



Physical Education Rolling Programme

	<p>Gymnastic Activities 2</p>	<p>To create and perform a range of counter-tension actions with a partner. To evaluate and recognise their own success.</p> <p>To adapt a gymnastic sequence using apparatus and perform it with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner using canon. To create a gymnastic sequence with counter balances and counter tension with a partner using canon using apparatus.</p>	<p>Application of skills: Can include change of direction/speed/level in their partner sequence. Create a sequence with a partner of eight elements, including counter balance and counter-tension balances. Create a simple sequence of travel, jump, roll and partner counter balances with fluency and control.</p> <p>Character development: Identify which sequences were performed with fluency, accuracy and consistency. Willingness to try out different partner balances with a partner.</p> <p>Developing skills: Can perform a counter balance with a partner using apparatus. Can perform a counter-tension balance with a partner using apparatus. Can perform a sequence with a partner in unison and canon. Can perform counter balances with a partner in a sequence with travelling, jumping and rolling.</p> <p>Application of skills: Can create and perform a sequence with a partner of eight elements including counter balance and counter tension balances using apparatus. Can create and perform a simple sequence of travel, jump, roll and partner counter balances with fluency and control using apparatus. Can include change of direction/speed/level in their partner sequence.</p> <p>Character development: Can recognise ways to improve or develop a sequence with a partner.</p>	<p>Sequence, actions, counter balance, counter tension balance, rolling, travelling, jumping, landing, quality, movement, extension, fluency, canon, unison, change, level, direction, speed.</p>
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	<p>Invasion Games - Netball</p>	<p>To demonstrate passing and catching a netball with consistency, accuracy and control. To demonstrate a shoulder pass. To shoot a netball with some accuracy. To apply simple tactics when playing a netball type game. To apply simple tactics with and without the ball when playing a netball-type game. To apply simple tactics when playing a netball-type game, including defending. To apply simple attacking and defending tactics when playing a netball-type game.</p>	<p>Can seek and provide constructive feedback to help improve a sequence. Can use success criteria to help evaluate and provide constructive feedback on a performance.</p> <p>Developing skills: Can perform chest and bounce pass with consistency, accuracy, confidence and control. Can perform shoulder pass with consistency, accuracy, confidence and control. Can shoot a netball into a hoop with some accuracy.</p> <p>Application of skills: Can use attacking skills with a ball appropriately in games (i.e. range of passes, feints, passing to a player in space, passing ahead of supporting players). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball). Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass).</p> <p>Character development: To make a definite conclusion of when to pass the ball. To make decisions on when to pass the ball in an invasion game situation.</p>	<p>Tactics, defending, intercepting, closing down space, supporting, getting away, signal, communicate, range of passes, feints, passing ahead, sending the ball wide and/or deep.</p>
<p>2</p>	<p>Striking and Fielding - Cricket</p>	<p>To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy.</p>	<p>Developing skills: Can bowl overarm accurately and consistently. Can field a ball and throw back overarm with accuracy and consistency. Can strike a ball from a cricket tee.</p>	<p>Bowling, sideways position, chin, hip, arm, release at highest point, crosses in front, eyes, batting, lift bat, step</p>



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	<p style="text-align: center;">Athletics</p>	<p>To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. To apply a tactic in a cricket type game. To demonstrate bowling overarm with accuracy in a game. To strike a ball with a cricket bat in a game. To use tactics in a cricket type game. To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game.</p> <p>To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. To take off and land using hop, step and jump. To perform a heave throw. To develop running techniques. To take off part in an athletics event and recording times and distances.</p> <p>To show passing a ball to a teammate using a hockey stick.</p>	<p>Can strike a bowled ball. Application of skills: Can intercept a ball that has been struck. Can make a decision as to when to run safely between wickets. Can strike a ball away from fielders. Character development: Can offer practical solutions to help teammates improve. Can refer to the objectives and success criteria when evaluating a performance. Can set a goal when practising bowling and then practice to improve.</p> <p>Developing skills: Can perform a pull and push throw. Can perform a sling and heave throw. Can perform jumping by taking off and landing in different ways. Can use the correct running techniques at different speeds. Application of skills: Can perform a combination of jumps. Understand the difference between different throws and when to use which throw. Understands which running technique to use for short distances and long distances. Character development: Can set a goal and be committed to practise to improve their performance in running, jumping and throwing. Shows willpower when performing skills they find difficult and keep trying.</p> <p>Developing skills:</p>	<p>forward, swing, straight, intercepting, retrieving, quickly.</p> <p>Jumping, touch the ground lightly, minimum contact time, arms to drive, forwards, land softly, bent knees, heave throw, back, direction, feet apart, between legs, drive, arms, long, straight, running, straight line, push, opposite hip, arms higher, drive elbows back.</p>
	<p style="text-align: center;">Invasion Games - Hockey</p>			



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	<p>OAA - Orienteering</p>	<p>To demonstrate dribbling and passing a ball using a hockey stick. To demonstrate shooting a ball at a goal. To select attacking tactics when playing a hockey type game. To apply simple attacking and defending tactics when playing a hockey type game. To play a role in a competitive modified game. To select attacking tactics when playing a game.</p> <p>To demonstrate how to keep a map set when moving. To demonstrate how to 'set' or 'orientate' a map when moving around a simple course. To plan an efficient route around a simple course. To demonstrate how to get around a simple course using the eight points of a compass. To plan a route to a control.</p>	<p>Can dribble a ball with a hockey stick with consistency, accuracy, confidence and control. Can perform a push pass and receive a pass with consistency, accuracy, confidence and control. Can shoot at a goal using a hockey stick with consistency, accuracy, confidence and control. Application of skills: Can use attacking skills with a ball appropriately in games (i.e. choose when to pass successfully, dribble at an appropriate time to gain space, passing to players in space, passing ahead of supporting players). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball). Character development: Can organise themselves and the equipment and complete tasks to the best of their ability, and safely. To make a definite conclusion of when to pass and/or shoot when playing a hockey-type game. To set and complete a goal safely and to the best of their ability.</p> <p>Developing skills: Can orientate a map. Can record a control card accurately. Knows the eight points of a compass. Application of skills: Can keep a map orientated as they travel around a course. Can use the eight points of a compass to follow a route.</p>	<p>Tactics, passing, space, supporting, travelling, ball, communicate, hand signals, possession.</p> <p>Start, finish, place, controls, any order, set time, score, competition, boundaries, signal, skill, fitness, orientate, map, route, choices, instructions, planning.</p>
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	<p>Striking and Fielding Games - Rounders</p>	<p>To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a bat off a tee. To throw a ball overarm when fielding. To explain where to strike a ball in a game. To use tactics in a rounders type game.</p>	<p>Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball).</p> <p>Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass).</p> <p>Character development: To make a definite conclusion of when to pass the ball. To make decisions on when to pass the ball in an invasion game situation.</p> <p>Developing skills: Can bowl overarm accurately and consistently. Can field a ball and throw back overarm with accuracy and consistency. Can strike a bowled ball or from a drop feed.</p> <p>Application of skills: Can intercept a ball that has been struck. Can make a decision as to where to run safely round bases. Can strike a ball away from fielders.</p> <p>Character development: Can offer practical solutions to help teammates improve. Can refer to the objectives and success criteria when evaluating a performance. Can set a goal when practising bowling and then practise to improve.</p> <p>Developing skills: Can kick a rugby ball with confidence and accuracy. Can run with the ball in two hands and score a try.</p>	<p>Bowling, underarm, one foot in front of the other, arm, straight back, swing arm forward, release, fingers point, target, striking, sideways position, bat behind the shoulder, swing bat, bat crosses the body.</p>
	<p>Invasion Games - Rugby 2</p>	<p>To pass a ball backwards with accuracy to a teammate.</p>		



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		<p>To apply simple tactics when playing a rugby-type game.</p> <p>To kick a rugby ball with some accuracy and confidence.</p> <p>To apply simple attacking and defending tactics when playing a rugby-type game.</p>	<p>Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.</p> <p>Application of skills:</p> <p>Can use attacking skills appropriately in games (i.e. choose when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent).</p> <p>Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball).</p> <p>Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass).</p> <p>Character development:</p> <p>Has a positive attitude and offers positive feedback to their teammates.</p> <p>Supports and praise others when practising a new skill and playing in a game.</p> <p>To keep trying to kick a rugby ball and don't give up if they find it hard.</p>	<p>Run, tag, pass, 3 steps, direction, touch, playing area, floor, contact.</p>
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Upper Key Stage 2				
Term	Year B	Objectives	Skills	Vocabulary
1	Dance - Heroes and Villains	<p>To understand how to construct a dance and share their own creations to the class.</p> <p>To create a group dance using a range of dynamics, accurately timed.</p> <p>To identify real-life heroes and why they are heroes.</p> <p>To develop a well-rehearsed duet that demonstrates a range of choreographic techniques.</p> <p>To create and perform two different dances from different stimulus (a duet and a group dance).</p> <p>To make creative decisions on the performance structure and implement these practically in their performance, working as a full team.</p> <p>To have performed all their creations in a sequence decided by them.</p> <p>To have new performance skills and increased confidence.</p>	<p>Developing skills:</p> <p>Can implement at least two performance skills into their duet and demonstrate these repeatedly.</p> <p>Can interpret action words in interesting ways with their bodies.</p> <p>Can perform all dances in the agreed sequence confidently, using some of the performance skills.</p> <p>Application of skills:</p> <p>Can create a duet with a partner following the correct structure.</p> <p>Can work with a group to portray qualities of a hero using freeze frame.</p> <p>Character development:</p> <p>Can work with a partner ensuring both are confident and happy to create and improve their duet.</p> <p>Understand how heroic characters might feel.</p>	<p>Creative, movement, demonstration, sequencing, solo, unison, movements, support, counts, structure.</p>



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	<p>Invasion Games - Rugby 1</p>	<p>To demonstrate passing and catching a rugby ball with consistency, accuracy and control. To pass and catch a rugby ball with consistency, accuracy and control. To apply simple tactics when playing a rugby type game. To apply simple attacking and defending tactics when playing a rugby-type game.</p>	<p>Developing skills: Can close down an opponent and tag a player. Can run with the ball in two hands and score a try. Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control. Application of skills: Can use attacking skills appropriately in games (i.e. choose when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball). Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass). Character development: To make a definite conclusion of when to pass the ball. To make decisions on when to pass the ball in an invasion game situation.</p>	<p>Run, tag, pass, 3 steps, direction, touch, playing area, floor, contact.</p>
	<p>Gymnastic Activities 1</p>	<p>To perform shapes and balances with a partner. To demonstrate counter balance and counter tension paired balances using apparatus. To demonstrate a group counter balance. To create a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. To create a gymnastic sequence with counter balances and counter tension with a partner.</p>	<p>Developing skills: Perform a counter balance with a partner. Perform a counter-tension balance with a partner. Perform a group balance. Perform a group counter balance using apparatus. Application of skills: Can include change of direction/speed/level in their partner sequence.</p>	<p>Sequence, paired balance, group balance, part weight bearing, match, mirror, travel, roll, jump, movement, extension, fluency, paired, flow, variety.</p>



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	<p>Invasion Games - Netball</p>	<p>To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances.</p> <p>To demonstrate passing and catching a netball with consistency, accuracy and control. To demonstrate a shoulder pass. To shoot a netball with some accuracy. To apply simple tactics when playing a netball type game. To apply simple tactics with and without the ball when playing a netball-type game. To apply simple tactics when playing a netball-type game, including defending. To apply simple attacking and defending tactics when playing a netball-type game.</p>	<p>Create a sequence with a partner of eight elements, including counter balance and counter-tension balances. Create a simple sequence of gymnastic actions which includes a part weight-bearing balance with fluency and control. Character development: Makes positive suggestions to their group when experimenting with a group balance. Plans and organises themselves to keep themselves and others safe. Recognise strengths and areas for improvements in a group balance.</p> <p>Developing skills: Can perform chest and bounce pass with consistency, accuracy, confidence and control. Can perform shoulder pass with consistency, accuracy, confidence and control. Can shoot a netball into a hoop with some accuracy.</p> <p>Application of skills: Can use attacking skills with a ball appropriately in games (i.e. range of passes, feints, passing to a player in space, passing ahead of supporting players). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball). Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass).</p> <p>Character development:</p>	<p>Tactics, defending, intercepting, closing down space, supporting, getting away, signal, communicate, range of passes, feints, passing ahead, sending the ball wide and/or deep.</p>
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	<p>Athletics</p>	<p>To pass and receive a pass using a variety of skills. To select and apply appropriate tactics when playing different invasion games. To create rugby type game and select and apply tactics to outwit an opponent. To work as a team to solve a tactical problem through designing a unique invasion game. To adapt an invasion game to include positions and attacking/defending options. To apply simple attacking and defending tactics when playing an invasion type game.</p> <p>To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds.</p>	<p>Can use different techniques of sending and receiving a ball with consistency, accuracy, confidence and control. Can use different techniques of travelling with a ball and shooting with consistency, accuracy, confidence and control. Application of skills: Can use attacking skills with a ball appropriately in games (i.e. choose when to pass successfully, dribble at an appropriate time to gain space, passing to a player in space, passing ahead of supporting players). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, find space and signal where they want the ball). Character development: Can evaluate own work and that of others, and suggest ways to improve. Can share their ideas when working towards a shared goal.</p> <p>Developing skills: Can perform a pull and push throw. Can perform a sling and heave throw. Can perform jumping by taking off and landing in different ways. Can use the correct running techniques at different speeds. Application of skills: Can perform a combination of jumps. Understand the difference between different throws and when to use which throw. Understands which running technique to use for short distances and long distances. Character development:</p>	<p>signal, communicate, hand signals, intercepting, closing down space.</p> <p>Jumping, touch the ground lightly, minimum contact time, arms to drive, forwards, land softly, bent knees, heave throw, back, direction, feet apart, between legs, drive, arms, long, straight, running, straight line, push, opposite hip, arms higher, drive elbows back.</p>
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	<p>Dance - Seaside</p>	<p>To take off and land using hop, step and jump. To perform a heave throw. To develop running techniques. To take off part in an athletics event and recording times and distances.</p> <p>To be aware of their own timing and can accurately copy and replicate one/series of dance movements. To make decisions about their dances to make them interesting and unique. To add character to their actions to poetry the story. To learn and perform a range of counter balances and/or lifts within their existing group dance. To suggest their own lifts and teach others how to execute them. To create and perform a travelling sequence on their own pathway, exploring the space, remaining in unison with their group. To perform the entire dance with strong characterisation and timing without any teacher guidance.</p>	<p>Can set a goal and be committed to practise to improve their performance in running, jumping and throwing. Shows willpower when performing skills they find difficult and keep trying.</p> <p>Developing skills: Can suggest actions and demonstrate a movement idea to represent this. Perform partner balance or shapes in a group dance. Performs one or more of the following; exaggerated movement, whole body actions, facial expressions, to demonstrate character.</p> <p>Application of skills: Can create and perform a unison travelling phrase on their own pathway, staying in time with each other. Can create, rehearse and perform a group sequence.</p> <p>Character development: Can work together to improve and rehearse the dance. Performs the dance to the best of their ability.</p>	<p>Copy, precisely, safely, performance skills, focus, projection, exaggerate, energy, musicality.</p>
<p>3</p>	<p>Striking and Fielding Games - Rounders</p>	<p>To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a bat off a tee. To throw a ball overarm when fielding. To explain where to strike a ball in a game. To use tactics in a rounders type game.</p>	<p>Developing skills: Can bowl overarm accurately and consistently. Can field a ball and throw back overarm with accuracy and consistency. Can strike a bowled ball or from a drop feed.</p> <p>Application of skills: Can intercept a ball that has been struck. Can make a decision as to where to run safely round bases. Can strike a ball away from fielders.</p> <p>Character development:</p>	<p>Bowling, underarm, one foot in front of the other, arm, straight back, swing arm forward, release, fingers point, target, striking, sideways position, bat behind the shoulder, swing bat, bat crosses the body.</p>



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	<p>Invasion Games - Rugby 2</p>	<p>To pass a ball backwards with accuracy to a teammate. To apply simple tactics when playing a rugby-type game. To kick a rugby ball with some accuracy and confidence. To apply simple attacking and defending tactics when playing a rugby-type game.</p>	<p>Can offer practical solutions to help teammates improve. Can refer to the objectives and success criteria when evaluating a performance. Can set a goal when practising bowling and then practise to improve.</p> <p>Developing skills: Can kick a rugby ball with confidence and accuracy. Can run with the ball in two hands and score a try. Can use techniques for passing using a swing pass and catching with consistency, accuracy, confidence and control.</p> <p>Application of skills: Can use attacking skills appropriately in games (i.e. choose when to pass or run with the ball successfully in a game. Can use a dummy pass to beat an opponent). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders, finding space and signaling where they want the ball). Can use defending skills appropriately in games (i.e. anticipate an attacker moving when defending, closing down space, intercepting a pass).</p> <p>Character development: Has a positive attitude and offers positive feedback to their teammates. Supports and praise others when practising a new skill and playing in a game. To keep trying to kick a rugby ball and don't give up if they find it hard.</p>	<p>Run, tag, pass, 3 steps, direction, touch, playing area, floor, contact.</p>
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	<p>Striking and Fielding Games - Cricket</p>	<p>To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy. To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. To apply a tactic in a cricket type game. To demonstrate bowling overarm with accuracy in a game. To strike a ball with a cricket bat in a game. To use tactics in a cricket type game. To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game.</p>	<p>Developing skills: Can bowl overarm accurately and consistently. Can field a ball and throw back overarm with accuracy and consistency. Can strike a ball from a cricket tee. Can strike a bowled ball. Application of skills: Can intercept a ball that has been struck. Can make a decision as to when to run safely between wickets. Can strike a ball away from fielders. Character development: Can offer practical solutions to help teammates improve. Can refer to the objectives and success criteria when evaluating a performance. Can set a goal when practising bowling and then practice to improve.</p>	<p>Bowling, sideways position, chin, hip, arm, release at highest point, crosses in front, eyes, batting, lift bat, step forward, swing, straight, intercepting, retrieving, quickly.</p>
	<p>Invasion Games - Hockey</p>	<p>To show passing a ball to a teammate using a hockey stick. To demonstrate dribbling and passing a ball using a hockey stick. To demonstrate shooting a ball at a goal. To select attacking tactics when playing a hockey type game. To apply simple attacking and defending tactics when playing a hockey type game. To play a role in a competitive modified game. To select attacking tactics when playing a game.</p>	<p>Developing skills: Can dribble a ball with a hockey stick with consistency, accuracy, confidence and control. Can perform a push pass and receive a pass with consistency, accuracy, confidence and control. Can shoot at a goal using a hockey stick with consistency, accuracy, confidence and control. Application of skills: Can use attacking skills with a ball appropriately in games (i.e. choose when to pass successfully, dribble at an appropriate time to gain space, passing to players in space, passing ahead of supporting players). Can use attacking skills without the ball appropriately in games (i.e. supporting the player in possession, getting away from defenders,</p>	<p>Tactics, passing, space, supporting, travelling, ball, communicate, hand signals, possession.</p>



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			<p>finding space and signaling where they want the ball).</p> <p>Character development: Can organise themselves and the equipment and complete tasks to the best of their ability, and safely. To make a definite conclusion of when to pass and/or shoot when playing a hockey-type game. To set and complete a goal safely and to the best of their ability.</p>	
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