Castle View Primary School PE Curriculum

EYFS – Physical Development

EYFS Objectives 3-4 year olds- Nursery:

PE

To roll a large ball.
To know how to walk around a space.
To attempt to ride a scooter, trike or balance bike.
To throw a large ball/ beanbag with both hands.
To know how to run around a space.
To catch a large ball/ beanbag.
To know how to jump around a space.
To know to climb using alternate feet.
To ride a scooter, trike or balance bike with some balance and control.
To kick a large ball.
To know how to skip and hop around a space.
To kick a large ball a target.
To know how to march around a space.
To know how to stand on one leg and hold a pose.
To ride a scooter, trike or balance bike with control.
To dance to music they like.
To create their own dance moves in line with the music they can hear.
To know how to work together to carry large items such as planks of wood.

End of Nursery Goals:

I can move in different ways- run, jump, hop, skip, climb.
I can kick a ball.

EYFS Objectives Reception:

PE

To explore different ways of playing with equipment.
To understand why we need to play with equipment safely.
To be able to work with a partner and take turns.
To understand why it is important to take turns when playing a game.
To understand why games have rules and understand the consequences if the rules of the game are not followed.
To understand the importance of keeping the score in a game.
To show awareness of space.
To move safely and in time with the music.
To know how to add movements together to form a sequence.
To know how to create different movements using different parts of the body.
To know different ways of pushing, rolling, and bouncing a ball.
To know how to throw different sized balls at given targets, from longer distances.
To know how to catch different sized balls from longer distances.
To know how to walk using different body parts in different directions, at different levels and at different speeds.
To know how to adjust their speed and change direction to avoid other pupils.
To kick (dribble) a ball with increasing control.
To dribble with their dominant foot.
To move into spaces avoiding other pupils.
To kick (pass) a ball with increasing control.

End of Reception Goals (ELG's):

To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
To be able to catch, kick, throw.
To negotiate space and obstacles safely, with consideration for themselves and others.
To demonstrate strength, balance and co-ordination.

Castle View Primary School PE Curriculum

Year 1 – Throwing and catching

Prior learning:
To push a ball.
To explore bouncing.
To begin to throw underarm and overarm
To explore catching with both hands.



National Curriculum Objectives:
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

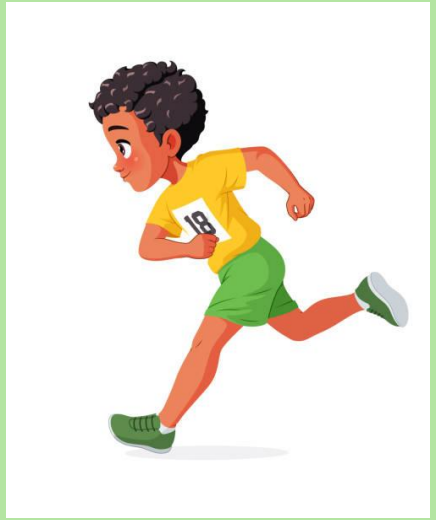
Key vocabulary:
bounce, aim, accuracy, underarm throw, overarm throw, power, speed, rolling, catching, throwing, control, space, send

Assessment Questions:
Why do we need to control a ball?
Why do we need to move into a space?
What are the different ways we can send a ball?
Why do we aim? Where should we look when we are aiming?
Why do we need to watch the ball?

Castle View Primary School PE Curriculum

Year 1 – Traveling: Running and jumping

Prior learning:
To recognise walking and walking in different pathways.
To recognise and perform a march.
To recognise jumping and jumping for a distance or height.
To recognise hopping.



National Curriculum Objectives:
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Participate in team games, developing simple tactics for attacking and defending.
Perform dances using simple movement patterns.

Key vocabulary:
run, walk, speed, jump, warm up, cool down, pathways, distance, height, hopping, march, swinging, leap, jump, quick, agility

Assessment Questions:
How does swinging our arms help us jump, hop or leap?
How many different ways can we jump?
When do we need to jump, hop or leap in a sport?
What should we do with our head and our arms when we run?
Why do we need to be quick at the start of a race?
What does agility mean?

Castle View Primary School PE Curriculum

Year 1 – Team building

Prior learning:
To take turns and share with other people.
To know the importance of listening to others.
To understand that being fair is important.



National Curriculum Objectives:
Participate in team games, developing simple tactics for attacking and defending.

Assessment Questions:
Why is it important to work as a team?
What are the consequences of not working as a team?
Why do we need to communicate as a team? How can we communicate?
What skills do a good team have?

Key vocabulary:
teamwork, expression, communication, listening, speaking, turn taking, sharing, consequences, skills, fair

Castle View Primary School PE Curriculum

Year 1 – Playing games

Prior learning:
To know that instructions keep a game fair and safe.
To know that the winner is decided based on the final score.
To know the importance of taking turns.
To know what fair play is.



National Curriculum Objectives:
Participate in team games, developing simple tactics for attacking and defending.

Key vocabulary:
instructions, fair, safe, winner, score, turn taking, game, honest, competition

Assessment Questions:
Why do we need to follow instructions when playing a game?
Why do we need to be honest when playing a game?
Why do we need to play fairly?
What does competition mean?

Castle View Primary School PE Curriculum

Year 1 – Games for understanding

Prior learning:
To be able to take turns.
To begin to learn how to keep score of the game.
To understand and play by the basic rules.
To recognise and avoid a defender.
To try to stop an attacker from scoring.



National Curriculum Objectives:
Participate in team games, developing simple tactics for attacking and defending.

Key vocabulary:
opponent, attacking, attackers, defenders, defending, rules, fair play, scoring, game

Assessment Questions:
What is the role of the attacker?
What is the role of the defender?
When do we attack in a game?
When do we defend during a game?

Castle View Primary School PE Curriculum

Year 1 – Gymnastics

Prior learning:
To move around safely to find a space.
To walk, run, hop, skip and jump with fundamental control.
To briefly hold a still position on large body parts.
To move in a straight line.



National Curriculum Objectives:
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Perform dances using simple movement patterns.

Assessment Questions:
What are the 'big' parts of our bodies?
What is a 'champion' shape or 'champion' movement?
What different parts of the body can we move on?
What do we mean by 'curved', 'narrow' and 'wide'?

Key vocabulary:
Space, walk, hop, skip, jump, control, position, big body parts, straight line, champion, shape, movement, gymnastics

Castle View Primary School PE Curriculum

Year 2 – Throwing and catching

Prior learning:
To begin to send a ball (bouncing with control).
To begin to aim with accuracy, power and speed.
To begin to stop the ball or catch it with both hands.
To develop sending (rolling) skills to score a point.
To throw with accuracy and apply within a team.



National Curriculum Objectives:
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Assessment Questions:
Describe how we dribble.
Why do we want to keep the ball away from defenders?
How do we know if someone in our team is ready to receive the ball?
Where, when and why do we pass?
Describe how we throw underarm and when we should choose this throw.
Describe how we throw overarm and when we should choose this throw.

Key vocabulary:
aim, accuracy, underarm throw, overarm throw, power, speed, dribbling, passing, long distance, short distance, defenders, possession, space, receive, attack,

Castle View Primary School PE Curriculum

Year 2 – Traveling (dodging and jumping)

Prior learning:
To explore running and apply running into a game.
To explore running at different speeds.
To explore running in a team and competitive games.
To explore how jumping affects our bodies.
To explore skipping and apply it into a game.



National Curriculum Objectives:
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key vocabulary:
run, walk, speed, jump, dodge, warm up, cool down, dodging, space, balance, hop, skip, competitive game.

Assessment Questions:
What is dodging?
When, where and why do we dodge?
Why do we need to jump, hop or skip with our heads focused forwards?
How does swinging our arms help us to jump, hop or skip?
When do we need to jump, hop or skip in a sport?

Castle View Primary School PE Curriculum

Year 2 – Team building & Health and Wellbeing

Prior learning:
To understand the importance of teamwork.
To know that trust and communication is needed to make a good team.
To cooperate and communicate with others during activities.
To explore simple strategies.
To know we need to warm up and cool down.



National Curriculum Objectives:
Participate in team games, developing simple tactics for attacking and defending.

Assessment Questions:
When do we need to work as a team?
What are the consequences of not working as a team?
What makes a successful team?
Why do we need to be agile?
What does coordination mean?
What happens to our heart and muscles when we warm up?
Why is it important to warm up?

Key vocabulary:
teamwork, communication, trust, problem-solving, tactics, team loss, supportive, react, fitness, coordinating, muscles, physical activity, injured

Castle View Primary School PE Curriculum

Year 2 – Creating games



Prior learning:
To know a game needs rules.
To begin to know how to make a game fair.
To begin to know the different responsibilities when playing a game.
To understand what competitive games mean.

National Curriculum Objectives:
Participate in team games, developing simple tactics for attacking and defending.

Assessment Questions:
Why do we need to take turns?
How can we change a game/challenge to make it more difficult?
Why do we need to keep score of the game/challenge?
Why should we shake hands and/or congratulate each other once the game has finished?
What is the role of the referee?

Key vocabulary:
patient, fair, game, challenge, equipment, time limit, score, game, challenge, motivate, congratulate, shake hands, sportsmanship, respect, referee

Castle View Primary School PE Curriculum

Year 2 – Games for understanding

Prior learning:
To understand who the attackers are in a game.
To understand who the defenders are in a game.
To apply attacking and defending skills to a game.
To develop teamwork and communication skills.



National Curriculum Objectives:
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Participate in team games, developing simple tactics for attacking and defending.

Key vocabulary:
opponent, attacking, attackers, defenders, defending, rules, fair play, tactics, goals, receive, free pass, free shot

Assessment Questions:
Why do we attack as a team?
Why do we defend as a team?
What are the consequences of breaking the rules of a game?

Castle View Primary School PE Curriculum

Year 2 – Gymnastics

Prior learning:
To know a 'champion' gymnast needs to be silent, points their fingers and toes, and holds their balances firmly.
To know the 'big' parts of the body include the tummy and back, shoulders, and hips.
To recognise wide, narrow and curled movements and balances.



National Curriculum Objectives:
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
Perform dances using simple movement patterns.

Assessment Questions:
How can we make our movements flow?
What does 'linking' mean?
What do we mean by 'zig-zag'?
How can we move like a champion gymnast?

Key vocabulary:
Champion gymnast, silent, balance, tummy and back, shoulders, bottom, legs/feet, wide, narrow, curled, movements, linking, flow, zig-zag, gymnastics

Castle View Primary School PE Curriculum

Year 3 – Game sense invasion

Prior learning:
To develop teamwork and communication within a team.
To develop dribbling/passing and receiving, including keeping possession.
To understand which skills to apply to attack and defend.
To apply overarm and underarm throws in a game.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Assessment Questions:
Why should we not stand behind a defender when finding a position to receive the ball?
Why do we need to pass and move?
How do we create a space?
How can we win the ball back if we lose possession?
How far away should the target be when we are choosing to send the ball? Why is this important?

Key vocabulary:
passing, receiving, shooting, dribbling, accurate, attacker, defender, intercept, position, space, opponent, control

Castle View Primary School PE Curriculum

Year 3 – Invasion games

Prior learning:
To develop teamwork.
To begin to dribble/pass and receive the ball.
To begin to attack and defend.
To throw underarm and overarm.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Assessment Questions:
Describe how we dribble a ball with our hands.
When should we bounce pass? When should we chest pass?
Why should we communicate when we pass?
When do we shoot? What is the technique of shooting?
What could our teammates be doing while we are attempting to shoot?
Why do we not shoot from anywhere?
Describe a chest pass.

Key vocabulary:
Fingertips, catching, dribble, bounce pass, marked, defender, intercept, chest pass, accurate, short distance, team, success, communicate, shoot, position, court, goal, circle, stance, control, release, target, rebound, blocked, receiver

Castle View Primary School PE Curriculum

Year 3 – OAA (Outdoor Adventurous Activities)

Prior learning:
To understand why communication is important.
To know why it is important to have a leader.
To know what makes a successful team.
To know how to navigate a simple map.



National Curriculum Objectives:
Take part in outdoor and adventurous activity challenges both individually and within a team.

Assessment Questions:
What are the characteristics of an effective team member?
What do we mean by being responsible?
Why does the leader need to communicate clearly with their team?
How do we follow a map? Why do we need to follow a map?
What is a symbol?
What is a key used for on a map?

Key vocabulary:
characteristics, effective, communication, problem-solving, positive attitude, reliable, tactics, adapt, responsible, ownership, rules and regulations, map, compass points, standing position, location, navigate, symbol, sign, object

Castle View Primary School PE Curriculum

Year 3 – Dance/Gymnastics

Prior learning:
To begin to move in time to the music.
To recognise when we need to calm down.
To know ways we can reduce stress.
To know how we can make our movements flow using 'linking'.





National Curriculum Objectives:
Perform dances using a range of movement patterns.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Assessment Questions:
How can we move like excellent dancers?
What do we mean by expression?
What is meant by different 'levels' in dance?
What is a relaxation technique?
Why is it important to be able to relax?
What is 'unison' and 'canon'?

Key vocabulary:
interpret, perform, expression, creativity, choreograph, sequenced steps, emotion, body language, dance styles, stress, pain, muscle tension, meditation, breathing techniques, blood pressure, linking, Gymnastics, canon, unison, routine

Castle View Primary School PE Curriculum

Year 3 – Athletics

Prior learning:
To explore and develop dodging and apply when beginning to attack and defend.
To apply jumping in a game and explore jumping combinations.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Assessment Questions:
What is a false start? What is the consequence of a false start?
How can we make our bodies accelerate quickly?
What is the relay race?
How can we be ready to make a quick changeover in relay?
Which athletics events are throwing events?
What is the consequence of a thrower releasing an object too early?
What is the difference between throwing for accuracy and distance?

Key vocabulary:
false start, starting gun, whistle, disqualified, 90-degree angle, accelerate, start line, team, racetrack, distance, baton, exchange, changeover, receive, shot put, discus, javelin, hammer, distance

Castle View Primary School PE Curriculum

Year 3 – Striking and fielding/net and wall

Prior learning:
To take part in throwing and catching activities.
To run for speed.
To take part in competitive games.
To practise striking a ball.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Assessment Questions:
What is the difference between batting and fielding?
What is the aim of the game for batters?
What is the aim of the game if we are fielding?
How can we get a batter out?
Describe how we catch a ball.
Where should we stand in tennis?
What does the ready position look like in tennis?

Key vocabulary:
batting, striking, wickets, bases, fielding, catching, stopping, retrieving, runs, scores, bowled, caught, stumped out, runs, out-running, wicketkeeper,

Castle View Primary School PE Curriculum

Year 4 – Game sense invasion

Prior learning:
To understand passing and receiving and creating space.
To combine/develop passing and shooting.
To introduce dribbling and keeping control.
To combine dribbling and passing to create space.



National Curriculum Objectives:
use running, jumping, throwing, and catching in isolation and in combination.
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Assessment Questions:
Why should we move away from a defender to receive the ball?
When we miss a shot we could lose possession, what can we do to prevent this?
Why do we need to combine passing and moving to create a shooting opportunity?
What does the term 'marking' mean? How do we mark?
How should we position our body when defending?
When, where and why do we dodge in netball?

Key vocabulary:
Attacker, defender, interecept, position, rebound, basket/net, competing, possession, shooting, ball of feet, react, dodge, location, out of bounds, defensive tactic, opposite player

Castle View Primary School PE Curriculum

Year 4 – Invasion games

Prior learning:
To develop passing and receiving and finding a space.
To keep control of the ball.
To begin to understand the importance of marking.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Key vocabulary:
netball, basketball, pivot, footwork, opposition, moving, shooting, defenders, attackers, points, shooting, making baskets

Assessment Questions:
How can we win in a game of netball?
Why do we need to be able to turn (pivot) with the ball?
Why is the footwork rule applied during netball? What is the consequence of incorrect footwork?
How can we win in a game of basketball?

Castle View Primary School PE Curriculum

Year 4 – OAA (Outdoor Adventurous Activities)

Prior learning:
To create and apply simple tactics.
To develop leadership.
To develop communication.
To use cognitive thinking to identify fast and easy routes.



National Curriculum Objectives:
Take part in outdoor and adventurous activity challenges both individually and within a team.

Assessment Questions:
What are the consequences of not collaborating and communicating effectively?
Why is it important to listen to other people's ideas?
How do we orientate a map?

Key vocabulary:
communication, leadership, tactics, route, OAA, problem, relationships, understanding, trust, north, compass, landscape, area

Castle View Primary School PE Curriculum

Year 4 – Dance/Gymnastics

Prior learning:
To begin to extend sequences with a partner in character.
To begin to interpret music.
To begin to express emotion when performing.
To begin to know which mindfulness techniques can help us to manage emotions.
To understand 'canon' and 'unison'.





National Curriculum Objectives:
Perform dances using a range of movement patterns.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Assessment Questions:
How can moving (dancing) help us to relax?
What do we mean by a change in level?
What is a bridge?

Key vocabulary:
dance, partner, character, interpret, music, emotion, express, performance, mindfulness techniques, unison, flow, canon, relax, moving, dancing, sequence, choreography, levels, unison, canon, gymnastics, routine, bridges

Castle View Primary School PE Curriculum

Year 4 – Athletics

Prior learning:
To explore running for speed.
To explore acceleration.
To introduce and develop relay.
To throw for accuracy and distance.
To learn the techniques for a standing long jump.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Assessment Questions:
Describe how we perform a good jump.
Which athletics events are jumping events?
Where is a jump measured from?
Why is it important to not slow down until you've crossed the finish line?

Key vocabulary:
acceleration, accuracy, distance, standing long jump, relay, speed, standing triple jump, javelin, baton, passover

Castle View Primary School PE Curriculum

Year 4 – Striking and fielding/net and wall

Prior learning:
To introduce rounders and tennis.
To throw overarm and underarm and apply in throwing.
To introduce stopping the ball and apply in a game.
To introduce rackets.
To introduce the forehand.



National Curriculum Objectives:
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Assessment Questions:
How can we win in a game if we are fielding?
What different ways of fielding are there?
Where should we strike (hit) the ball when batting?
Why is it important to communicate when batting?
What makes a good bowl?
How can we stop a ball when fielding? How can we return it quickly?
How can we win in a game of tennis?
Why do we need to return to the middle of the court to be ready?

Key vocabulary:
opponent, forehand, backhand, net/wall game, overarm, underarm, striking, fielding, base, bowler, backstop, wickets, wicket keeper, stump, caught out, runs, long barrier technique, chain, tactics, communication, serve

Castle View Primary School PE Curriculum

Year 5 – Game sense invasion

Prior learning:
To refine passing and receiving.
To develop footwork.
To understand defending.
To begin to mark the opposition successfully.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Assessment Questions:
Where should we stand when we are attacking?
How can we keep control when changing direction?
How can we move away from a defender to receive the ball?
How can we work as a team to create opportunities to score?
What does 'marking' a player mean? How do we mark?
How do we regain possession of the ball?

Key vocabulary:
opposition, attacking, control, defending, changing direction, receive, marking, possession, footwork, passing,

Castle View Primary School PE Curriculum

Year 5 – Invasion games & Swimming

Prior learning:
To refine passing and receiving.
To develop footwork.
To understand defending.
To begin to mark the opposition successfully.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Key vocabulary:
opposition, attacking, control, defending, changing direction, receive, marking, possession, footwork, passing,

Assessment Questions:
Where should we stand when we are attacking?
How can we keep control when changing direction?
How can we move away from a defender to receive the ball?
How can we work as a team to create opportunities to score?
What does ‘marking’ a player mean? How do we mark?
How do we regain possession of the ball?

Castle View Primary School PE Curriculum

Year 5 – OAA (Outdoor Adventurous Activities)

Prior learning:
To take part in benches and mat challenges.
To communicate as a team.
To identify what makes a successful team.
To identify what makes an unsuccessful team.



National Curriculum Objectives:
Take part in outdoor and adventurous activity challenges both individually and within a team.

Key vocabulary:
communication, leadership, tactics, route, OAA, problem solving, compass, map, key, orientate

Assessment Questions:
Why do we need to orientate a map?
What is a key on a map used for?
What strategies and tactics can we use in orienteering?

Castle View Primary School PE Curriculum

Year 5 – Dance/Gymnastics

Prior learning:
To create movement using improvisation.
To develop sequences in character showing relationships and interlinking dance moves.
To begin to develop confidence to perform to audience.
To know the importance of using different levels in a routine.
To know how to perform a successful bridge.





National Curriculum Objectives:
Perform dances using a range of movement patterns.
Compare their performances with previous ones and demonstrate improvement.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Assessment Questions:
Why is expression and creativity importance in dance?
What is the purpose of big, clear and exaggerated movements?
How can we make sure our movements flow?
What is 'counter-balance'?
What is 'counter-tension'?
Why do we need to land safely?

Key vocabulary:
improvisation, movement, expression, creativity, exaggerated movements, flow, sequenced steps, counter-balance, counter-tension, land, levels, routine, bridge

Castle View Primary School PE Curriculum

Year 5 – Athletics

Prior learning:
To develop running at speed and apply tactics when running for a distance.
To explore our stride pattern and running pace.
To perform a javelin throw.
To perform a standing triple jump.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Assessment Questions:
What should we do with our arms when sprinting? Why?
What is the consequence of a sprinter running out of their lane in a race?
What is the consequence of a false start?
What is the consequence of a thrower releasing the object too early?
What are the 3 types of jumps we perform in sequence in a triple jump?

Key vocabulary:
sprinting, consequence, lane, false start, thrower, javelin, triple jump, sequence, hop, step, jump, tactics, distance, accuracy, relay, personal best

Castle View Primary School PE Curriculum

Year 5 – Striking and fielding/net and wall

Prior learning:
To develop fielding and bowling with a backstop.
To apply basic fielding tactics in a game.
To retrieve and return the ball.
To strike the ball at different angles and speeds.
To develop the forehand and backhand.
To create space to win a point.



National Curriculum Objectives:
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Assessment Questions:
What factors will affect how hard or soft we strike the ball?
What is the consequence of not communicating with our partner when batting?
Why is it good to try to bowl to the opposite side to where the batter is hitting the ball?
What is a volley in tennis? Where should we be on the court to hit a volley?
Where does our serve have to land in tennis?

Key vocabulary:
factors, hard, soft, backstop, consequence, communicating, batting, bowl, volley, court, serve, space, angles, speeds, retrieve, return, fielding tactics

Castle View Primary School PE Curriculum

Year 6 – Game sense invasion

Prior learning:
To develop dribbling and passing to maintain possession.
To develop attacking and defending and apply in games.
To begin to transition from defence to attack.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Key vocabulary:
possession, attackers, scoring, penalties, losing points, warnings, tactics, opposition, direction, accurate, space, fluidity, control, throw, diagreements, referee, fair, rules, calm, behaviour

Assessment Questions:
Why do we need to pass and move?
What happens if we make contact with the attackers?
How do our tactics change depending on our opponents tactics?
How can we create fluidity in our attacks?
Why do we need to throw with accuracy?
How can the referee settle disagreements?

Castle View Primary School PE Curriculum

Year 6 – Invasion games

Prior learning:
To refine passing and receiving.
To explore other passes and their functions.
To develop defending and marking the player with the ball.
To develop tactical play.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Key vocabulary:
Score, positions, roles, netball, basketball, mark, possession, dribble, shot, attackers, defenders, transition, attack, tactical, passing, receiving

Assessment Questions:
How can you work as a team to create opportunities to score?
What are the different positions/roles in netball?
When, where and why do we mark?
When we regain possession, how does our role change?
When, where and why should we dribble in basketball?
When the attackers miss a shot, how can we regain possession and transition into attack?

Castle View Primary School PE Curriculum

Year 6 – OAA (Outdoor Adventurous Activities)

Prior learning:
To create and apply simple tactics.
To develop leadership.
To take part in teamwork activities.
To identify specific locations on a map.
To take part in a timed course.



National Curriculum Objectives:
Take part in outdoor and adventurous activity challenges both individually and within a team.

Assessment Questions:
Why is it important to think about ideas collectively?
What are the consequences of not collaborating effectively?
Why does the leader need to communicate clearly within the team?
What are the different roles and responsibilities in an orienteering team?
Why do we need every team member to participate in order to win?

Key vocabulary:
tactics, leadership, teamwork, locations, map, timed course, collectively, consequences, communicate, roles, responsibilities, organisers, runners, planners, timers, notetakers, communicators, map readers

Castle View Primary School PE Curriculum

Year 6 – Dance, Health Related Exercise & Gymnastics

Prior learning:
To introduce counter tension.
To create movements to represent different characters.
To develop moving in time with the music.
To take the role of specific characters and exaggerate their movements.
To know the difference between counter-balance and counter-tension.
To understand the importance of landing safely.





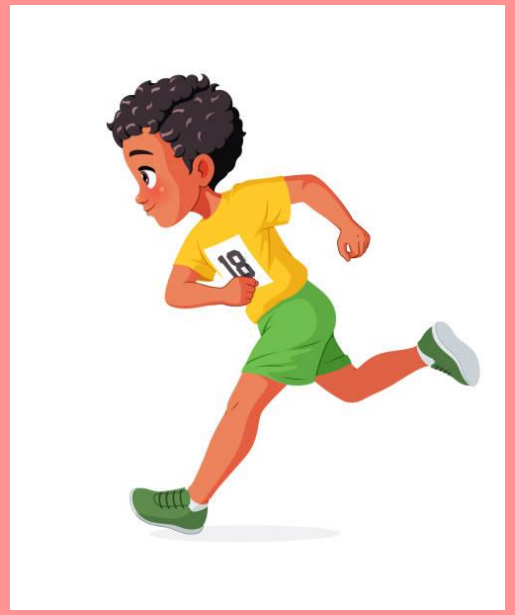
National Curriculum Objectives:
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
Perform dances using a range of movement patterns.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Assessment Questions:
How can we keep in time to the music?
What is the purpose of rehearsing?
What are the dangers of leading an unhealthy lifestyle?
What is a 'personal best'? Why is it good to set a personal best?
What is 'matching' and 'mirroring'?

Key vocabulary:
Music, exaggerate, expression, rehearsing, performing, unhealthy lifestyle, personal best, achievements, accomplishments, prepare, refine, solidify, counter-balance, counter-tension, safely, land, gymnastics, routine, matching, mirroring

Castle View Primary School PE Curriculum

Year 6 – Athletics



Prior learning:
To evaluate our performance.
To improve our personal best time during sprinting.
To introduce the shotput.

National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Assessment Questions:
How can we use the lane tactically to help our team be quicker through smooth baton changeovers?
Where are our jumps measured?
Why do we need to use our arms when we run or when we jump?
What is the consequence on the body of sprinting for longer than 20 seconds?

Key vocabulary:
sprint, dominant side, baton, exchange, changeover, arms, jump, run, balance, speed, consequence, sprinting, injury, muscle strains, muscular damage, measured

Castle View Primary School PE Curriculum

Year 6 – Striking and fielding/net and wall

Prior learning:
To understand what happens if the batter misses the ball.
To have a better understanding of where fielders are during a game.
To refine fielding, including stumping, catching and throwing.
To introduce umpiring and scoring.



National Curriculum Objectives:
Use running, jumping, throwing, and catching in isolation and in combination.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Assessment Questions:
Can we hit the ball over the top of the fielders? What are the risks involved with this?
Why do we need to concentrate when we are fielding?
When, where and why do we use a long barrier?
Where should we aim the ball when we are returning in tennis?
When does a tiebreak situation occur in tennis?

Key vocabulary:
fielders, batters, caught out, risks, react, accurate throws, runs, concentrate, travelling, striking, fielding, cricket, rounders, tennis, long barrier, return, court, angle, shot, score, tiebreak, serve