY should we cheer for others in a race?
Fitness In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in	Striking and fielding Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a	Target games In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply	Invasion Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the	Yoga Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The	Yoga Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The	Yoga Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The

	<p>which they will sometimes need to persevere to achieve their personal best.</p>	<p>ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p>	<p>their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>learning includes postures, breathing and meditation taught through fun and engaging activities.</p>	<p>learning includes postures, breathing and meditation taught through fun and engaging activities.</p>
	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Dignity: How can we use fitness to help our bodies?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Solidarity: How well did you work as part of a team?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Distribution of Justice: Why is it important to take turns during target games?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Subsidiarity: How do you ensure everyone feels included in your team?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Dignity: How does yoga help us feel good about ourselves?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Dignity: Why is it important to be quiet and calm during yoga time?</p>

	<p>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</p> <p>https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11841 https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11840</p>
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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Fundamentals Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and</p>	<p>Ball skills In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p>Gymnastics In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when</p>	<p>Dance Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a</p>	<p>Athletics In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as</p>	<p>Team building Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the</p>

	<p>identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p>		<p>creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p>	<p>partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<p>opportunity to show honesty and fair play.</p>
	<p>Key Questions linked to Catholic Social Teaching: Stewardship: What new skills have you learnt that you can share with others?</p>	<p>Key Questions linked to Catholic Social Teaching: Caring for God's creations: How can we take care of the balls and other equipment we use in our games?</p>	<p>Key Questions linked to Catholic Social Teaching: Participation: How can we make everyone feel included and part of the team in gymnastics?</p>	<p>Key Questions linked to Catholic Social Teaching: Dignity: What can we do to make everyone feel valued in our dance lesson?</p>	<p>Key Questions linked to Catholic Social Teaching: Care for Creation: Why is it important to take care of our bodies through exercise and healthy activities?</p>	<p>Key Questions linked to Catholic Social Teaching: How can we make sure that everyone in our class gets a chance to participate and share their ideas during team-building activities?</p>

	<p>Fitness Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p>	<p>Striking and fielding In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p>	<p>Net and Wall Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p>	<p>Sending and receiving Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and</p>	<p>Yoga Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p>	<p>Yoga Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p>
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				others safe.		
	Key Questions linked to Catholic Social Teaching: Dignity: Why is it important to treat our bodies well?	Key Questions linked to Catholic Social Teaching: Dignity of the Human Person: How can we show respect for each person in our team?	Key Questions linked to Catholic Social Teaching: Distribution of Justice: Justice: Why is it important to have fair rules that apply to everyone?	Key Questions linked to Catholic Social Teaching: Solidarity: How can following rules create a sense of teamwork and cooperation among classmates?	Key Questions linked to Catholic Social Teaching: Dignity of the Human Person: How does practicing yoga help us respect and care for our own bodies?	Key Questions linked to Catholic Social Teaching: Care for Creation: How does being mindful in our movements reflect our stewardship of the environment?
Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)						
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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Gymnastics In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They	Swimming This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to	Dance Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their	Ball Skills Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to	Athletics In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different	Tennis In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use

	<p>develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<p>travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p>	<p>ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	<p>select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>	<p>styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>	<p>skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>
	<p>Key Questions linked to Catholic Social Teaching: Dignity: How can we make everyone</p>	<p>Key Questions linked to Catholic Social Teaching: Caring for God's creation: What</p>	<p>Key Questions linked to Catholic Social Teaching: Solidarity: How can we show that we</p>	<p>Key Questions linked to Catholic Social Teaching: Dignity: How can we show respect</p>	<p>Key Questions linked to Catholic Social Teaching: Solidarity: How can we support our</p>	<p>Key Questions linked to Catholic Social Teaching: Solidarity: What does it mean to</p>

	feel proud of their own progress in gymnastics?	responsibilities do we have as swimmers to protect these environments?	are united as a dance group	for each player on our team, regardless of their skill level in playing ball games?	friends and classmates during athletic activities?	support one another in both wins and losses?
	<p>Handball Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, uneven and even games. The pupils will understand the importance of playing fairly and</p>	<p>Fundamentals Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements</p>	<p>Netball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided</p>	<p>Tag Rugby In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn</p>	<p>Golf Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in</p>	<p>OAA Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p>

	<p>following the rules. They will be encouraged to think about how to apply the skills learned in game-like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others' performances.</p>	<p>for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p>	<p>versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>how to evaluate their own and others' performances and suggest improvements.</p>	<p>game situations. Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.</p>	
	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Solidarity: How can we support our teammates during games and activities?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Stewardship: What new skills have you learnt that you can share with others?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Dignity of the Human Person: How can we show respect for each person in our team?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Solidarity: What does it mean to be a good friend and teammate?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Distribution of Justice: Why is it important to take turns during golf?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Stewardship of Creation: How do outdoor adventurous activities help us appreciate the beauty of God's</p>

						creation?
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <p>https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=1184 https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11840</p>						

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Dance Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils</p>	<p>Gymnastics In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe</p>	<p>Football Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team,</p>	<p>Yoga Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging</p>	<p>Tennis In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand groundstrokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught</p>	<p>Athletics In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and</p>

	<p>will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p>environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p>activities. Pupils will work independently and with others to create their own yoga flows.</p>	<p>the importance of being honest whilst playing to the rules.</p>	<p>learn how to persevere to achieve their personal best.</p>
	<p>Key Questions linked to Catholic Social Teaching: Solidarity: Why is it important to</p>	<p>Key Questions linked to Catholic Social Teaching: Dignity: Why is it important to be</p>	<p>Key Questions linked to Catholic Social Teaching: Solidarity: How can we support our</p>	<p>Key Questions linked to Catholic Social Teaching: Solidarity: In what ways can yoga</p>	<p>Key Questions linked to Catholic Social Teaching: Solidarity: What does it mean to</p>	<p>Key Questions linked to Catholic Social Teaching: Care for Creation: How does athletics</p>

	celebrate each dancer's progress and effort, not just the best performances?	kind to ourselves and others when we try challenging moves in gymnastics?	teammates during games and activities?	encourage us to be more mindful and compassionate towards those around us?	support one another in both wins and losses?	encourage a healthy lifestyle and physical fitness, reflecting our responsibility to care for our bodies as part of God's creation?
	<p>Dodgeball Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in</p>	<p>Basketball Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of</p>	<p>Fitness Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when</p>	<p>Hockey Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit</p>	<p>Cricket Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.</p>	<p>Rounders Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given</p>

	<p>performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p>playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p>	<p>they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>	<p>the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>	<p>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
	<p>Key Questions linked to Catholic Social Teaching: Distribution of Justice: Why is it important to listen to each other when we are working as a team?</p>	<p>Key Questions linked to Catholic Social Teaching: Dignity of the Human Person: How can we show respect for each person in our team?</p>	<p>Key Questions linked to Catholic Social Teaching: Dignity of the Human Person: How does being active and taking care of our bodies show that we respect ourselves and others?</p>	<p>Key Questions linked to Catholic Social Teaching: Participation: What can we do to make everyone feel included?</p>	<p>Key Questions linked to Catholic Social Teaching: Dignity of the Human Person: How can we show respect for each person in our team?</p>	<p>Key Questions linked to Catholic Social Teaching: Solidarity: How can we support our teammates during games and activities?</p>
<p><u>Key objectives (Pupils must know and remember theses facts / Improve, hone & apply these skills)</u> https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11841</p>						

<https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11840>

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Gymnastics In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and mirroring. Pupils are given opportunities to receive and provide feedback in order to make</p>	<p>Dance Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their</p>	<p>Yoga Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively</p>	<p>Football Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance</p>	<p>Tennis In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p>Athletics In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to</p>

	<p>improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.</p>	<p>with others and be given the opportunity to create their own flows and lead others.</p>	<p>of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>		<p>develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.</p>
	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Participation: Why is it important for us to help each other and work as a group, even though gymnastics can be an individual sport?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Dignity: Why is it important to appreciate each person's unique talent and creativity in dance?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Dignity: Why is access to wellness activities like yoga important for everyone?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Solidarity: How can we support our teammates during games and activities?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Solidarity: What does it mean to support one another in both wins and losses?</p>	<p>Key Questions linked to Catholic Social Teaching:</p> <p>Distribution of justice: How can we address issues of inequality in athletics, ensuring that all participants are treated fairly and have equal opportunities to succeed?</p>
	Netball	Dodgeball	Handball	Volleyball Y5/6	Rounders	Golf

	<p>In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to</p>	<p>Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They</p>	<p>Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the</p>	<p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games.</p>	<p>Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements</p>
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	Pupils also develop their understanding of the importance of fair play and honesty while self managing games.	evaluate and suggest improvements to their own and others' performances.	develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance.	importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.	Pupils play with honesty and fair play when playing competitively.	for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course.
	Key Questions linked to Catholic Social Teaching: Distribution of Justice: Why is it important to listen to each other when we are working as a team?	Key Questions linked to Catholic Social Teaching: Dignity of the Human Person: How can we show respect for each person in our team?	Key Questions linked to Catholic Social Teaching: Solidarity: What does it mean to support one another in both wins and losses?	Key Questions linked to Catholic Social Teaching: Dignity of the Human Person: Why is it important to treat everyone with dignity, regardless of their skill level?	Key Questions linked to Catholic Social Teaching: Solidarity: How can following rules create a sense of teamwork and cooperation among classmates?	Key Questions linked to Catholic Social Teaching: Dignity of the Human Person: In what ways can the sport enhance our self-worth and dignity?
<p>Key objectives (Pupils must know and remember theses facts / Improve, hone & apply these skills)</p> <p>https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11841</p> <p>https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11840</p>						

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Dance Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils</p>	<p>Gymnastics In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in</p>	<p>Badminton % Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think</p>	<p>Tennis In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are</p>	<p>Athletics In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to</p>	<p>Swimming OAA Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and</p>

	Dignity: How can we show respect to every dancer, regardless of their level or style?	Option for the poor and vulnerable: Why is it important to be patient and encouraging with people who are just starting out?	Solidarity: What does it mean to support one another through challenges and successes in badminton?	Distribution of Justice: How does adhering to the rules reflect our respect for the sport and our fellow competitors?	Dignity of the Human Person: How does participating in athletics help us appreciate the worth of ourselves and our teammates?	Stewardship of Creation: How do outdoor adventurous activities help us appreciate the beauty of God's creation?
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	<p>Tag Rugby In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and</p>	<p>Basketball In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while</p>	<p>Hockey In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the</p>	<p>Fitness Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which</p>	<p>Cricket Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly</p>	<p>Athletics In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback</p>
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	tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.	self managing games, as well as developing their ability to evaluate their own and others' performances.	importance of fair play and honesty while self managing games.	they make the most improvement using the scores they have collected.	demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put.
	Key Questions linked to Catholic Social Teaching: Distribution of Justice: Why is it important to listen to each other when we are working as a team?	Key Questions linked to Catholic Social Teaching: Dignity of the Human Person: How can we show respect for each person in our team?	Key Questions linked to Catholic Social Teaching: Dignity of the Human Person: Why is it important to treat all players with dignity, regardless of their skills or experience?	Key Questions linked to Catholic Social Teaching: Solidarity: What does it mean to support our classmates in staying active?	Key Questions linked to Catholic Social Teaching: Distribution of Justice: How does playing fairly reflect our respect for the game, our opponents, and ourselves?	Key Questions linked to Catholic Social Teaching: Solidarity: How can we show solidarity with our teammates, especially when facing challenges in competition?
<p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <p>https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11841</p>						

	https://www.getset4pe.co.uk/resourcebank/viewresourcefile?id=11840
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