

PE Curriculum Overview: Bushey Heath Primary School Year 1

Intent

At Bushey Heath Primary School we deliver a PE curriculum that is a holistic approach to teaching of PE, whereby our children will progress to secondary school with improved fitness, developed skills and a deep knowledge of health and wellbeing.

EYFS

Physical Development Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills ELG

Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

| Term | Autumn | Spring | Summer |
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| Sports Units | 1.1 Multi-Skills 1.2 Mighty Movers (Running) | 1.3 Skip to the Beat 1.4 Brilliant Ball Skills | 1.5 Throwing and Catching 1.6 Active Athletics |
| Fitness Units | 1.1 Boot Camp 1.2 Story Time Dance | 1.3 Groovy Gymnastics 1.4 Gymfit Circuits | 1.5 Cool Core (Strength) 1.6 Fitness Frenzy |
| Knowledge/ Vocabulary | Balance, base, push, agility, co-ordination, accuracy, agility, timing, aim, guide, target, rotate, movements, technique, travel, transitions; dish, dome, direction, circuit, relay; rap, beat, gesture, level, speed, perform; hop, jump, skipping, step-overs, weave; link, sequence, tension, posture, tuck, pike, straight, straddle, rolling: egg, log, forward, teddy bear rolls, along, over, onto and off; send, receive, underarm, overarm, throw, catch, receive, react; spotting, extend, flexible, stretch, reach; strike, fielding, target, bat, racket, rounders, scoring; speed, mobility, obstacle; bridge, core, plank, wheelbarrow, posture, | | |
| Skills | <ul style="list-style-type: none"> • Perform balances using a number of different parts of the body. • Run on the balls of the feet, concentrating on coordination, not speed. • Co-ordinate the upper and lower body together. • Move with greater precision and control. • Use timing to aim, stop and guide an object. | <ul style="list-style-type: none"> • Learn how to hop – same foot to same foot. • Learn how to jump – two feet to two feet. • Be able to do these two activities on the move. • Develop the ‘step hop’ technique for a good skip without a rope. • Explore the action of skipping at a low level. • Learn how to skip with a rope. | <ul style="list-style-type: none"> • Control a ball using hands. • Understand the correct technique for catching. • Consolidate and practise throwing a ball underarm. • Explore striking balls of different sizes using their hands and equipment. • Throw and catch a ball to self and a partner. • Know how to stop and retrieve a ball |

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| | <ul style="list-style-type: none"> • Aim a variety of balls and equipment accurately • Use controlled movement to travel in different ways. • Quickly change direction whilst running, with control and fluency • Use agility, balance and co-ordination when performing activities. • Understand that running can be done in many ways. • Run at different speeds and in different directions with control. • Run in a race with a team. • Understand what happens to our breathing during exercise, and why it changes. • Increase heart rate. • Run at different speeds • Complete a running circuit. • Understand the importance of using the arms when running. • Run quickly in a relay activity, aiming to improve speed. • Experience some of the changes that occur during exercise. • Raise heart rate. • Develop agility and co-ordination. • Perform simple patterns of movement. • Learn new moves and perform them with good technique and balance. | <ul style="list-style-type: none"> • Explore different ways of skipping. • Skip with good balance and technique. • Perform a skipping circuit with knowledge and understanding. • Travel in different directions at different speeds and levels. • Link three moves together while travelling, aiming to change level, speed and direction. • Link isolated moves and shapes when travelling. • Explore rolling movements as a way of travelling. • Explore travelling to move along, over, around onto and off a bench. • Travel with a focus on changing direction and level, using small equipment. • Use a variety of small equipment to perform a travelling sequence. • Develop anticipation and reaction when working with beanbags or balls. • Catch a ball or beanbag on a bounce. • Catch a ball from a throw. • Develop accurate throwing skills • Develop accuracy of send. • Understand the overarm throwing technique. • Understand when to use an underarm throw. | <ul style="list-style-type: none"> • Practise throwing to a target. • Catch the ball with good technique. • Play a game using striking and fielding skills • Know how to make contact with a ball using different bats or rackets. • Use striking skills to play a game. • Know the tactics and skills to use in order to win a game. • Know how to travel in different ways. • Be able to change from fast to slow. • Know how to hop, and how to hop, travel and land safely on two feet. • Know how to throw safely. • Throw in a variety of ways. • Decide which throwing method is best for distance. • Run with good balance and co-ordination. • Know how to jump from two feet. • Explore which is the best way to jump to cover a distance. • Learn how to control breathing. • Learn how to support body weight. • Perform a movement that demonstrates good core control. • Increase the speed at which you can travel through the ladders accurately • Learn the technique for the plank, front support and back support. |
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| | <ul style="list-style-type: none"> • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Learn a rap with actions. • Practise travelling movements with a change in direction • Develop gestures and ways of travelling. • Understand beats in the music. • Move in time to the music. • Dance to beats of four or eight. • Perform dance moves that flow smoothly from one to the next. • Use gesture as an image in dance. | <ul style="list-style-type: none"> • Stop, trap or catch the ball while on the move. • Play a game, following the rules and demonstrating fair play. • Develop balance, agility and co-ordination. • Perform using simple movement patterns. • Master basic movements, as well as developing balance, agility and co-ordination. • Perform using simple movement patterns. | <ul style="list-style-type: none"> • Be able to use the core to maintain balance when running. • Support body weight on the hands using the core muscles to keep balanced. • Perform a wheelbarrow with a partner, with control. • Walk demonstrating good posture and balance. • Develop more complex footwork patterns on the SAQ ladders. • Use techniques already learned to improve performance. • Demonstrate the correct technique for activities. • Improve on scores. • Develop agility and co-ordination. • Perform simple patterns of movement. • Understand the importance of using the arms when running. • Run quickly in a relay activity, aiming to improve speed. • Perform a skipping circuit with knowledge and understanding. • Master basic movements, as well as developing balance, agility and co-ordination. Perform using simple movement patterns. • Use techniques already learned to improve performance. |
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Concepts

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations
- Pupils should be taught to 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
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending
- Pupils should be taught to perform dances using simple movement patterns.

PE Curriculum Overview: Bushey Heath Primary School Year 2

Intent

At Bushey Heath Primary School we deliver a PE curriculum that is a holistic approach to teaching of PE, whereby our children will progress to secondary school with improved fitness, developed skills and a deep knowledge of health and wellbeing.

| Term | Autumn | Spring | Summer |
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| Sports Units | 2.2 Ugly Bug Ball Dance 2.1 Multi-skills | 2.3 Groovy Gymnastics 2.4 Brilliant Ball Skills | 2.6 Active Athletics 2.5 Throwing and Catching |
| Fitness Units | 2.2 Mighty Movers (Running) 2.1 Boot Camp | 2.3 Skip to the Beat. 2.4 Gymfit Circuits | 2.6 Fitness Frenzy 2.5 Cool Core (Strength) |
| Knowledge/ Vocabulary | Relay, overtake, circuit; agility, balance, co-ordination, accuracy, base, timing, aim, guide, target, rotate, movement pattern, twist and turn, rock and roll, tuck, crab, skittles; travel, movements, method, beat, medieval, dance, greetings, partner, independent, flow, performance; heart-rate, aerobic, technique; hopping, skipping, jumping, step-hop, trap, squat, tag; send, receive, control, react, target, underarm, overarm, bounce pass, dribble, kick, send and receive; tension, points, patches, shoulder stand, shapes, apparatus; spotting, extend, flexible; direction, swing, power, huddle, relaxed; sideways, cushion; ball pass, strength and stamina, flexibility, hoop; bridge, abdominals, hopscotch. | | |
| Skills | <ul style="list-style-type: none"> • Complete running activities with balance and co-ordination. • Run for one minute without stopping. • Learn some of the changes that happen to the body during exercise. • Develop good technique for running circuits. Understand the value of a circuit. • Develop running technique with good balance and co-ordination. • Complete a running circuit. | <ul style="list-style-type: none"> • Consolidate skipping techniques. • Raise the heart rate in order to improve personal fitness. • Hop consistently. • Jump with control. • Skip with good technique. • Improve awareness of where the rope is when skipping. • Improve control of the rope and running skip technique. • Demonstrate good technique while skipping. • Observe and comment on others' performances. | <ul style="list-style-type: none"> • Run with a change of speed. • Change direction when running, while maintaining balance. • Use arms when jumping. • Jump with balance and fluency. • Know how to throw safely. • Know how to throw for distance • To run in a relaxed way and with balance when jumping over an obstacle. • Know the difference between running for speed and running for distance. |

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| | <ul style="list-style-type: none"> • Learn about a stable base and losing balance • Move the body in a variety of ways. • Know how to throw a ball at the right speed and strength. • Be able to copy a partner and change speed and direction. • Explore different ways of twisting and turning. • Play fairly and understand the rules of a game. • Understand how different minibeasts might move. • Show contrasting movements with strength and clarity. • Explore performing actions in response to stimuli. • Explore ideas by experimenting with actions, dynamics, directions and levels. • Practise medieval ballroom dancing. • Explore patterns of movement with a partner. • Explore the medieval ballroom dance theme. • Work in small groups and develop phrases of movements. • Link contrasting movements together to make a short dance sequence. • Improve independent movement from one phrase to another. • Perform a complete dance with clarity and flow, showing changes in levels and speed. | <ul style="list-style-type: none"> • Demonstrate good technique while skipping. • Observe and comment on others' performances. • Move a ball using hands and feet. • Know how to catch different objects. • Target the receiver's hands when throwing. • Watch the ball or object when trying to catch it. • Know how to throw overarm, underarm and bounce pass. • Understand techniques for dribbling and passing a football. • Pass with accuracy. • Dribble with control • Catch the ball at different heights. • Move with the ball, using hands. • Participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour. • Learn to perform balances and movements, and combine them into a routine. • Link balances with other travelling moves, moving smoothly into and out of the balances. • Safely use benches and mats to develop sequences. • Work with a partner to create a sequence of gymnastic actions. | <ul style="list-style-type: none"> • Use the skills learned in the previous lessons by completing an obstacle course. • Know how to throw a ball underarm with accuracy. • Practise catching skills. • Know the correct technique for striking a ball from a tee. • Receive and return a ball. • Know the best technique for catching. • Explore catching different balls. • Know the overarm throw technique and when to use it. • Aim for accurate throwing and consistent catching and striking. • To know the tactics and skills to use in order to win a game. • To demonstrate the correct technique for activities. • Develop agility and co-ordination. • Perform simple patterns of movement. • Complete a running circuit • Demonstrate good technique while skipping. • Observe and comment on others' performance. • Master basic movements, as well as developing balance, agility and co-ordination. • Perform using simple movement patterns. |
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| | <ul style="list-style-type: none"> • Experience some of the changes that occur during exercise. • Raise heart rate. • Develop agility and co-ordination. • Perform simple patterns of movement. • Learn new moves and perform them with good technique and balance. • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. • Perform simple patterns of movement. | <ul style="list-style-type: none"> • Use benches and mats to explore balances on different levels. • Safely move around the equipment, using knowledge from previous weeks. • Mirror and match a partner. • Share equipment. • The children will master basic movements, as well as developing balance, agility and co-ordination. • The children will perform using simple movement patterns. | <ul style="list-style-type: none"> • Hoop skills that will aid core strength and balance. • Hand–eye co-ordination. • Learn how to maintain a good bridge using core strength. • Use arms effectively when running. • Improve plank technique. • Maintain a wheelbarrow walk for longer period of time, using core strength. • Perform a small crunch and understand what it does. • Perform an activity/game that uses the abdominals. • Perform a squat and diagonal body twist, and understand why they are valuable exercises to do. • Transfer weight from one foot to two feet. • Footwork patterns using a hoop. • Jump with accuracy using core strength to maintain balance. • Hoop skills that will aid core strength and balance. • Hand–eye co-ordination. |
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Concepts

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations
- Pupils should be taught to 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
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending
- Pupils should be taught to perform dances using simple movement patterns.

PE Curriculum Overview: Bushey Heath Primary School Year 3

Intent

At Bushey Heath Primary School we deliver a PE curriculum that is a holistic approach to teaching of PE, whereby our children will progress to secondary school with improved fitness, developed skills and a deep knowledge of health and wellbeing.

| Term | Autumn | Spring | Summer |
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| Sports Units | 3.6 Active Athletics 3.5 Throwing and Catching | 3.3 Skip to the Beat 3.4. Brilliant Ball Skills | 3.2 Mighty Movers (Running) 3.1 Multi-skills |
| Fitness Units | 3.6 Fitness Frenzy 3.5 Cool Core (Strength) | 3.3 Groovy Gymnastics 3.4 Gymfit Circuits | 3.2 African Dance 3.1 Boot Camp |
| Knowledge/ Vocabulary | Direction, overarm, underarm, take-off, landing, relay, changeover, technique, improve, competition; accuracy wickets, stumps, soft hands, target hands, defenders, stumped, bowling, run, long barrier, surface area, safe zone, retrieve; jumping jacks, ball pass, jumping from side to side, method, activity, honesty, skipping, timing, direction, strength and stamina, flexibility, aerobic, circuit training, roles, challenge; snake charmer, popcorn, bridge, squat thrust, burpee, running squat; crossover, boxer style, compose, timing, control, gather, clockwise, anti-clockwise, aim, follow, skills, power; landing shapes, teamwork, rolls and balance, empathy, analyse; extend, stretch, reach; pace, speed, relay, catcher, zigzag; balance, bounce, send, control, dribble, agility, concentrate, focus, utilise; clock, tempo, timing, pivot, formation, canon, unison, confidence; personal fitness, heart, stations, | | |
| Skills | <ul style="list-style-type: none"> • Look up when running. • Run at different speeds. • Change direction. • Know how to throw in a variety of ways. • Use legs as well as arms when throwing. • Know how to perform a standing long jump, understanding the rules. • Know how to receive the baton. • Select an appropriate pace. • Work as a team. • Know which techniques to use for long-distance running and which to use for short-distance running. • Know how to start a race correctly. • Know how to compete in a sporting way, showing an understanding of rules. | <ul style="list-style-type: none"> • Explore different ways of skipping. • Practise techniques learned in previous years. • Observe and comment on others' performance. • Be aware of safety aspects concerned with skipping. • Participate in large rope skipping. • Develop large rope skipping technique. • Skip with a partner. • Compose a sequence of skipping moves • Perform skipping moves in a routine. • Teach a partner your routine. • Perform large rope skipping with good technique and to songs or rhymes. | <ul style="list-style-type: none"> • Demonstrate good use of arms when running at different speeds. • Analyse others' running technique and suggest ways of improving. • Learn how to hand over in an efficient manner. • Understand the reason for warming up. • Complete a running circuit showing good balance, co-ordination and agility. • Use the correct running technique to complete a circuit. • Change the centre of balance to different parts of the body. • Use hand-eye co-ordination to keep control of an object. |

- Know techniques for accurate overarm and underarm throwing.
- Throw accurately.
- Catch with cushioned hands.
- Know the batting technique for cricket.
- Know how to play continuous cricket.
- Retrieve the ball effectively.
- Be able to hit the ball as far as possible with a rounders bat.
- Understand safe zone game play.
- Use fielding skills to stop the batter scoring.
- Use skills learned in a game situation.
- To demonstrate the correct technique for activities.
- Develop agility and co-ordination.
- Perform simple patterns of movement.
- Use the correct running technique to complete a circuit.
- Perform rope and non-rope skipping with good technique and to songs or rhymes.
- Master basic movements, as well as developing balance, agility and co-ordination.
- Perform using simple movement patterns.
- Perform a circuit with accuracy.
- Improve scores of the skills learned.

- Dribble a ball with greater control.
- Roll or throw a ball at a target with accuracy.
- Awareness, tactics, defend, attack
- Develop the ability to control a ball while moving, throwing and catching it.
- Anticipate the ball and have the hands ready to catch.
- Stop the ball in the hands without fumbling.
- Be ready to react quickly once the ball has been caught.
- Develop the underarm throwing technique and introduce the overarm throw
- Demonstrate good catching techniques.
- Demonstrate good throwing techniques.
- Demonstrate good control of the ball and body
- Understand the rules of the game.
- Apply the tactics learned.
- Be able to jump with a stable, safe landing.
- Try different ways of jumping.
- Explore a variety of jumps.
- Be able to land safely when jumping from a bench.
- Use other skills learned to vary jumps.
- Link jumps into sequences

- Use agility, stopping and turning in a game
- To observe and be aware of others' speed and try to match it.
- Use hand-eye co-ordination to balance, carry and travel with an object.
- Focus and concentrate on the skills learned and use them effectively.
- Count beats and change direction while dancing.
- Keep count and tempo while dancing.
- Develop African dance steps with clarity and rhythm, using own ideas.
- Learn new African steps and develop them.
- Maintain a consistent tempo throughout the dance, using counting.
- Learn how to work co-operatively with others to create a new dance.
- Learn how to tell a story using dance.
- Create a story of harvest using African dance steps.
- Devise African style dance steps and patterns.
- Tell a story using gestures and step patterns with fluency.
- Dance to the beat and keep time
- Experience some of the changes that occur during exercise.

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| | <ul style="list-style-type: none"> • Learn techniques for moves that are similar to those used in Pilates. • Be able to link agility and core strength activities together in an appropriate way. • Be able to perform core strength moves with accuracy. • Understand how hula hooping helps to improve core strength. • Develop activities into a circuit in order to improve fitness levels. • Perform a circuit with accuracy. • Improve scores of the skills learned. | <ul style="list-style-type: none"> • Use the skills learned to work as a group to create complex shapes at different levels • Co-operate in a group. • Use a different stimulus to create a sequence. • Use all skills learned in previous lessons to develop a sequence. • Analyse own and others' performance. • Master basic movements, as well as developing balance, agility and co-ordination. • Perform using simple movement patterns. | <ul style="list-style-type: none"> • Raise heart rate. • Develop agility and co-ordination. • Perform simple patterns of movement • Learn new moves and perform them with good technique and balance. • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. • Perform simple patterns of movement. |
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Concepts

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination
- Pupils should be taught to 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
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Pupils should be taught to perform dances using a range of movement patterns.
- Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

| At Bushey Heath Primary School we deliver a PE curriculum that is a holistic approach to teaching of PE, whereby our children will progress to secondary school with improved fitness, developed skills and a deep knowledge of health and wellbeing. | | | |
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| Term | Autumn | Spring | Summer |
| Sports Units | 4.5 Nimble Nets 4.1 Invaders | 4.3 Gym Sequences 4.2 Dynamic Dance | 4.4 Striking and Fielding 4.6 Young Olympians |
| Fitness Units | 4.5 Cool Core (Pilates) 4.1 Boot Camp | 4.3 Step to the beat 4.2 Mighty Movers (Boxercise) | 4.4 Gymfit Circuits 4.6 Fitness Frenzy |
| Knowledge/ Vocabulary | Trap, send, receive, drop serve, forehand, backhand, rally, building, volley; dribble, support play, attack, defence, passing; mountain pose, rock, Siamese pose, giraffe, Pilates, pencil point pose, mountain ledge; running, heart rate, mobility, fitness, jumping, circuit, burpee, spotty dog, plank; balance, tuck, straddle, pike, posture, body, tension, symmetry, asymmetry, balance, counterbalance, canon, unison, sequence, moves, techniques; line dancing, Charleston step, chassé, strut, rhythm, phrasing, improvise, space, dynamics, sequence, flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif and changing order; heart rate, knee crunch, rhythm, side step, cross step; jab, boxercise, cross jab, boxing twist, toe touch, roll, duck and dodge, sidekick; underarm throw, overarm throw, wickets, stumps, receive, field, long barrier, tournament; pace, distance, stride length, arm action, knee lift, relax, effort, javelin, pull, handover, extend, bend, carousel; | | |
| Skills | <ul style="list-style-type: none"> Learn how the racket feels and the best methods of holding it. Improve hand-eye co-ordination by sending and receiving a ball with a hand and racket. Learn how to drop and hit the ball. Use the correct technique for holding the racket (forehand). Learn how to play collaborative games, demonstrating forehand and backhand strokes. Practise backhand technique. Be aware of the correct body position and contact point for an accurate shot. Practise the volley technique. Play a competitive game with point scoring. Learn when to play the correct shot in order to beat a partner. | <ul style="list-style-type: none"> Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence. Use linking moves to maintain the fluency of a sequence. Adapt a sequence. Perform gymnastic moves using a piece of equipment. Use own and others' body weight to balance. Add interest to a sequence by varying movement or balance. Use own and others' body weight to balance. Add interest to a sequence by varying movement or balance. Make up longer sequences and perform them with fluency and clarity of movement. Develop the skill of critique, including the ability to identify | <ul style="list-style-type: none"> Practise underarm and overarm throws and when to use them. Practise receiving skills. Know to play a kwik cricket game. Be able to field a ball in a variety of ways in order to stop it travelling further. Be able to return the ball accurately. Be able to catch the ball in a variety of situations. Consolidate and develop a range of skills in striking and fielding. Practise the correct technique for batting and use it in a game situation. Consolidate throwing and catching skills. Field an approaching ball. Strike a stationary ball. Learn how to modify stride length, arm action and knee lift to select and |

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| | <ul style="list-style-type: none"> • Play a variety of tennis shots, demonstrating correct technique. • Know how to dribble a ball, change direction and maintain control. • Be able to run with ball • Be able to turn with a ball. • Know how to pass a ball. • Work as a team. • Improve accuracy of passing by using a target. • Learn how to receive a ball. • Dribble with control. • Learn how to support other players in a team. • Know how to communicate with team members. • Learn what skills might be used to stop someone scoring. • Learn how to attack as team. • Play as a team. • Use skills and tactics learned in previous lessons. • Perform basic Pilates moves with good technique and understanding. • Perform some controlled Pilates movements, and understand the benefit of doing them. • Learn new moves and develop correct technique. | <p>strengths and areas for improvement.</p> <ul style="list-style-type: none"> • Perform a line dance using a range of movement patterns. • Develop and improve dancing and performance skills. • Develop an understanding of how to prepare for a dance performance. • Identify the key skills needed to provide accurate and tactful evaluative feedback to peers. • Learn basic step moves, practise and perfect them. • Raise the heart rate and understand the importance of doing this. • Perform step moves in time to the music with co-ordination. • Understand the importance of a warm-up. • Practise and apply a sequence of step moves to a beat. • Practise and apply a sequence of step moves to the beat of the music. • Understand the value of step-type exercise. • Learn the value of doing boxercise. • Apply the techniques learned to a routine set to music. • Apply the correct technique for the cross jab – co-ordination. | <p>maintain appropriate running paces for different distances.</p> <ul style="list-style-type: none"> • Learn the pull technique for throwing. • Throw and retrieve implements safely. • Describe the effect of different throwing positions. • Sprint a short distance as part of a team. • React quickly to a stimulus. • Demonstrate good running technique when jumping over obstacles. • Understand how to perform a standing broad jump – (two feet to two feet). • Put skills into practise, aiming to improve on previous results. • Perform a simple ball-skill circuit with understanding and accuracy. • Work with a partner in a skill-based situation. • Self-motivate and motivate others. • Work collaboratively with a partner. • Evaluate own and others' performance. • Understand how sport-specific skills can be put into a circuit. • Perform indoor athletics events and understand their adaptations. • Motivate self and others to perform well. • Demonstrate correct technique in most activities. • Demonstrate the correct technique for activities. • Develop agility and co-ordination. |
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| | <ul style="list-style-type: none"> • Understand why breathing is important throughout all of the moves. • Create a cool core move using balance techniques. • Master Pilates moves with accuracy and control, and understand the value of doing them. • Experience some of the changes that occur to the body during exercise. • Raise the heart rate. • Learn new moves and perform them with good technique and balance. • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. • Perform more complex patterns of movement. | <ul style="list-style-type: none"> • Link skills with control and precision. • Develop personal fitness levels, particularly strength and stamina. • Learn the value of completing a full boxercise workout. | <ul style="list-style-type: none"> • Understand the importance of a warm-up. • Practise and apply a sequence of step moves to the beat of the music. • Create and perform a sequence of step moves. • Perform more complex patterns of movement. • Perform indoor athletics events and understand their adaptations. • Demonstrate correct technique in most activities. • Master Pilates moves with accuracy and control, and understand the value of doing them. |
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Concepts

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination
- Pupils should be taught to 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
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

- Pupils should be taught to perform dances using a range of movement patterns.
- Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE Curriculum Overview: Bushey Heath Primary School Year 5

Intent

At Bushey Heath Primary School we deliver a PE curriculum that is a holistic approach to teaching of PE, whereby our children will progress to secondary school with improved fitness, developed skills and a deep knowledge of health and wellbeing.

| Term | Autumn | Spring | Summer |
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| Sports Units | 5.3 Gym Sequences 5.1 Invaders | 5.2 Dynamic Dance 5.5 Nimble Nets | 5.4 Striking and Fielding 5.6 Young Olympians |
| Fitness Units | 5.3 Step to the beat 5.1 Boot Camp | 5.2 Mighty Movers (Boxercise) 5.5 Cool Core (Pilates) | 5.4 Gymfit Circuits 5.6 Fitness Frenzy |
| Knowledge/ Vocabulary | Star, dish, arch, symmetrical, asymmetrical, balance, shape, sequence, points of balance, level, direction, rotation, dynamic movement, rolling, bridging, counterbalance, tension, pull, push, extend, canon, unison, moves, techniques; footwork, land, step, pivot, pass, receive, push, point, chest pass, overhead pass, shoulder pass, bounce pass, dodging, non-contact, marking, signal, motif, unison, canon, variation, break-it-down, sections, beats, collaboration, High 5 Netball, goal shooter (GS), goal attack (GA), centre (C), goal defence (GD), goal keeper (GK); Heart rate, knee crunch, rhythm, cross step, V step, repeater squat; direction, mobility, fitness, health, circuit, heart rate, burpee, spotty dogs, plank; Bollywood dancing, lotus, prayer, back point step, posture, balance, control, fluency, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order; Forehand, backhand, drop serve, volley, rally; Jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick; Cool core, chair pose, flexibility, fluency; Overarm, underarm, bowl, tournament, follow through, wicket keeper; Continuous, push technique, relay, baton, take off, landing, long jump, extend, bend, distance, control; Squat, speed bounce, burpee, abdominal strength. | | |
| Skills | <ul style="list-style-type: none"> • Perform new gymnastic moves with control and accuracy. • Recap on linking moves and understand how they will be used in developing sequences. • Learn how to work co-operatively with a partner to produce a sequence. • Learn how to link moves together with fluency and good body tension. • Learn new counterbalance skills with a partner. | <ul style="list-style-type: none"> • Perform a Bollywood dance using a range of movement patterns. • Develop dancing and performance skills. • Rhythm, phrasing, improvise, space, dynamics. • Identify the key components of successful dancing and understand how to apply them to own sequences. • Know the correct technique for forehand, backhand and volley | <ul style="list-style-type: none"> • Hold the bat correctly and place the ball accurately. • Return the ball accurately. • Choose which type of fielding technique to use. • Return the ball accurately • Develop a technique for overarm throwing and know when to use it. • To practise batting technique. • To know how to direct the ball. • Score and play a game in a sporting manner |

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| | <ul style="list-style-type: none"> • Include counterbalance skills in a short sequence. • Understand the value of posture and body tension when performing. • Complete a sequence of balances and moves at the same time as a partner, in unison. • Complete a sequence of balances and moves before or after a partner, in canon. • Make up longer sequences and perform them with fluency and clarity of movement. • Develop the skill of critique, including the ability to identify strengths and areas for improvement. • Apply the footwork rule into a modified game. • Use a range of different passes appropriately in a modified game. • Begin to use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation. • Apply a variety of defending skills into a modified game. • Use the correct technique to successfully shoot a ball into a netball post from various points within the shooting circle. | <ul style="list-style-type: none"> • Improve forehand accuracy. • Explore tactics for beating an opponent. Consolidate backhand technique. • Use all strokes appropriately. • Accurately play shots on the move. • Run towards the net to play a volley (approach shot). • Play a game of singles tennis. • Learn the correct techniques for an overhead serve. • Practise all the shots needed to beat an opponent. • Apply all the tennis skills learned to a game. • Choose the correct shot to play when trying to beat an opponent. • Create a short routine using moves learned in Year 4. • Perform boxercise moves in time with the music in order to improve fitness. • Learn how to include linking moves into a sequence. • Devise a short sequence using the moves learned so far. • Perform a sequence with precision and accuracy. • Maintain balance throughout all the moves. • Perform a fitness circuit incorporating boxercise moves. | <ul style="list-style-type: none"> • Sustain running at a continuous pace. • Improve the technique for running at speed. • Demonstrate correct push technique • Know the position to stand in when receiving a baton. • Understand how to successfully perform a standing long jump. • Throw for accuracy and speed in a game. • Compete and set goals. • Apply the skills learned in this unit to a competition. • Perform a fitness circuit that aims to improve strength and stamina. • Understand the relevance of each activity • Explore reasons for improvement or lack of improvement. • Perform a fitness circuit with understanding, aiming to improve strength and stamina. • Use the correct technique for new stations that involve equipment. • Understand that circuits can take different forms and work on different fitness elements. • Understand that circuits can take different forms and work on different fitness elements. • Improve technique and performance. • Demonstrate the correct technique for activities. |
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| | <ul style="list-style-type: none"> • Take part in a full game of High 5 Netball, playing in a range of positions. • Improve timing and stepping to the beat. • Count moves and perform in repetitions of eight, four, two and singles. • Perform step moves in time with the music. • Work with a partner to produce a sequence of moves. • Analyse and evaluate own and others' performance. • To perform a sequence of steps in time with the music. • Create some new moves based on those taught in previous lessons. • Devise a routine using knowledge from the whole unit. • Experience some of the changes that occur to the body during exercise. • Raise the heart rate. • Learn new moves and perform them with good technique and balance. • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. | <ul style="list-style-type: none"> • Perform Pilates/yoga moves with accuracy. • Learn how to link moves together to make a sequence. • Learn a new pose with accuracy. • Help a partner to achieve good technique by observing and coaching. • Learn improvement is needed and how to improve. • Discover our strengths. • Perform moves with fluency and control. • Devise a sequence of yoga/Pilates moves with fluency and accuracy. • Devise own unique move and name it. | <ul style="list-style-type: none"> • Develop agility and co-ordination. • Perform more complex patterns of movement • Perform a fitness circuit incorporating boxercise moves. • Devise a routine using knowledge from the whole unit. • Perform a fitness circuit that aims to improve strength and stamina. • Understand the relevance of each activity. • Improve performance. • Devise a sequence of yoga/Pilates moves with fluency and accuracy. • Devise own unique move and name it • Master basic movements, as well as develop balance, agility and co-ordination. |
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| | <ul style="list-style-type: none"> Perform more complex patterns of movement. | | |
| <ul style="list-style-type: none"> Concepts Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination Pupils should be taught to 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 Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Pupils should be taught to perform dances using a range of movement patterns. Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |

PE Curriculum Overview: Bushey Heath Primary School Year 6

Intent

At Bushey Heath Primary School we deliver a PE curriculum that is a holistic approach to teaching of PE, whereby our children will progress to secondary school with improved fitness, developed skills and a deep knowledge of health and wellbeing.

| Term | Autumn | Spring | Summer |
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| Sports Units | 6.3 Gym Sequences 6.2 Dynamic Dance | 6.5 Nimble Nets 6.1 Invaders | 6.4 Striking and Fielding 6.6 Young Olympians |
| Fitness Units | 6.3 Step to the beat 6.2 Mighty Movers (Boxercise) | 6.5 Cool Core (Pilates) 6.1 Boot Camp | 6.4 Gym Fit Circuits 6.6 Fitness Frenzy |
| Knowledge/ Vocabulary | Star, dish, arch, symmetrical, asymmetrical, balance, shape, sequence, points of balance, level, direction, rotation, dynamic movement, rolling, bridging, counterbalance, tension, pull, push, extend, canon, unison, moves, techniques; footwork, land, step, pivot, pass, receive, push, point, chest pass, overhead pass, shoulder pass, bounce pass, dodging, non-contact, marking, signal, motif, unison, canon, variation, break-it-down, sections, beats, collaboration, High 5 Netball, goal shooter (GS), goal attack (GA), centre (C), goal defence (GD), goal keeper (GK); Heart rate, knee crunch, rhythm, cross step, V step, repeater squat; direction, mobility, fitness, health, circuit, heart rate, burpee, spotty dogs, plank; Bollywood dancing, lotus, prayer, back point step, posture, balance, control, fluency, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order; Forehand, backhand, drop serve, volley, rally; Jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick; Cool core, chair pose, flexibility, fluency; Overarm, underarm, bowl, tournament, follow through, wicket keeper; Continuous, push technique, relay, baton, take off, landing, long jump, extend, bend, distance, control; Squat, speed bounce, burpee, abdominal strength. | | |

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| <p>Skills</p> | <ul style="list-style-type: none"> • Perform new gymnastic moves with control and accuracy. • Recap on linking moves and understand how they will be used in developing sequences. • Learn how to work co-operatively with a partner to produce a sequence. • Learn how to link moves together with fluency and good body tension. • Learn new counterbalance skills with a partner. • Include counterbalance skills in a short sequence. • Understand the value of posture and body tension when performing. • Complete a sequence of balances and moves at the same time as a partner, in unison. • Complete a sequence of balances and moves before or after a partner, in canon. • Make up longer sequences and perform them with fluency and clarity of movement. • Develop the skill of critique, including the ability to identify strengths and areas for improvement. • Apply the footwork rule into a modified game. | <ul style="list-style-type: none"> • Perform a Bollywood dance using a range of movement patterns. • Develop dancing and performance skills. • Rhythm, phrasing, improvise, space, dynamics. • Identify the key components of successful dancing and understand how to apply them to own sequences. • Know the correct technique for forehand, backhand and volley • Improve forehand accuracy. • Explore tactics for beating an opponent. Consolidate backhand technique. • Use all strokes appropriately. • Accurately play shots on the move. • Run towards the net to play a volley (approach shot). • Play a game of singles tennis. • Learn the correct techniques for an overhead serve. • Practise all the shots needed to beat an opponent. • Apply all the tennis skills learned to a game. • Choose the correct shot to play when trying to beat an opponent. • Create a short routine using moves learned in Year 4. | <ul style="list-style-type: none"> • Hold the bat correctly and place the ball accurately. • Return the ball accurately. • Choose which type of fielding technique to use. • Return the ball accurately • Develop a technique for overarm throwing and know when to use it. • To practise batting technique. • To know how to direct the ball. • Score and play a game in a sporting manner • Sustain running at a continuous pace. • Improve the technique for running at speed. • Demonstrate correct push technique • Know the position to stand in when receiving a baton. • Understand how to successfully perform a standing long jump. • Throw for accuracy and speed in a game. • Compete and set goals. • Apply the skills learned in this unit to a competition. • Perform a fitness circuit that aims to improve strength and stamina. • Understand the relevance of each activity • Explore reasons for improvement or lack of improvement. • Perform a fitness circuit with understanding, aiming to improve strength and stamina. |
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| | <ul style="list-style-type: none"> • Use a range of different passes appropriately in a modified game. • Begin to use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation. • Apply a variety of defending skills into a modified game. • Use the correct technique to successfully shoot a ball into a netball post from various points within the shooting circle. • Take part in a full game of High 5 Netball, playing in a range of positions. • Improve timing and stepping to the beat. • Count moves and perform in repetitions of eight, four, two and singles. • Perform step moves in time with the music. • Work with a partner to produce a sequence of moves. • Analyse and evaluate own and others' performance. • To perform a sequence of steps in time with the music. • Create some new moves based on those taught in previous lessons. • Devise a routine using knowledge from the whole unit. | <ul style="list-style-type: none"> • Perform boxercise moves in time with the music in order to improve fitness. • Learn how to include linking moves into a sequence. • Devise a short sequence using the moves learned so far. • Perform a sequence with precision and accuracy. • Maintain balance throughout all the moves. • Perform a fitness circuit incorporating boxercise moves. • Perform Pilates/yoga moves with accuracy. • Learn how to link moves together to make a sequence. • Learn a new pose with accuracy. • Help a partner to achieve good technique by observing and coaching. • Learn improvement is needed and how to improve. • Discover our strengths. • Perform moves with fluency and control. • Devise a sequence of yoga/Pilates moves with fluency and accuracy. • Devise own unique move and name it. | <ul style="list-style-type: none"> • Use the correct technique for new stations that involve equipment. • Understand that circuits can take different forms and work on different fitness elements. • Understand that circuits can take different forms and work on different fitness elements. • Improve technique and performance. • Demonstrate the correct technique for activities. • Develop agility and co-ordination. • Perform more complex patterns of movement • Perform a fitness circuit incorporating boxercise moves. • Devise a routine using knowledge from the whole unit. • Perform a fitness circuit that aims to improve strength and stamina. • Understand the relevance of each activity. • Improve performance. • Devise a sequence of yoga/Pilates moves with fluency and accuracy. • Devise own unique move and name it • Master basic movements, as well as develop balance, agility and co-ordination. |
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| | <ul style="list-style-type: none"> • Experience some of the changes that occur to the body during exercise. • Raise the heart rate. • Learn new moves and perform them with good technique and balance. • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. • Perform more complex patterns of movement. | | |
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Concepts

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination
- Pupils should be taught to 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
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Pupils should be taught to perform dances using a range of movement patterns.
- Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.
- Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

