

The Edward Worlledge Ormiston Academy PE Curriculum

All children will be able to:

- Recall facts about important sportsmen and sportswomen from the past or present times.
- Apply specific vocabulary when naming muscles, bones and organs within the human body.
- Develop their own questions based on their area of interest.
- Develop skills across all areas of physical education and apply these to any sporting game or event.
- Develop a good stamina and understand why it is important to lead a fit and healthy life.

Autumn Term 1				
		Key Skills	Key Knowledge	Key Vocabulary
R	Health and Fitness	<ul style="list-style-type: none"> • I can follow basic aerobic steps. • I can take part in a simple interval circuit including jogging, jumping, bending and stepping. 	<ul style="list-style-type: none"> • I can describe how my body feels before, during and after an activity. • I can describe which organs work hard during exercise. • I can label the human body parts on a diagram. 	Heart, lungs, (EYFS goals – physical health) Quicker, faster, hot, breathing, heart rate, pulse.
1	Health and Fitness	<ul style="list-style-type: none"> • I can follow basic aerobic steps • I can take part in a simple interval circuit including jogging, jumping, bending and stepping. 	<ul style="list-style-type: none"> • I can describe how my body feels before, during and after an activity. • I can describe which organs work hard during exercise. • I can label the human body parts on a diagram. • I can locate the heart, lungs and brain on a diagram. 	Heart, lungs, (EYFS goals – physical health) Quicker, faster, hot, breathing, heart rate, pulse.

2	Health and Fitness	<ul style="list-style-type: none"> • I can follow basic aerobic steps • I can take part in a simple interval circuit including jogging, jumping, bending and stepping. 	<ul style="list-style-type: none"> • I can describe how my body feels before, during and after an activity. • I can describe which organs work hard during exercise. • I can label the human body parts on a diagram. • I can explain the functions of the heart, lungs and brain. 	exercise, tiring, energetic, energy, heart , lungs, breathing, safety, space, understanding, equipment, fitness, healthy, happy, physically, mentally, pace, nutrients, protein, carbohydrates, sugars, fat, dairy, fruit and vegetables.
3	Health and Fitness	<ul style="list-style-type: none"> • I can follow some complex aerobic steps in time to a beat. • I can demonstrate a push up with accuracy • I can take part in a simple interval circuit including jogging, jumping, bending and stepping. 	<ul style="list-style-type: none"> • I can explain why it is important to warm-up and cool-down. • I can explain which muscles are working during a push up. 	Warm up, cool down, exercise, tiring, energetic, energy, heart , lungs, breathing, safety, space, understanding, equipment, fitness, healthy, happy, physically, mentally, pace, nutrients, protein, carbohydrates, sugars, fat, dairy, fruit and vegetables.
4	Health and Fitness	<ul style="list-style-type: none"> • I can follow some complex aerobic steps in time to the music. • I can demonstrate exercise to target the core muscles. • I can demonstrate a dynamic stretch in my warm-up. 	<ul style="list-style-type: none"> • I can identify some muscle groups used in various activities. • I can explain where the 'core' muscles are and what they do. • I can explain why it is important to warm-up and cool-down. 	aerobic, anaerobic, endurance, cardiovascular system, variation, safety, involuntary muscle, hydration.

			<ul style="list-style-type: none"> I can explain the difference between a static and dynamic stretch. 	
5	Health and Fitness	<ul style="list-style-type: none"> I can follow complex aerobic steps in time to a beat. I can take part in endurance training to improve my fitness. I can take part in strength training activities. 	<ul style="list-style-type: none"> I can explain some important safety principles when preparing for exercise. I can explain the difference between endurance training and strength training. 	aerobic, anaerobic, endurance, cardiovascular endurance, cardiovascular fitness, body mass index, body composition, fine motor skills, gross motor skills, muscular endurance, muscular strength, variation, safety, principles, preparation, Isometric muscle action, isotonic muscle action, involuntary muscle, hydration.
6	Health and Fitness	<ul style="list-style-type: none"> I can lead my own complex aerobic sequences. I can record my heart rate before and after exercise. 	<ul style="list-style-type: none"> I can choose appropriate warm-ups and cool downs. I can explain what aerobic and anaerobic exercise are. I can explain why we need regular and safe exercise. I can explain why the heart rate increases during exercise and present the data mathematically. 	aerobic, anaerobic, endurance, cardiovascular endurance, cardiovascular fitness, body mass index, body composition, fine motor skills, gross motor skills, muscular endurance, muscular strength, variation, safety, principles, preparation, Isometric muscle action, isotonic muscle action, involuntary muscle, hydration.

Autumn Term 2

Year Group		Key Skills	Key Knowledge	Vocab
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R	Gymnastics	<ul style="list-style-type: none"> • I can travel in various ways. • I can balance accurately on one foot. • I can demonstrate simple rolls. 	<ul style="list-style-type: none"> • Explain to others how to perform simple rolls safely. • 	Balance, travel, stretch, sit, stand, safe, climb, roll, sequence, perform.
1	Gymnastics	<ul style="list-style-type: none"> • I can control my body when travelling. • I can control my body when balancing. • I can perform 3-point balances. • I can demonstrate simple rolls. 	<ul style="list-style-type: none"> • I can carry and set up equipment safely with help. • I can describe what a controlled balance looks like. 	Balance, travel, stretch, sit, stand, safe, climb, roll, sequence, perform, mirror, routine.
2	Gymnastics	<ul style="list-style-type: none"> • I can create a sequence using a combination of travel, sits and various balances. • I can perform my sequence with control. • I can perform simple rolls. 	<ul style="list-style-type: none"> • Use appropriate language to • accurately describe a gymnastic sequence, choosing one aspect and say how to improve it. 	Balance, travel, stretch, sit, stand, safe, climb, roll, sequence, perform, mirror, routine.
3	Gymnastics	<ul style="list-style-type: none"> • I can perform a sequence with strength, balance and control. • I can roll forwards safely. • I can climb on the apparatus safely 	<ul style="list-style-type: none"> • I can use the skills I have learned in one task and apply them in another. • I can compare gymnastic sequences, commenting on similarities and differences. 	prefer, disagree, improvise freely, stimulus, phases, repeat, perform, strength, mirror, routine, flexibility, extend, sequence, control, similarities, differences, posture.

		<ul style="list-style-type: none"> • I can begin to use the equipment in my gymnastics routine. 		
4	Gymnastics	<ul style="list-style-type: none"> • I can perform a variety of rolls, including a forward roll safely. • I can perform more complex sequences with a partner using mirroring. 	<ul style="list-style-type: none"> • I can begin to use appropriate vocabulary to describe how to improve and refine performances. 	prefer, disagree, improvise freely, travelling, translating, stimulus, phases, strength, extend, sequence, control, posture, similarities, differences, commenting, explanation, apparatus, mirroring, routine.
5	Gymnastics	<ul style="list-style-type: none"> • I can develop strength, technique and flexibility throughout performances. • I can create a sequence of movement with accuracy, coordination and fluency. 	<ul style="list-style-type: none"> • I can analyse and comment on skills and techniques and how these are applied in others performances. 	improvise freely, travelling, translating, stimulus, phases, physically demanding, extended sequences, suppleness, apparatus, mirroring, routine, accuracy, timing, purpose.
6	Gymnastics	<ul style="list-style-type: none"> • I can perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. • I can plan and perform with precision, control and fluency. • I can create a sequence of movements from a Stimulus. 	<ul style="list-style-type: none"> • I can draw on what I know about strategy and composition when performing and evaluating my own work and work of others. 	improvise freely, travelling, stimulus, phases, , extended sequences, suppleness, isometric muscle action, isotonic muscle action, combination, specific timings, accuracy, clarity, consistency.

Spring Term 1

Year Group		Key Skills	Key Knowledge	Vocab
R	Dance – pop	<ul style="list-style-type: none"> I can copy simple moves . I can remember short sequences. 	<ul style="list-style-type: none"> I can use some dance vocabulary during explanations. 	Bounce, clap, jump, turn, sequence, movement, slide, kick, stretch, rhythm.
1	Dance – Street Dance Diversity Key actions: Kick Turn Travel Jump	<ul style="list-style-type: none"> I can copy simple dance moves. I can choreograph a short dance. I can change rhythm, speed, level and direction 	<ul style="list-style-type: none"> I can use some dance vocabulary during explanations. I can explain the definitions of speed, level and direction. 	Perform, move, sequence, movement, choreograph, stimulus, rhythm, choreographer.
2	Dance – Hip-Hop Run DMC Key actions: Kick Turn Travel Jump	<ul style="list-style-type: none"> I can copy dance moves with precision. I can choreograph a short dance in time to the music. I can change rhythm, speed, level and direction. 	<ul style="list-style-type: none"> I can confidently use dance vocabulary when giving feedback to my peers. I can identify key actions in my peers' routine. I can confidently explain the definition of rhythm. 	Perform, move, sequence, movement, choreograph, stimulus, rhythm choreographer, key actions.
3	Dance – Jazz Bob Fosse Key actions: Kick Turn Travel Jump Pointed-toes	<ul style="list-style-type: none"> I can perform sequences of movement in the Jazz style. I can improvise freely, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. 	<ul style="list-style-type: none"> I can use more complex dance vocabulary to describe how to Improve and refine performances. I can describe the style of Bob Fosse in detail. I can confidently explain what a stimulus is. 	Perform, move, sequence, movement, choreograph, stimulus, choreographer, unison, cannon, levels, direction, pathways, tempo, dynamic, genre.

		<ul style="list-style-type: none"> • I can refine my movements. • I can repeat, remember and perform these phrases in a dance. 		
4	<p>Dance – Tap Dance Gene Kelly</p> <p>Key actions: Heel-toe Toe-heel Shuffle Shuffle Hop</p>	<ul style="list-style-type: none"> • I can perform simple tap routines including the key actions. • I can choreograph a simple tap routine with clarity and fluency. • I can be inspired by Gene Kelly's work. 	<ul style="list-style-type: none"> • I can use complex dance vocabulary to describe how to improve and refine performances. • I can explain the definitions of unison and cannon. 	<p>Perform, move, sequence, movement, choreograph, stimulus, choreographer, unison, cannon, levels, direction, pathways, tempo, dynamic, genre</p>
5	<p>Dance – Ballet Darcey Bussell</p> <p>Key actions: 5 feet positions 5 arm positions Leap Turn Bend Stretch</p>	<ul style="list-style-type: none"> • I can perform my key actions with accuracy. • I can choreograph a routine using various dance techniques. • I can choreograph a routine in the style of ballet. 	<ul style="list-style-type: none"> • I can use ballet terminology to describe my peers' performances. • I can understand and implement feedback from others. • I can confidently explain the definition of dynamics and fluidity. 	<p>Opportunity to link with French lessons (vocab)</p> <p>Prima-ballerina, Royal Opera House, pirouette, leap, gallop, bend, stretch, point, posture. Arm positions, feet position</p> <p>Perform, move, sequence, movement, choreograph, stimulus, choreographer, unison, cannon, levels, direction, pathways, tempo, dynamic, genre, unison, cannon.</p>
6	<p>Dance – Contemporary Matthew Bourne and Merce Cunningham (Contrasting choreographers)</p> <p>Key actions: Bend Stretch Swing</p>	<ul style="list-style-type: none"> • I can perform my key actions with accuracy. • I can perform expressively and purposefully. • I can dance with musicality. 	<ul style="list-style-type: none"> • I can describe the difference in techniques of Matthew Bourne and Merce Cunningham. • I can confidently give and receive constructive feedback from peers and implement these changes. 	<p>Sadler's wells, Roll, bend, stretch, swing, transfer weight, roll up, roll down, floor work, partner work.</p> <p>Perform, move, sequence, movement, choreograph, stimulus, choreographer, unison, cannon, levels, direction, pathways, tempo, dynamic, genre, unison, cannon.</p>

Transfer Weight Roll down Roll up Floorwork	<ul style="list-style-type: none"> I can modify parts of a sequence as a result of self and peer evaluation. 	<ul style="list-style-type: none"> I can create a dance dictionary of terminology. 	
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Spring Term 2				
Year Group		Key Skills	Key Knowledge	Vocab
R	Games Tennis	<ul style="list-style-type: none"> I can throw a ball underarm. I can catch a ball with two hands. 	<ul style="list-style-type: none"> I can tell my partner the difference between an underarm throw and an overarm throw. 	Throwing, catching, co-ordination, ball, racquet.
1	Games Tennis	<ul style="list-style-type: none"> I can roll a ball in a straight line. I can balance a ball on a racquet. I can hit a ball with a racquet. 	<ul style="list-style-type: none"> I can explain, using appropriate language, how to hit the ball with a racket. 	Roll, throw, catch, balance, hand-eye co-ordination.
2	Games Tag Rugby	<ul style="list-style-type: none"> I can throw a ball to a partner with accuracy, forwards and sideways. I can pass the ball in a variety of ways. I can decide where the best place to be is during a game, staying in my allocated zone 	<ul style="list-style-type: none"> I can explain the rules of tag rugby to my peers using the appropriate vocabulary. I can execute a variety of passes. I can use invasion strategies. I know the difference between attack and defence. 	Accuracy, co-ordination, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, attack, defence.
3	Games	<ul style="list-style-type: none"> I can dribble the ball with my feet. 	<ul style="list-style-type: none"> I can be specific in explaining each position in 	Accuracy, tactics, passing, bouncing, throwing, catching,

	Football	<ul style="list-style-type: none"> • I can kick a ball accurately, adjusting power for distance. • I can hit the ball accurately in a straight line. • I can shoot on target. 	<p>football and what their role is.</p> <ul style="list-style-type: none"> • I can confidently explain the difference between attacking and defending. • I can understand making and intercepting. 	kicking, rolling, variety, rules, direction, winning, losing, competitive, attack, defence, power.
4	Games Tennis	<ul style="list-style-type: none"> • I can demonstrate forehand and backhand passes. • I can develop my volley technique. • I can perform a variety of shots. 	<ul style="list-style-type: none"> • I can explain what makes a rally successful. • I can explain the rules of Tennis. 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, strategies, co-ordination, concentration, control, reaction.
5	Games Football	<ul style="list-style-type: none"> • I can dribble the ball with my feet and keep in control of the ball. • I can keep possession of the ball. • I can shoot on target. • I can play a position in a match. 	<ul style="list-style-type: none"> • I can explain the off-side rule. • I can explain the role of each position in football. • I can identify successful football players and the skills which have made them successful. 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, strategies, sportsmanship.
6	Games Tag Rugby	<ul style="list-style-type: none"> • I can pass the ball sideways whilst running. • I can communicate effectively with my teammates. • I can engage in a rally with my partner using a tennis 	<ul style="list-style-type: none"> • I can confidently explain differences and similarities between rugby and tag rugby. 	Accuracy, tactics, passing, bouncing, throwing, catching, kicking, rolling, variety, rules, direction, winning, losing, competitive, strategies, sportsmanship.

		ball and a racket with fluency.		
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Summer Term 1				
Year Group		Key Skills	Key Knowledge	Vocab
R	Games Hockey	<ul style="list-style-type: none"> I can dribble the ball in a straight line. I can hit the ball into a goal. 	<ul style="list-style-type: none"> I can explain to my partner how to dribble the ball using a hockey stick. 	Dribble, straight line, target.
1	Games Hockey	<ul style="list-style-type: none"> I can stay in a 'zone' during a game. I can follow rules. I can hit the ball accurately. 	<ul style="list-style-type: none"> I can explain how to use the equipment safely. I can explain how to hold a hockey stick appropriately. I can explain how to hit the ball appropriately. 	static balance, dynamic balance, zones, tactics, rules, decisions, movements, opportunities, competitive, non-competitive.
2	Games Netball	<ul style="list-style-type: none"> I can defend my opponent. I can follow rules and work as part of a team I can use a variation of passes and use them effectively. I can keep my feet on the ground when in possession of the ball. 	<ul style="list-style-type: none"> I can stay in a 'zone' during a game. I can explain the difference between a chest pass, shoulder pass and bounce pass. 	static balance, dynamic balance, zones, tactics, rules, decisions, movements, opportunities, competitive, non-competitive.
3	Games Hockey	<ul style="list-style-type: none"> I can dribble the ball using a hockey stick. I can hit the ball on target. 	<ul style="list-style-type: none"> I can stay in a 'zone' during a game. 	naming types of movements e.g. back hand and forehand, static balance, dynamic balance, tactics, opportunities, competitive, non-competitive, pressure, fair,

		<ul style="list-style-type: none"> • I can defend my opponent. • I can follow rules and work as part of a team. • I can use one tactic in a game. 	<ul style="list-style-type: none"> • I can explain the difference between attacking and defending. 	sportsmanship, possession, successful.
4	Games Netball	<ul style="list-style-type: none"> • I can stay in a 'zone' during a game. • I can defend my opponent. • I can confidently demonstrate a chest pass, bounce pass and a shoulder pass. • I can catch the ball confidently with two hands. 	<ul style="list-style-type: none"> • I am aware of space and can use it to support teammates and defend opponents appropriately. • I can stay in a 'zone' during a game. • I can explain the difference between a chest pass, shoulder pass and bounce pass. 	prefer, disagree, improvise freely, travelling, translating, stimulus, phases, strength, physically demanding, extend, sequence, control, similarities, differences, suppleness, commenting, explanation, apparatus.
5	Games Basketball	<ul style="list-style-type: none"> • I can bounce and dribble the ball using my hands. • I can throw the ball whilst jumping and aiming for the hoop. • I can apply tactics in a game. • I can follow rules and apply sportsmanship when taking part in games. • I can understand the meaning of healthy competition. 	<ul style="list-style-type: none"> • I can choose the best tactic for attacking and defending. • I am aware of space and can use it to support teammates and defend opponents appropriately. 	pressure, possession, successful, accuracy, tactical, attacking and defending tactics, defining and naming types of movements e.g. backhand - a stroke played with the back of the hand facing in the direction of the stroke, strategies, personal preference.

		<ul style="list-style-type: none"> I can vary tactics and adapt skills according to what is happening. 		
6	Games Tennis	<ul style="list-style-type: none"> I can use several tactics in a game. I can follow rules and apply sportsmanship when taking part in games. I can understand the meaning of healthy competition. I am aware of space and can use it to support teammates and defend opponents appropriately. I can use forehand and backhand with a racket. I can lead others in a game. 	<ul style="list-style-type: none"> I can explain complicated rules to my peers. I can confidently lead others in a game. I can analyse and comment on skills and techniques and how these are applied in their own and others' work. 	pressure, possession, successful, accuracy, tactical, attacking and defending tactics, defining and naming types of movements e.g. backhand - a stroke played with the back of the hand facing in the direction of the stroke, strategies, personal preference, complicated and simple situations, principles.

Summer Term 2				
Year Group		Key Skills	Key Knowledge	Vocab
R	Athletics	<ul style="list-style-type: none"> I can run in a straight line and stop when needed. I can jump safely from two feet. 	<ul style="list-style-type: none"> I can explain why it is safe to bend my knees when I land a jump. 	Run, stop, jump, bend, stretch, quickly, slowly.
1	Athletics	<ul style="list-style-type: none"> I can run in a straight line and stop when needed. 	<ul style="list-style-type: none"> I can begin to explain how to jump safely. 	Direction, speed, accurately, fast, slow, forwards, backwards.

		<ul style="list-style-type: none"> • I jump accurately and safely from two feet. • I can throw forwards using one hand. 		
2	Athletics	<ul style="list-style-type: none"> • I can adapt my skills to various running activities, e.g relay, sprint and long distance. • I can jump accurately and safely from one or two feet. • I can throw forwards with some accuracy using one hand. 	<ul style="list-style-type: none"> • I can explain why co-ordination is important when jumping, throwing and running. 	Co-ordination, speed, controlled, repeat, fast, slow, forwards, backwards, direction, balance, under-arm, over-arm.
3	Athletics	<ul style="list-style-type: none"> • I can run at various speeds whilst changing direction. • I can apply my skills to create a short sequence of various jumps using height and distance. • I can throw forwards accurately with one hand. 	<ul style="list-style-type: none"> • I can describe the definition of agility and identify scenarios when it is used. 	Static balance, dynamic balance, co-ordination, tense, speed, controlled, fast, slow, forwards, backwards, technique, pace.
4	Athletics	<ul style="list-style-type: none"> • I can run over a long distance. • I can link running and jumping activities with some fluency, control and consistency. • I can throw a variety of objects forwards using accuracy. 	<ul style="list-style-type: none"> • I can confidently explain the importance of safe landing when jumping and impact if done incorrectly. 	Static balance, dynamic balance, co-ordination, tense, speed, controlled, fast, slow, forwards, backwards, technique, pace, variety, adapting, fluency.

5	Athletics	<ul style="list-style-type: none"> I can sprint over a short distance as part of a team. I can jump accurately at a great height. I can jump accurately covering a long distance. I can throw a variety of objects forwards, changing my action for accuracy and distance. 	<ul style="list-style-type: none"> I can describe good athletic performance using correct vocabulary. 	Static balance, dynamic balance, co-ordination, tense, speed, controlled, fast, slow, forwards, backwards, technique, pace, isometric muscle action, isotonic muscle action, specific, core, movement, complex.
6	Athletics (3 weeks)	<ul style="list-style-type: none"> I am controlled when taking off and landing a jump. I can accurately jump for height or distance. I can demonstrate good stamina when running sprints or long distance. I can throw with great accuracy. 	<ul style="list-style-type: none"> I can analyse and comment on skills and techniques and how these are applied in their own and others' work. I can record peers' performances and evaluate these accordingly. 	Static balance, dynamic balance, co-ordination, tense, speed, controlled, fast, slow, forwards, backwards, technique, pace, isometric muscle action, isotonic muscle action, specific, core, movement, complex, personal best, stamina, performance.

For year 6, the last 4 weeks of summer term will be focusing on 'Outdoor adventurous activities'

		Key Skills	Key Knowledge	Key Vocabulary
6	Outdoor adventurous activities.	<ul style="list-style-type: none"> I can read and use a map of my locality successfully to find certain points. I can work efficiently as part of a team by listening to my peers. 	<ul style="list-style-type: none"> I can problem solve effectively I can identify the meaning of symbols on a map. I can explain what orienteering is. 	Orienteering, team building, map work, symbols, compass, location, exploring, trail, outdoors, communication.

		<ul style="list-style-type: none">• I can read a compass with accuracy.	<ul style="list-style-type: none">• I can explain what 'out of bounds' means.	
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