

Curriculum Overview
PE 2022-23



	Year 3	Year 4	Year 5	Year 6
Autumn 1	Ball Skills Hockey *Yoga (Bad weather)	Ball Skills Hockey *Yoga (Bad weather)	Fitness Tag Rugby *Yoga (Bad weather)	Fitness Tag Rugby *Yoga (Bad weather)
Autumn 2	Gymnastics Tag Rugby *Yoga (Bad weather)	Gymnastics Tag Rugby *Yoga (Bad weather) <i>Swimming</i>	Gymnastics Hockey *Yoga (Bad weather)	Gymnastics Hockey *Yoga (Bad weather)
Spring 1	Dance Basketball	Dance Basketball	Basketball Dodgeball	Basketball Dodgeball
Spring 2	Tennis Dodgeball	Tennis Dodgeball	Dance/HIIT Tennis	Dance/HIIT Tennis <i>Swimming</i>
Summer 1	Athletics Cricket	Athletics Cricket	Athletics Rounders	Athletics Rounders
Summer 2	Athletics Rounders	Athletics Rounders	Athletics Cricket	Athletics Cricket



Purpose of Study	Subject Content
<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.</p> <p>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>The national curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">● use running, jumping, throwing and catching in isolation and in combination● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]● perform dances using a range of movement patterns● take part in outdoor and adventurous activity challenges both individually and within a team● compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><u>Swimming and water safety</u></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none">● swim competently, confidently and proficiently over a distance of at least 25 metres● use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]● perform safe self-rescue in different water-based situations.



Term	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1</p>	<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others. <p><u>Hockey</u></p> <ul style="list-style-type: none"> Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using 	<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others. <p><u>Hockey</u></p> <ul style="list-style-type: none"> Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using 	<p><u>Fitness</u></p> <ul style="list-style-type: none"> Pupils 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><u>Tag Rugby</u></p> <ul style="list-style-type: none"> In this unit pupils will develop key skills and principles such as defending, attacking, 	<p><u>Fitness</u></p> <ul style="list-style-type: none"> Pupils 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><u>Tag Rugby</u></p> <ul style="list-style-type: none"> In this unit pupils will develop key skills and principles such as defending, attacking,



	<p>sending, receiving and dribbling a ball.</p> <ul style="list-style-type: none"> • They will start by playing uneven and then move onto even sided games. • They will begin to think about defending and winning the ball. • Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. • Pupils will understand the importance of playing fairly and keeping to the rules. • They will be encouraged to be a supportive teammate and identify why this behaviour is important. 	<p>sending, receiving and dribbling a ball.</p> <ul style="list-style-type: none"> • They will start by playing uneven and then move onto even sided games. • They will begin to think about defending and winning the ball. • Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. • Pupils will understand the importance of playing fairly and keeping to the rules. • They will be encouraged to be a supportive teammate and identify why this behaviour is important. 	<p>throwing, catching, running and dodging.</p> <ul style="list-style-type: none"> • When attacking, pupils will support the ball carrier using width and drawing defence. • When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. • They will play collaboratively in both uneven and then even sided games. • Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. • They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. 	<p>throwing, catching, running and dodging.</p> <ul style="list-style-type: none"> • When attacking, pupils will support the ball carrier using width and drawing defence. • When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. • They will play collaboratively in both uneven and then even sided games. • Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. • They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.
Autumn 2	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • In this unit pupils focus on improving the quality of their gymnastic movements. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • In this unit, pupils create more complex sequences. • They learn a wider range of travelling actions and include the use of pathways. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • In this unit, pupils create longer sequences individually, with a partner and a small group. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine



	<ul style="list-style-type: none"> • They are introduced to the terms 'extension' and 'body tension.' • They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. • Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. • Pupils develop their confidence to perform, considering the quality and control of their actions. <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> • In this unit pupils will learn to keep possession of the ball using attacking skills. • They will play uneven and then even sided games, developing strategies and social skills to self-manage games. • Pupils will understand the importance of playing 	<ul style="list-style-type: none"> • They develop more advanced actions such as inverted movements and explore ways to include apparatus. • They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. • They work independently and in collaboration with a partner to create and develop sequences. • Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances • In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> • In this unit pupils will learn to keep possession of the ball using attacking skills. • They will play uneven and then even sided games, 	<ul style="list-style-type: none"> • They learn a wider range of actions such as inverted movements to include cartwheels and handstands. • They explore partner relationships such as canon and synchronisation and matching and mirroring. • Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. • In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. <p><u>Hockey</u></p> <ul style="list-style-type: none"> • In this unit pupils will improve their defending and attacking skills playing even-sided games. • They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. 	<p>and link actions, how to relate to a partner and apparatus, when developing sequences.</p> <ul style="list-style-type: none"> • 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><u>Hockey</u></p> <ul style="list-style-type: none"> • In this unit pupils will improve their defending and attacking skills playing even-sided games. • They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure.
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	<p>fairly and keeping to the rules.</p> <ul style="list-style-type: none"> • Pupils will think about how to use skills, strategies and tactics to outwit the opposition. • They will learn how to evaluate their own and others' performances and suggest improvements. 	<p>developing strategies and social skills to self-manage games.</p> <ul style="list-style-type: none"> • Pupils will understand the importance of playing fairly and keeping to the rules. • Pupils will think about how to use skills, strategies and tactics to outwit the opposition. • They will learn how to evaluate their own and others' performances and suggest improvements. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • This unit is aimed at developing swimmers. • In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. • They will learn how to travel, float and submerge with increasing confidence. • They will learn and use different kicking and arm actions. • Pupils will be given opportunities to observe 	<ul style="list-style-type: none"> • Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. • Pupils will comment on their own and other's performances and suggest ways to improve. • They will also recognise the importance of fair play and honesty while self managing games. 	<ul style="list-style-type: none"> • Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. • Pupils will comment on their own and other's performances and suggest ways to improve. • They will also recognise the importance of fair play and honesty while self managing games.
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		<p>others and provide feedback.</p> <ul style="list-style-type: none"> They will also be introduced to some personal survival skills and how to stay safe around water. 		
Spring 1	<p><u>Dance</u></p> <ul style="list-style-type: none"> Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. <p><u>Basketball</u></p> <ul style="list-style-type: none"> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, 	<p><u>Dance</u></p> <ul style="list-style-type: none"> Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. <p><u>Basketball</u></p> <ul style="list-style-type: none"> Pupils will be encouraged to persevere when developing competencies 	<p><u>Basketball</u></p> <ul style="list-style-type: none"> In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. 	<p><u>Basketball</u></p> <ul style="list-style-type: none"> In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.



	<p>attacking, throwing, catching and dribbling.</p> <ul style="list-style-type: none"> ● Pupils will learn to use attacking skills to maintain possession of the ball. ● They will start by playing uneven and then move onto even sided games. ● Pupils will understand the importance of playing fairly and to the rules. ● They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances. 	<p>in key skills and principles such as defending, attacking, throwing, catching and dribbling.</p> <ul style="list-style-type: none"> ● Pupils will learn to use attacking skills to maintain possession of the ball. ● They will start by playing uneven and then move onto even sided games. ● Pupils will understand the importance of playing fairly and to the rules. ● They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances. 	<p><u>Dodgeball</u></p> <ul style="list-style-type: none"> ● Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. ● They also learn how to select and apply tactics to the game to outwit their opponent. ● In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. ● Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. ● Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances. 	<p><u>Dodgeball</u></p> <ul style="list-style-type: none"> ● Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. ● They also learn how to select and apply tactics to the game to outwit their opponent. ● In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. ● Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. ● Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.
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<p style="text-align: center;">Spring 2</p>	<p><u>Tennis</u></p> <ul style="list-style-type: none"> ● In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. ● They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. ● Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. <p><u>Dodgeball</u></p> <ul style="list-style-type: none"> ● Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. ● They learn how to apply simple tactics to the game to outwit their opponent. ● In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. ● Pupils are given opportunities to play games independently and are taught the importance 	<p><u>Tennis</u></p> <ul style="list-style-type: none"> ● In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. ● Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. ● Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. <p><u>Dodgeball</u></p> <ul style="list-style-type: none"> ● Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. ● They learn how to apply simple tactics to the game to outwit their opponent. ● In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. ● Pupils are given opportunities to play games independently and 	<p><u>Dance</u></p> <ul style="list-style-type: none"> ● Pupils learn different styles of dance, working individually, as a pair and in small groups. ● In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. ● As they work, they develop an awareness of the historical and cultural origins of different dances. ● Pupils will be provided with the opportunity to create and perform their work. ● They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. ● Pupils will work safely with each other and show respect towards others. <p><u>Tennis</u></p> <ul style="list-style-type: none"> ● In this unit pupils develop their competencies in 	<p><u>Dance</u></p> <ul style="list-style-type: none"> ● Pupils 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><u>Tennis</u></p> <ul style="list-style-type: none"> ● In this unit pupils develop their racket skills when playing tennis. ● They learn specific skills such as a forehand,
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	<p>of being honest whilst playing to the rules.</p> <ul style="list-style-type: none"> • Pupils are given opportunities to evaluate and improve on their own and others performances. 	<p>are taught the importance of being honest whilst playing to the rules.</p> <ul style="list-style-type: none"> • Pupils are given opportunities to evaluate and improve on their own and others performances. 	<p>racket skills when playing Tennis.</p> <ul style="list-style-type: none"> • They learn specific skills such as a forehand, backhand, volley and underarm serve. • Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. • Pupils develop their tactical awareness, learning how to outwit an opponent. 	<p>backhand, volley and underarm serve.</p> <ul style="list-style-type: none"> • Pupils develop their tactical awareness including how to play with a partner and against another pair. • They are encouraged to show respect for their teammates as well as their opponents when self managing games. • Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • This unit is aimed at intermediate swimmers. • Pupils focus on swimming more fluently and with increased confidence and control. • Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. • Pupils have to keep afloat and propel themselves through the water. • Pupils are given the opportunity to be creative,
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				<p><i>designing their own personal survival course and creating a synchronised swimming sequence.</i></p> <ul style="list-style-type: none">● <i>Pupils take part in team games, collaborating and communicating with others.</i>
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<p style="text-align: center;">Summer 1</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. <p><u>Cricket</u></p> <ul style="list-style-type: none"> Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. <p><u>Cricket</u></p> <ul style="list-style-type: none"> Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. <ul style="list-style-type: none"> In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. <ul style="list-style-type: none"> In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put. <p><u>Rounders</u></p>
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	<ul style="list-style-type: none"> In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. 	<p>that they can run between wickets to score runs.</p> <ul style="list-style-type: none"> Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. 	<p><u>Rounders</u></p> <ul style="list-style-type: none"> Pupils 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 learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. 	<ul style="list-style-type: none"> Pupils 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 learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.
Summer 2	<p><u>Athletics</u></p> <ul style="list-style-type: none"> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.



	<p>involve using different styles and combinations of running, jumping and throwing.</p> <ul style="list-style-type: none"> As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. <p><u>Rounders</u></p> <ul style="list-style-type: none"> Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating 	<p>involve using different styles and combinations of running, jumping and throwing.</p> <ul style="list-style-type: none"> As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. <p><u>Rounders</u></p> <ul style="list-style-type: none"> Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people 	<ul style="list-style-type: none"> As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin. <p><u>Cricket</u></p> <ul style="list-style-type: none"> Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. 	<ul style="list-style-type: none"> As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put. <p><u>Cricket</u></p> <ul style="list-style-type: none"> Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about
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Curriculum Overview
PE 2022-23



**HENRY HINDE
JUNIOR SCHOOL**

	<p>an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>they play with and against.</p>	<ul style="list-style-type: none">• In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.• In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.• Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	<p>how they use skills, strategies and tactics to outwit the opposition.</p> <ul style="list-style-type: none">• In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.• Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
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