

PE Curriculum

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Dodgeball	Basketball Gymnastics	Dance Gymnastics	Tennis	Cricket Rounders	Athletics
Year 4	Dodgeball	Basketball Gymnastics	Dance Gymnastics	Tennis	Cricket Rounders	Athletics
Year 5	Dodgeball	Basketball Gymnastics	Dance Gymnastics	Tennis	Cricket Rounders	Athletics
Year 6	Dodgeball	Basketball Gymnastics	Dance Gymnastics	Tennis	Cricket Rounders	Athletics

YEAR 3/4

Dodgeball

Scheme of Work

Key Skills

- Physical: throw, catch, dodge, jump
- Social: respect, communication, collaboration
- Emotional: honesty, perseverance
- Thinking: comprehension, make decisions, select and apply skills

Learning Objective

LESSON 1	To develop throwing and apply this to a target game.
LESSON 2	To develop dodging skills to avoid being hit.
LESSON 3	To develop catching and learn the rules of the skill within this game.

LESSON 4	To further develop catching and use the rules of the skill within this game.
LESSON 5	To begin to think tactically and apply this to a game.
LESSON 6	To apply skills and knowledge to compete in a tournament.

Assessment Criteria

YEAR 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can throw with some accuracy and I am beginning to catch with some consistency.
- I understand the aim of the game.
- I work co-operatively with my group to self-manage games.

YEAR 4

- I can catch with increasing consistency.
- I can communicate with my teammates to apply simple tactics.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend myself.
- I can throw with some accuracy at a target.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

YEAR 3/4

Basketball

Scheme of Work

Key Skills

- Physical: run, jump, throw, catch, dribble, shoot
- Social: working safely, collaboration, support and encourage others
- Emotional: honesty, determination, perseverance
- Thinking: exploration, identify areas of strength and areas for development, decision making, use tactics, reflection

Learning Objective

LESSON 1	To develop the attacking skill of dribbling.
LESSON 2	To protect the ball when dribbling against an opponent.

LESSON 3	To develop passing and begin to recognise when to use different skills.
LESSON 4	To use defending skills to delay an opponent and gain possession.
LESSON 5	To develop technique in the attacking skill of shooting.
LESSON 6	To apply skills and knowledge to compete in a tournament.

Assessment Criteria

YEAR 3

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

YEAR 4

- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

YEAR 3

Gymnastics

Scheme of Work

Key Skills

- Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll
 - Social: work safely, collaboration, supportive
 - Emotional: perseverance, confidence, independence
 - Thinking: observe and provide feedback, creativity, select and apply skills
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Learning Objective

LESSON 1	To be able to create interesting point and patch balances.
LESSON 2	To develop point and patch balances on apparatus.
LESSON 3	To develop stepping into shape jumps with control.

LESSON 4	To develop stepping into shape jumps using apparatus.
LESSON 5	To develop the straight, barrel, and forward roll.
LESSON 6	To include rolls in sequence work using apparatus.
LESSON 7	To be able to transition smoothly into and out of balances.
LESSON 8	To be able to transition smoothly in and out of balances using apparatus.
LESSON 9	To create a sequence with matching and contrasting actions and shapes.
LESSON 10	To create a sequence on apparatus using matching and contrasting.
LESSON 11	To create a partner sequence using the skills I have learnt and including a hoop.
LESSON 12	To create a partner sequence using the skills that I have learnt and apparatus.

Assessment Criteria

YEAR 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can complete actions with increasing balance and control.
- I can provide feedback using key words.
- I can use matching and contrasting actions in a partner sequence.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

YEAR 4

Gymnastics

Scheme of Work

Key Skills

- Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand
- Social: work safely, determination, collaboration, communication, respect
- Emotional: confidence, perseverance
- Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve

Learning Objective

LESSON 1	To develop individual and partner balances.
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LESSON 2	To develop individual and partner balances using apparatus.
LESSON 3	To develop control in performing and landing rotation jumps.
LESSON 4	To develop rotation jumps and sequence building using apparatus .
LESSON 5	To develop the straight, barrel, forward and straddle roll.
LESSON 6	To assess my straight, barrel, forward and straddle roll.
LESSON 7	To link actions that flow using the rolls I have learnt.
LESSON 8	To link actions that flow in a partner sequence using the rolls I have learnt.
LESSON 9	To develop strength in inverted movements.
LESSON 10	To develop strength in inverted movements.
LESSON 11	To create a great partner sequence to include the skills I have learnt and apparatus.
LESSON 12	To create a great partner sequence to include the skills I have learnt and apparatus.

Assessment Criteria

YEAR 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

YEAR 5/6

Dodgeball

Scheme of Work

Key Skills

- Physical: throw, catch, dodge, block
- Social: collaboration, respect, leadership, communication
- Emotional: honesty, determination, confidence
- Thinking: make decisions, select and apply tactics

Learning Objective

LESSON 1	To throw under pressure and apply this to a target game.
LESSON 2	To select the appropriate dodging skill for the situation.

LESSON 3	To develop catching with increasing consistency under pressure.
LESSON 4	To develop defensive techniques and select the appropriate action for the situation.
LESSON 5	To understand and apply tactics in a game.
LESSON 6	To develop officiating skills and referee a game.

Assessment Criteria

YEAR 5

- 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.

YEAR 6

- 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.

YEAR 5/6

Basketball

Scheme of Work

Key Skills

- Physical: run, jump, throw, catch, dribble, shoot
- Social: collaboration, communication, co-operation, respect
- Emotional: honesty and fair play, confidence, persevere
- Thinking: reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development

Learning Objective

LESSON 1	To dribble with control under pressure.
LESSON 2	To move into and create space to support a teammate.

LESSON 3	To choose when to pass and when to dribble.
LESSON 4	To use the appropriate defensive technique for the situation.
LESSON 5	To develop shooting technique and make decisions about when to pass, dribble or shoot.
LESSON 6	To apply principles, rules and tactics to a tournament.

Assessment Criteria

YEAR 5

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify when I was successful and what I need to do to improve.
- I can use tracking and intercepting when playing in defence.
- 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 apply this.

YEAR 6

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use the rules of the game honestly and consistently.
- 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.
- I understand when to use different styles of defence in game situations.

YEAR 5

Gymnastics

Scheme of Work

Key Skills

- Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand
- Social: work safely, support others, collaboration
- Emotional: confidence, perseverance, resilience, determination
- Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences

Learning Objective

LESSON 1	To perform symmetrical and asymmetrical balances.
LESSON 2	To perform interesting symmetrical and asymmetrical balances using apparatus.

LESSON 3	To develop the straight, forward, straddle and backward roll.
LESSON 4	To develop the straight, forward, straddle and backwards roll into a sequence.
LESSON 5	To explore different travelling actions using both canon and synchronisation.
LESSON 6	To explore different methods of travelling, linking actions in both canon and synchronisation.
LESSON 7	To perform progressions of inverted movements.
LESSON 8	To perform progressions of inverted movements.
LESSON 9	To explore matching and mirroring in sequence work.
LESSON 10	To explore matching and mirroring using actions both on the floor and on apparatus.
LESSON 11	To create a partner sequence using apparatus.
LESSON 12	To create a group sequence using apparatus.

Assessment Criteria

YEAR 5

- 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.

YEAR 6

Gymnastics

Scheme of Work

Key Skills

- Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight
- Social: work safely, collaboration, communication, respect
- Emotional: independence, confidence, determination
- Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences

Learning Objective

LESSON 1	To develop the straddle, forward and backward roll.
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LESSON 2	To develop rolling into sequence work and on apparatus.
LESSON 3	To develop counter balance and counter tension.
LESSON 4	To develop counter balance and counter tension into sequence work with apparatus.
LESSON 5	To develop jumps and explore the effect of height.
LESSON 6	To explore jump sequence work with consideration of performance tools.
LESSON 7	To develop inverted movements with control.
LESSON 8	To develop inverted movements with control.
LESSON 9	To use flight from hands to travel over apparatus.
LESSON 10	To use flight from hands to travel over apparatus.
LESSON 11	To create a group sequence using formations and apparatus.
LESSON 12	To create a contrasting group sequence using formations and apparatus.

Assessment Criteria

YEAR 6

- 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.

YEAR 3

Tennis

Scheme of Work

Key Skills

- Physical: forehand, backhand, throwing, catching, rallying
- Social: co-operation, collaboration, respect, support and encourage others
- Emotional: honesty, perseverance
- Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection

Learning Objective

LESSON 1	To develop racket and ball control.
LESSON 2	To explore rallying using a forehand.
LESSON 3	To explore returning the ball using a forehand.

LESSON 4	To explore returning the ball using a backhand.
LESSON 5	To learn how to score and use simple rules.
LESSON 6	To work co-operatively with others to begin to manage a game.

Assessment Criteria

YEAR 3

- I am learning the rules of the game and I am beginning to use them to play fairly.
- I can provide feedback using key words.
- I can return a ball to a partner.
- I can use basic racket skills.
- I understand the aim of the game.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

YEAR 4

Tennis

Scheme of Work

Key Skills

- Physical: throwing, catching, forehand, backhand, rallying
- Social: co-operation, support and encourage others, collaboration, respect
- Emotional: perseverance, honesty, determination
- Thinking: identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics

Learning Objective

LESSON 1	To develop racket and ball control.
LESSON 2	To develop returning the ball using a forehand and understand when to use it.
LESSON 3	To develop the backhand and understand when to use it.

LESSON 4	To keep a continuous rally going showing increased technique.
LESSON 5	To use and apply rules and simple tactics.
LESSON 6	To understand and use rules to manage a game.

Assessment Criteria

YEAR 4

- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can return to the ready position to defend my own court.
- I can sometimes play a continuous game.
- I can use a range of basic racket skills.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

YEAR 5

Tennis

Scheme of Work

Key Skills

- Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying
- Social: encourage and support others, co-operation, collaboration, communication
- Emotional: perseverance, honesty
- Thinking: observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics

Learning Objective

LESSON 1	To return the ball using a forehand groundstroke under pressure.
LESSON 2	To return the ball using a backhand groundstroke under pressure.

LESSON 3	To use a variety of shots to keep a continuous rally going.
LESSON 4	To develop the underarm serve and understand the rules of serving.
LESSON 5	To develop the volley and understand when to use it.
LESSON 6	To apply rules, skills and principles to play against an opponent.

Assessment Criteria

YEAR 5

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can work cooperatively 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 apply this.

Tennis

Scheme of Work

Key Skills

- Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying
- Social: support and encourage others, co-operation, collaboration, respect
- Emotional: honesty, perseverance
- Thinking: comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development

Learning Objective

LESSON 1	To develop placement of the ball using a forehand.
LESSON 2	To return the ball using a backhand groundstroke.

LESSON 3	To develop the volley and understand when to use it.
LESSON 4	To employ tactics when playing with a partner.
LESSON 5	To develop accuracy and consistency using the underarm serve.
LESSON 6	To apply rules, skills and principles to play against an opponent.

Assessment Criteria

YEAR 6

- 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 feedback provided to improve the quality of my work.
- 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.
- I understand that there are different areas of fitness and how this helps me in different activities.

YEAR 3/4

Cricket

Scheme of Work

Key Skills

- Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier
- Social: collaboration and communication, respect
- Emotional: perseverance, honesty, determination
- Thinking: observing and providing feedback, applying strategies

Learning Objective

LESSON 1	To develop overarm and underarm throwing and apply these to a striking and fielding game.
LESSON 2	To develop bowling technique and learn the rules of the skill within this game.

LESSON 3	To develop batting technique and understand where to hit the ball.
LESSON 4	To develop fielding techniques and apply them to game situations.
LESSON 5	To play different roles in a game and begin to think tactically about each role.
LESSON 6	To apply skills and knowledge to compete in a tournament.

Assessment Criteria

YEAR 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball after a bounce.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them honestly.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can use overarm and underarm throwing, and catching skills.
- I work co-operatively with my group to self-manage games.

YEAR 4

- I am able to bowl a ball with some accuracy and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball after a bounce.
- I can use overarm and underarm throwing, and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

YEAR 5/6

Cricket

Scheme of Work

Key Skills

- Physical: deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting
- Social: collaboration, communication, respect
- Emotional: honesty, perseverance
- Thinking: observation, provide feedback, select and apply skills, tactics, assessing

Learning Objective

LESSON 1	To develop throwing and catching under pressure and apply these to a striking and fielding game.
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LESSON 2	To develop bowling under pressure whilst abiding by the rules of the game.
LESSON 3	To strike a bowled ball with increasing consistency.
LESSON 4	To develop fielding techniques and select the appropriate action for the situation.
LESSON 5	To understand and apply tactics in a game.
LESSON 6	To apply skills and knowledge to compete in a tournament.

Assessment Criteria

YEAR 5

- 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 strike a bowled ball with increasing consistency.
- 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.

YEAR 6

- I can select the appropriate action for the situation.
- I can strike a bowled ball with increasing consistency and accuracy.
- I can use a wider range of fielding skills with increasing control under pressure.
- I can use the rules of the game consistently to play fairly.
- 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.

YEAR 3/4

Rounders

Scheme of Work

Key Skills

- Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat
- Social: collaboration, communication, co-operate, support and encourage others
- Emotional: honesty, fair play, confidence, determination
- Thinking: comprehension, select and apply skills, tactics, make decisions

Learning Objective

LESSON 1	To develop overarm and underarm throwing and catching and apply these to a striking and fielding game.
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LESSON 2	To develop bowling and learn the rules of the skill within this game.
LESSON 3	To develop batting technique and understand where to hit the ball.
LESSON 4	To develop fielding techniques and apply them to game situations.
LESSON 5	To play different roles in a game and begin to think tactically about each role.
LESSON 6	To apply skills and knowledge to compete in a tournament.

Assessment Criteria

YEAR 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them.
- I can provide feedback using key words.
- I can use overarm and underarm throwing and catching skills.
- I work co-operatively with my group to self-manage games.

YEAR 4

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball with adapted equipment (e.g. a tennis racket).
- I can use overarm and underarm throwing and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.

YEAR 5/6

Rounders

Scheme of Work

Key Skills

- Physical: throw, catch, bowl, bat, field
 - Social: communication, collaboration, respect, co-operation
 - Emotional: honesty, self regulation, sportsmanship
 - Thinking: select and apply skills, reflection, assess, tactics
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Learning Objective

LESSON 1	To develop throwing and catching under pressure and apply these to a striking and fielding game.
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LESSON 2	To develop bowling under pressure whilst abiding by the rules of the game.
LESSON 3	To strike a bowled ball with increasing consistency.
LESSON 4	To develop fielding techniques and select the appropriate action for the situation.
LESSON 5	To understand and apply tactics in a game.
LESSON 6	To apply skills and knowledge to compete in a tournament.

Assessment Criteria

YEAR 5

- 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.

YEAR 6

- 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.

YEAR 3

Athletics

Scheme of Work

Key Skills

- Physical: sprint, jump for distance, push throw, pull throw
- Social: collaborate, work safely
- Emotional: determination, perseverance
- Thinking: observe and provide feedback, comprehension, explore technique

Learning Objective

LESSON 1	To develop the sprinting technique and improve on your personal best.
LESSON 2	To develop changeover technique in relay events.
LESSON 3	To develop jumping technique in a range of approaches and take off positions.

LESSON 4	To develop throwing for distance and accuracy.
LESSON 5	To develop throwing for distance in a pull throw.
LESSON 6	To develop officiating and performing skills.

Assessment Criteria

YEAR 3

- I am developing jumping for distance.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.

YEAR 4

Athletics

Scheme of Work

Key Skills

- Physical: pace, sprint, jump for distance, throw for distance
- Social: collaboration, leadership
- Emotional: perseverance, determination, honesty,
- Thinking: reflection, observing and providing feedback, exploring ideas, comprehension

Learning Objective

LESSON 1	To develop stamina and an understanding of speed and pace in relation to distance.
LESSON 2	To develop power and speed in the sprinting technique.
LESSON 3	To develop technique when jumping for distance.

LESSON 4	To develop power and technique when throwing for distance.
LESSON 5	To develop a pull throw for distance and accuracy.
LESSON 6	To develop officiating and performing skills.

Assessment Criteria

YEAR 4

- I can demonstrate the difference in sprinting and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and what I need to do to improve.
- I can jump for distance with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.

YEAR 5

Athletics

Scheme of Work

Key Skills

- Physical: pace, sprint, relay changeovers, jump for distance, push throw, pull throw
- Social: collaboration, negotiation, communication, supporting others
- Emotional: perseverance, confidence, concentration, determination
- Thinking: observing and providing feedback, selecting and applying, comprehension

Learning Objective

LESSON 1

To understand pace and apply different speeds over varying distances.

LESSON 2	To develop fluency and co-ordination when running for speed.
LESSON 3	To develop technique in relay changeovers.
LESSON 4	To build momentum and power in the triple jump.
LESSON 5	To develop throwing with force for longer distances.
LESSON 6	To develop throwing with greater control and technique.

Assessment Criteria

YEAR 5

- I can choose the best pace for a running event.
- I can identify good athletic performance and explain why it is good.
- I can perform a range of jumps showing some technique.
- I can show control at take-off and landing in jumping activities.
- I can take on the role of coach, official and timer when working in a group.
- I can use feedback to improve my sprinting technique.
- I persevere to achieve my personal best.
- I show accuracy and power when throwing for distance.

YEAR 6

Athletics

Scheme of Work

Key Skills

- Physical: pace, sprint, jump for distance, push throw, fling throw
- Social: negotiating, collaborating, respect
- Emotional: empathy, perseverance, determination
- Thinking: observing and providing feedback, comprehension

Learning Objective

LESSON 1	To develop my own and others sprinting technique.
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LESSON 2	To identify a suitable pace for the event.
LESSON 3	To develop power, control and technique for the triple jump.
LESSON 4	To develop power, control and technique when throwing for distance.
LESSON 5	To develop throwing with force and accuracy for longer distances.
LESSON 6	To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

Assessment Criteria

YEAR 6

- I can compete within the rules showing fair play and honesty.
- I can help others to improve their technique using key teaching points.
- I can identify my own and others' strengths and areas for development and can suggest ways to improve.
- I can perform jumps for distance using good technique.
- I can select and apply the best pace for a running event.
- I can show accuracy and good technique when throwing for distance.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I use different strategies to persevere to achieve my personal best.