

PE (Indoor) Curriculum 2023/24 – Years 5 & 6

	Autumn 1	Autumn 2				
Topic	<p>Fitness</p> <p>Children 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 they make the most improvement using the scores they have collected.</p>	<p>Gymnastics</p> <p>Children 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 larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>				
Knowledge	<table border="0"> <tr> <td style="background-color: #ffffcc;"> <p>YEAR 5</p> <ul style="list-style-type: none"> I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it. </td> <td style="background-color: #ffffcc;"> <p>YEAR 6</p> <ul style="list-style-type: none"> I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges. </td> </tr> </table>	<p>YEAR 5</p> <ul style="list-style-type: none"> I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges. 	<table border="0"> <tr> <td style="background-color: #e0f2f7;"> <p>YEAR 5</p> <ul style="list-style-type: none"> I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe. </td> <td style="background-color: #e0f2f7;"> <p>YEAR 6</p> <ul style="list-style-type: none"> I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner. </td> </tr> </table>	<p>YEAR 5</p> <ul style="list-style-type: none"> I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner.
<p>YEAR 5</p> <ul style="list-style-type: none"> I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges. 					
<p>YEAR 5</p> <ul style="list-style-type: none"> I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner. 					
Vocab	Analyse, engage, calves, rhythm, abdominals, quadriceps	Aesthetics, contrasting, counter tension, competent, progression, counter balance, engage, flight, formation, structure, execution, handstand, refine, vault				



PE (Indoor) Curriculum 2023/24 – Years 5 & 6

	Spring 1	Spring 2				
Topic	<p>Dodgeball</p> <p>Children will improve on key skills used in dodgeball such as throwing, dodging and catching, selecting and applying tactics to the game to outwit their opponent. Children will play games independently and are taught the importance of being honest whilst playing to the rules, also learning officiating skills when refereeing games.</p>	<p>Dance</p> <p>Children 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 think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.</p>				
Knowledge	<table border="0"> <tr> <td style="background-color: #f8d7da;"> <p>YEAR 5</p> <ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these. </td> <td style="background-color: #f8d7da;"> <p>YEAR 6</p> <ul style="list-style-type: none"> I can officiate and help to manage a game by refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. </td> </tr> </table>	<p>YEAR 5</p> <ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I can officiate and help to manage a game by refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. 	<table border="0"> <tr> <td style="background-color: #d1ecf1;"> <p>YEAR 5</p> <ul style="list-style-type: none"> I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work. </td> <td style="background-color: #d1ecf1;"> <p>YEAR 6</p> <ul style="list-style-type: none"> I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. </td> </tr> </table>	<p>YEAR 5</p> <ul style="list-style-type: none"> I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.
<p>YEAR 5</p> <ul style="list-style-type: none"> I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I can officiate and help to manage a game by refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. 					
<p>YEAR 5</p> <ul style="list-style-type: none"> I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. 					
Vocab	target, throw, accuracy, jump, dodge, duck, block, catch, end-zone, dead-zone, positioning, timing, targetting, aim, communication, teamwork, officiate, referee	Aesthetic, freeze frame, mood, inspiration, style, rehearse, express, refine, stimulus				



PE (Indoor) Curriculum 2023/24 – Years 5 & 6

	Summer 1	Summer 2				
Topic	<p>Yoga</p> <p>Children 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 with others and be given the opportunity to create their own flows and lead others.</p>	<p>OAA</p> <p>Children 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 plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p>				
Knowledge	<table border="0"> <tr> <td style="vertical-align: top;"> <p>YEAR 5</p> <ul style="list-style-type: none"> I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. I can use feedback provided to improve my work. I can use my breath to move from pose to pose. I show strength and flexibility whilst holding yoga poses. </td> <td style="vertical-align: top;"> <p>YEAR 6</p> <ul style="list-style-type: none"> I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. </td> </tr> </table>	<p>YEAR 5</p> <ul style="list-style-type: none"> I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. I can use feedback provided to improve my work. I can use my breath to move from pose to pose. I show strength and flexibility whilst holding yoga poses. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. 	<table border="0"> <tr> <td style="vertical-align: top;"> <p>YEAR 5</p> <ul style="list-style-type: none"> I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. </td> <td style="vertical-align: top;"> <p>YEAR 6</p> <ul style="list-style-type: none"> I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. </td> </tr> </table>	<p>YEAR 5</p> <ul style="list-style-type: none"> I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.
<p>YEAR 5</p> <ul style="list-style-type: none"> I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. I can use feedback provided to improve my work. I can use my breath to move from pose to pose. I show strength and flexibility whilst holding yoga poses. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. 					
<p>YEAR 5</p> <ul style="list-style-type: none"> I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges. With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. 					
Vocab	collaborate, flow, fluidity, expand, salutation, engage	adhere, evaluate, location, approach, inclusive, contribute, determine				



PE (Indoor) Curriculum 2024/25 – Years 5 & 6

	Autumn 1	Autumn 2
Topic	<p>Gymnastics</p> <p>Children 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 larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>Fitness</p> <p>Children will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal 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 they make the most improvement using the data they have collected.</p>
Knowledge	<p>YEAR 5</p> <ul style="list-style-type: none"> I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe. <p>YEAR 6</p> <ul style="list-style-type: none"> I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner. 	<p>YEAR 5</p> <ul style="list-style-type: none"> I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it. <p>YEAR 6</p> <ul style="list-style-type: none"> I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges.
Vocab	Decide, extension, identify, stable, canon, mirroring, performance, symmetrical, cartwheel, observe, quality, synchronisation, asymmetrical, transition	Drive, consistent, persevere, stable, measure, motivate, power



PE (Indoor) Curriculum 2024/25 – Years 5 & 6

	Spring 1	Spring 2
Topic	<p>Dance</p> <p>Children will apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. They will perform dances using a range of movement patterns.</p>	<p>Dodgeball</p> <p>Children will improve on key skills used in dodgeball such as throwing, dodging and catching, selecting and applying tactics to the game to outwit their opponent. Children will play games independently and are taught the importance of being honest whilst playing to the rules, also learning officiating skills when refereeing games.</p>
Knowledge	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%; background-color: #4a86e8; color: white; padding: 5px;"> <p>YEAR 5</p> <ul style="list-style-type: none"> • I can accurately copy and repeat set choreography. • I can choreograph phrases individually and with others considering actions and dynamics. • I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. • I can lead a group through short warm-up routines. • I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. • I can suggest ways to improve my own and other people's work using key terminology. • I can use counts when choreographing to stay in time with others and the music. • I can use feedback provided to improve my work. </div> <div style="width: 48%; background-color: #4a86e8; color: white; padding: 5px;"> <p>YEAR 6</p> <ul style="list-style-type: none"> • I can choreograph a dance and work safely using a prop. • I can lead a small group through a short warm-up routine. • I can perform dances confidently and fluently with accuracy and good timing. • I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. • I can use appropriate language to evaluate and refine my own and others' work. • I can use feedback provided to improve the quality of my work. • I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%; background-color: #f08080; color: black; padding: 5px;"> <p>YEAR 5</p> <ul style="list-style-type: none"> • I am developing a wider range of skills and I am beginning to use these under some pressure. • I can identify when I was successful and what I need to do to improve. • I can throw accurately at a target. • I can work co-operatively with others to manage our game. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to use these. </div> <div style="width: 48%; background-color: #f08080; color: black; padding: 5px;"> <p>YEAR 6</p> <ul style="list-style-type: none"> • I can officiate and help to manage a game by refereeing. • I can select the appropriate action for the situation and make this decision quickly. • I can use a wider range of skills with increasing control under pressure. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. </div> </div>
Vocab	<p>Choreograph, collaboratively, motif, quality, choreography, genre, posture, transition</p>	<p>target, throw, accuracy, jump, dodge, duck, block, catch, end-zone, dead-zone, positioning, timing, targeting, aim, communication, teamwork, officiate, referee</p>



PE (Indoor) Curriculum 2024/25 – Years 5 & 6

	Summer 1	Summer 2				
Topic	<p>Yoga (indoor)</p> <p>Children will learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body, improving 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 with others and be given the opportunity to create their own flows and lead others.</p>	<p>Rounders (outdoor)</p> <p>Children will 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 will learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. Children will think about how they use skills, strategies and tactics to outwit the opposition, working with partners and groups to organise and self-manage their own games. Children will play with honesty and fair play when playing competitively.</p>				
Knowledge	<table border="0"> <tr> <td style="background-color: #e0f2f1;"> <p>YEAR 5</p> <ul style="list-style-type: none"> I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. I can use feedback provided to improve my work. I can use my breath to move from pose to pose. I show strength and flexibility whilst holding yoga poses. </td> <td style="background-color: #e0f2f1;"> <p>YEAR 6</p> <ul style="list-style-type: none"> I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. </td> </tr> </table>	<p>YEAR 5</p> <ul style="list-style-type: none"> I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. I can use feedback provided to improve my work. I can use my breath to move from pose to pose. I show strength and flexibility whilst holding yoga poses. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. 	<table border="0"> <tr> <td style="background-color: #e1bee7;"> <p>•</p> <p>YEAR 5</p> <ul style="list-style-type: none"> I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this. </td> <td style="background-color: #e1bee7;"> <p>YEAR 6</p> <ul style="list-style-type: none"> I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder. </td> </tr> </table>	<p>•</p> <p>YEAR 5</p> <ul style="list-style-type: none"> I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.
<p>YEAR 5</p> <ul style="list-style-type: none"> I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. I can use feedback provided to improve my work. I can use my breath to move from pose to pose. I show strength and flexibility whilst holding yoga poses. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities. 					
<p>•</p> <p>YEAR 5</p> <ul style="list-style-type: none"> I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this. 	<p>YEAR 6</p> <ul style="list-style-type: none"> I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder. 					
Vocab	Muscles, quality, inhale, concentrate, practice, transition, exhale	bowler, batter, fielder, back-stop, side-on stance, grip, strike, track, scoop, retrieve, short barrier, long barrier, tactics, decision-making, sportsmanship.				



