



Physical Education Rolling Programme

Lower Key Stage 2				
Term	Year A	Objectives	Skills	Vocabulary
1	Gymnastics Activities 1	<p>To demonstrate travelling with control on four points.</p> <p>To show balances on two and three points of the body.</p> <p>To show balances with stillness on 1,2,3 and 4 points of the body.</p> <p>To combine actions of travelling and balance.</p> <p>To demonstrate basic rolls with accuracy and control.</p> <p>To move from one action to another smoothly.</p> <p>To demonstrate jumping and landing safely.</p> <p>To create and demonstrate a sequence to a partner.</p> <p>To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.</p> <p>To show different travelling and balancing actions using the apparatus.</p> <p>To use the apparatus to perform jumping actions.</p> <p>To evaluate successful transitions between actions.</p> <p>To use the apparatus to perform rolling actions.</p> <p>To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p> <p>To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p>	<p>Developing skills:</p> <p>Can perform balances on one foot and 2,3 and 4 small body parts with stillness.</p> <p>Can perform some balancing on small body parts.</p> <p>Travel on hands and feet, jump and land two feet to two feet and perform rolling actions including forward roll showing good control, and accuracy of movement.</p> <p>Travel on hands and feet, jump and land two feet to two feet with control and perform some rolling actions.</p> <p>Application of skills:</p> <p>Can create a short sequences of movement that include travelling, balancing, jumping and rolling with help.</p> <p>Can create and perform a gymnastic sequence of more than six actions showing a clear beginning, middle and end which includes a change of speed and direction.</p> <p>Character development:</p> <p>Can accept feedback from their partner to help them improve.</p> <p>Can suggest how their performance and their partner's performance could be improved.</p> <p>Knows what they need to change or practise to improve their balance or jumping and landing.</p> <p>Will try new experiences through travelling and balancing on the apparatus.</p>	<p>Balance, leg, straight, chin up, look ahead, stillness, arms, balance, travelling, hands, feet, floor, flat palms, thumbs pointing forward, good extension.</p>



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	<p>Invasion Games - Handball</p>	<p>To demonstrate passing a ball using a handball pass. To move into space after using a handball pass in a game. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game. To perform a one handed pass and bounce pass in a game. To apply a feint when passing to outwit a defender. To perform a pass in a game using a one-handed pass or one-handed bounce pass. To apply a simple tactic to outwit a defender.</p>	<p>Developing skills: Can throw and catch a ball using a bounce pass with control and accuracy. Can throw and catch a ball using a bounce pass with limited control. Can throw and catch a ball using a bounce pass with some control and accuracy. Can throw and catch a ball using a chest pass with speed and precision. Application of skills: Can pass and move into a space with help. Can pass the ball using a chest or bounce pass to a teammate in space. Can use a simple tactic to outwit an opponent, i.e. pretend to throw one way then another. Communicates with teammates and signals where they want the ball. Uses a range of tactics when with the ball. Anticipates and reacts quickly. Character development: Can explain what to do with your hands as they prepare to catch. Can explain why it is important to find space when they haven't got the ball. Can work towards a shared goal by sharing ideas. Knows what the best parts of their performance were. Works well as a member of a team.</p>	<p>Running, space, receive, pass, tactics, communicate, hand, signals, range of passes, one handed, bounce, feints, disguise, passing, space, intercept.</p> <p>Travel, turn, gesture, stop, stillness, pause, gesture, fast forward, quicker, pathways, dynamics, fluency, control.</p>
	<p>Dance - Myths and Legends</p>	<p>To select travelling actions to convey different characters, along varied pathways. To explore the movements of different creatures.</p>		



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	<p>Invasion Games - Netball</p>	<p>To perform travelling actions along different pathways. To explore travelling actions linked to three different settings. To create a sequence conveying a challenge, using travel, turn and gesture. To create a sequence using control of body actions and shapes. To combine all elements of the unit in order to tell a story.</p> <p>To demonstrate passing a ball using a chest pass. To move into space after using a chest pass in a game. To demonstrate passing a ball using a bounce pass. To move into space after passing in a game. To perform a chest pass and bounce pass in a game. To apply a feint when passing to outwit a defender. To apply a simple tactic to outwit a defender.</p>	<p>Developing skills: Can throw and catch a ball using a bounce pass with control and accuracy. Can throw and catch a ball using a bounce pass with some control and accuracy. Can throw and catch a ball using a chest pass with control and accuracy. Can throw and catch a ball using a chest pass with limited control. Can throw and catch a ball using a chest pass with speed and precision.</p> <p>Application of skills: Can pass and move into a space with help. Can pass the ball using a chest or bounce pass to a teammate in space. Can use a simple tactic to outwit an opponent, i.e. pretend to throw one way then another. Communicates with teammates and signals where they want the ball. Move away from the defender into space to receive the ball.</p> <p>Character development: As a player - to agree to play by the rules and not to cheat. As an official - to recognise and enforce the rules.</p>	<p>Running, space, receive, pass, communicate, hand signals, tactics, range of passes, chest, bounce, feints, disguise, space, intercept.</p>
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			<p>Evaluate my success as an attacker.</p> <p>Evaluate my success when throwing and catching.</p> <p>To give the actual number of passes made with a group.</p>	
2	<p>Creative Games - Tag and Target</p>	<p>To perform the fundamental skill of dodging.</p> <p>To perform the FMS of dodging in a tag game.</p> <p>To demonstrate aiming skills using the FMS of throwing and rolling a ball in a target game.</p> <p>To send an object in a target game with accuracy.</p> <p>To send an object in a target game with accuracy.</p>	<p>Developing skills:</p> <p>Can demonstrate rolling a ball at a target at a mature level with accuracy.</p> <p>Can perform a dodging skill, which is smooth and coordinated.</p> <p>Can perform an underarm throw at a mature level with accuracy.</p> <p>Can use non-dominant hand to perform an underhand throw and rolling a ball at a target.</p> <p>Application of skills:</p> <p>Aware of space around them when playing a tag game.</p> <p>Balanced at all times ready to move in any direction.</p> <p>Can create and evaluate a target game.</p> <p>Knows that control and accuracy is important when playing a target game.</p> <p>Character development:</p> <p>Can be cooperative by listening to other people in a team.</p> <p>Can evaluate their work and suggest improvements.</p> <p>Can work cooperatively by sharing their ideas to create a game.</p> <p>Can work cooperatively to evaluate a game.</p>	<p>Underarm, throw, face, direction, throw, step forward, opposite foot, throwing hand, follow through, rolling a ball, hand, swings, behind, body, chest, face, forward, bend knees, release.</p>
	<p>Dance - Rock and Roll</p>	<p>To name different forms of rock and where they may be found in real-life.</p> <p>To demonstrate shapes as a team using their bodies in interesting ways.</p>	<p>Developing skills:</p> <p>Can create effective travelling movements based on action words.</p> <p>Can effectively use stillness in their performance.</p>	<p>Movement, explore, travelling, focused, fixed point, recall, demonstrate, composition, performance, skills.</p>



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	<p>Athletic Activities</p>	<p>To name the layers of the earth and describe their qualities through words and movements. To be able to demonstrate unique movement ideas. To sequence movement together into a structure. To create effective travelling movements. To create a travelling solo, following a defined pathway. To create a rhythmic circle dance performance in unison. To demonstrate increased movement ideas and perform with increased confidence and timing.</p> <p>To throw using a pull action. To explore different running techniques. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). To throw using a push action. To throw for distance using pull, push and sling throw. To pass a quoit/baaton to a teammate in a realy. To perform a hop,step and jump. To perform pull, push and sling throw. To perform a combination of five jumps.</p>	<p>Can perform a dance in unison. Can perform travelling movements based on a stimulus. Application of skills: Can create a travelling solo, following a defined pathway. Can create their own dance movement phrase to move between 'scenes'. Can remember and repeat dance movements in unison as a class. Character development: Can share their ideas as part of a group. Takes feedback to improve their solo dance phrase. Works well as part of a group.</p> <p>Developing skills: Can demonstrate a pull throw with some accuracy and control. Can demonstrate a push throw with some accuracy and control. Can demonstrate a sling throw with some accuracy and control. Can perform a hop, step and jump with some control. Can perform a standing long jump. Application of skills: Can choose the correct type of throw to different targets and different distances. Can devise a combination of five jumps performing the five basic jumps consecutively to reach the furthest distance possible. Can perform as part of a team in a relay and choose in advance the hand that will touch or give and the hand that will receive. Character development:</p>	<p>Pull throw, hold, object, hand, shoulder/head height, opposite, foot, forward, throwing, arm, push throw, close, neck, balance, transfer, rear, extend, weight, swing.</p>
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	<p>Gymnastics Activities 2</p>	<p>To adapt and demonstrate a gymnastics sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. To show different travelling and balancing actions using the apparatus. To use the apparatus to perform jumping actions. To evaluate successful transitions between actions. To use the apparatus to perform rolling actions. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p>	<p>Are able to improve their performance and not worry about other people. Can recognise what their strengths are and any areas for improvement in their performances. Confident to ask for feedback to help them improve.</p>	<p>Sequence, actions, travelling, rolling, jumping, balancing, strengths, improvement, apparatus, transitions, body parts.</p>
<p>3</p>	<p>Striking and Fielding Games - Rounders</p>	<p>To demonstrate an underarm throw with accuracy. To demonstrate how to throw a ball underarm with some accuracy. To catch a ball in a striking and fielding game. To strike a ball from a tee or a drop feed. To catch a ball in a striking and fielding game. To apply a simple tactic in a striking and fielding game. To demonstrate bowling a ball underarm with accuracy. To apply simple tactics in a modified striking and fielding game.</p>	<p>Developing skills: Can bowl a ball underarm with some control and accuracy. Can catch a small ball. Can return the ball quickly and accurately when fielding. Can strike a ball off a tee. Can throw and catch a ball using a bounce pass with control and accuracy. Application of skills: Can choose throwing skills to make the game hard for their opponents.</p>	<p>Underarm, overarm, throw, accuracy, skill, confidence, target, catch, communicate, strike, tactic.</p>



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	<p>Dance - Ironman</p>	<p>To make a simple assessment of their own performance based on the success criteria.</p> <p>To copy movements accurately and can work as a team to create a still, connected shape with their bodies.</p> <p>To suggest verbs(actions) that can be performed in their own interpretation.</p> <p>To demonstrate unusual movement and can keep in time with others and the music.</p> <p>To perform a well-structured duet which expresses character and explores patterning and timing.</p> <p>To perform all dances created in a scheme, in a well-organised structure using teamwork skills and character.</p>	<p>Can explain where the best place is to strike the ball to score more runs/points.</p> <p>Can judge when fielding where the ball is going to be hit and try and intercept it.</p> <p>Can set up small games; knows the rules and uses them fairly to keep games going.</p> <p>Character development:</p> <p>Can adapt their style of communication when umpiring and playing a striking and fielding game.</p> <p>Can explain a skill to others clearly with confidence.</p> <p>Can make a simple assessment of their performance based on simple success criteria given.</p> <p>Can pay attention to instructions given by other children.</p> <p>Developing skills:</p> <p>Can demonstrate good timing and unison skills when performing their dance.</p> <p>Can suggest verbs (actions) and perform their own interpretation of these.</p> <p>Can use at least two different methods of travelling in their eight counts.</p> <p>Application of skills:</p> <p>Can create a short dance sequence which reflects the dynamics and quality of their character.</p> <p>Can create a unison phrase as their transition between the dances which is performed identically by all dancers and to the same timing (eight count).</p> <p>Can work together with a partner to create, rehearse and perform a duet sequence.</p> <p>Character development:</p> <p>Can identify key criteria of performance and know what is expected of them.</p> <p>Can work together to improve their group dance.</p>	<p>Copy, timing, unison, still, connected, travel, counts, unusual, movements.</p>
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	<p>Invasion Games - Rugby</p>	<p>To demonstrate passing a ball using a swing pass. To move into space after using a swing pass in a game. To perform a feint when passing to outwit a defender. To perform a swing pass and bounce pass in a game. To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender.</p>	<p>Developing skills: Can throw and catch a ball using a swing pass with control and accuracy. Can throw and catch a ball using a swing pass with limited control. Can throw and catch a ball using a swing pass with speed and precision. Application of skills: Can pass and move into a space with help. Can pass the ball using a swing pass to a teammate in space. Can use a simple tactic to outwit an opponent, i.e. pretend to throw one way then another. Communicates with teammates and signals where they want the ball. Moves away from the defender into space to receive the ball. Character development: As a player - to agree to play by the rules and not to cheat. As an official - to recognise and enforce the rules. Evaluate my success as an attacker. Evaluate my success when throwing and catching. To give the actual number of passes made with a group.</p>	<p>Passing, pass, bounce, swing, pass, feint, outwit, throw, speed, precise.</p>
	<p>OAA - Trust and Trails</p>	<p>To demonstrate with a partner how to solve trust challenges. To work with others to complete a journey within the school grounds. To know how to use a control card. To navigate safely to each control site. To show how to keep a map 'set' or 'oriented'. To know some of the symbols on an orienteering map.</p>	<p>Developing skills: Can demonstrate a safe method for giving physical support. Can navigate safely around an area to each control site. Can orientate a map. Can use a control card. Knows some of the symbols on an orienteering map. Application of skills:</p>	<p>Set, orientate, symbols, rules, safe, partner, solve, complete, control card, card, bird's eye, view.</p>



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			<p>Can collect and record the correct information from a control site.</p> <p>Can explain where they are on a map.</p> <p>Can show how to keep a map orientated.</p> <p>Knows that a map is a bird's eye view of a plan of the ground.</p> <p>Character development:</p> <p>Can manage their emotions when working as part of a team.</p> <p>Can trust their partner to keep them safe.</p> <p>Has self-discipline by respecting the agreed rules.</p>	
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Lower Key Stage 2				
Term	Year B	Objectives	Skills	Vocabulary
1	Dance - Sparks Might Fly	<p>To think creatively and create their own movement using words as inspiration.</p> <p>To name the key components of an electrical circuit.</p> <p>To create and perform their own dance movement from the inspiration given, being as imaginative as possible.</p> <p>To demonstrate canon and unison.</p> <p>To demonstrate developing performance skills.</p> <p>To create a duet using increased choreographic skills.</p>	<p>Developing skills:</p> <p>Can create a freeze frame and use transitions to move from one freeze frame to another.</p> <p>Can create a group dance that shows contact, canon, unison, changes of direction, formations and dynamics.</p> <p>Can create their own movement using words as inspiration.</p> <p>Application of skills:</p> <p>Can perform a dance phrase in canon.</p> <p>Can perform a dance phrase in unison.</p> <p>Can perform different ways of travelling and moving.</p> <p>Can perform the dance with a 'performance quality'.</p> <p>Character development:</p> <p>Can motivate all group members to share ideas.</p>	<p>Circle, demonstrate, body, waving, wiggling, pass, shoulder, contact, move, body parts, joints.</p>



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	<p>Swimming</p> <p>Invasion Games - Basketball</p>	<p>Swimming</p> <p>To demonstrate passing a ball using a chest pass and bounce pass accurately. To move into space after using a chest pass and/or bounce pass in a game. To demonstrate dribbling a basketball with some control. To pass a ball accurately to a teammate using a chest and bounce pass. To demonstrate dribbling a basketball with some control. To find space to receive a chest or bounce pass. To use tactics to outwit an opponent. To evaluate what worked well in a game.</p> <p>Swimming</p>	<p>Supports others to create a sequence and give constructive feedback. Works with and supports a partner to create a duet.</p> <p>Developing skills: Can dribble a ball with some control. Can throw and catch a bounce pass with consistency and accuracy. Can throw and catch a chest pass with consistency and accuracy.</p> <p>Application of skills: Can use simple tactics with a ball (i.e. range of passes, chest or bounce. Feints to disguise the pass. Dribbling with the ball to beat a defender). Can use simple tactics without the ball (i.e. moving into a space to receive a pass. Communicate showing where they want the ball).</p> <p>Character development: Can use the success criteria to identify strengths of the attacking team. To show determination by simple not giving up. To show willpower when dribbling a basketball.</p>	<p>Chest pass, hands, thumbs, fingers behind, elbows in, close, body, step forward, push, receiver, extend, arms, fully, bounce, transfer weight, rear, front, running, space, pretend.</p>
<p>2</p>	<p>Swimming</p> <p>Gymnastic Activities 1</p>	<p>To demonstrate travelling actions on feet and hands and feet. To show balances in front and back support positions. To demonstrate the dish and arch shape. To combine travelling, jumping and balancing actions. To demonstrate basic rolling actions.</p>		<p>Roll, balance, stand, jump, sequence, skills, ability, travelling, landing, change of level, change in direction, change of speed, extension, smooth, actions.</p>



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	<p>Swimming</p> <p>Target Games - Dodgeball</p> <p>Swimming</p>	<p>To plan and perform a simple sequence to include travel, rolling and jumping. To demonstrate balance on one foot and arabesque. To create and demonstrate a gymnastics sequence of six actions. To teach a sequence to a partner and make simple assessments of quality of their performance.</p> <p>Swimming</p> <p>To demonstrate throwing a ball at a target using a one handed pass. To demonstrate throwing a ball at target using a one handed throw with accuracy in a game situation.</p> <p>Swimming</p>	<p>Developing skills: Can catch a ball thrown to them. Can perform a one handed throw. Can perform dodging skills in a game.</p> <p>Application of skills: Can aim in front of a runner to hit them. Can communicate with teammates to throw more than one ball at an opponent. Can use simple tactics in a dodgeball-type game (i.e. keeping a ball back to defend with).</p> <p>Character development: Can accept the rules of the officials even if you disagree. Can manage their emotions and think about the consequences before acting.</p>	<p>Throw, grip, one hand, stand, shoulder, apart, throwing arm, high, behind, head, point, non-throwing arm, target, elbow.</p>
3	OAA - Team Work & Problem Solving	<p>To demonstrate working as part of a team to solve challenges. To demonstrate cooperating and working together as a team to complete challenges. To cooperate and work together as a team to complete challenges. To show encouragement and support to team members.</p>	<p>Developing skills: Can lift equipment and travel safely during crossing the swamp. Can travel and balance during 'line up'. Can travel and carry equipment during millipede challenges.</p> <p>Application of skills: Can build a hula hut as part of a team.</p>	<p>Plan, share, demonstrate, listen, role, instruct, encouragement, support, safely.</p>



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	<p>Swimming</p> <p>Striking and Fielding - Cricket</p>	<p>To demonstrate concise instructions. To explain how they worked as a team to solve challenges. To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.</p> <p>Swimming</p> <p>To demonstrate an underarm throw with accuracy. To catch a ball. To demonstrate how to throw a ball underarm with some accuracy. To catch a ball in a striking and fielding game. To demonstrate how to strike a ball from a batting tee or drop feed. To catch a ball in a striking and fielding game. To demonstrate bowling a ball underarm. To apply simple tactics in a modified competitive game.</p>	<p>Can demonstrate team work through - Agreeing on a plan taking everybody's view into account. To demonstrate concise instructions during a challenge.</p> <p>Character development: Can cooperate with teammates to solve a problem. Shows encouragement and support to team members. Try different solutions without fear of failure.</p> <p>Developing skills: Can bowl a ball underarm with some control and accuracy. Can catch a small ball. Can return the ball quickly and accurately when fielding. Can show a straight drive. Can throw a ball underarm with some control and accuracy.</p> <p>Application of skills: Can choose throwing skills to make the game hard for their opponents. Can explain where the best is to strike the ball to score more runs/points. Can judge when fielding where the ball is going to be hit and try and intercept it. Can set up small games; knows the rules and uses them fairly to keep games going.</p> <p>Character development: Can adapt their style of communication when umpiring and playing a striking and fielding game. Can explain a skill to others clearly with confidence.</p>	<p>Bowling, underarm, one foot, arm, straight, back, swing, forward, release, fingers point, target, bat, straight drive, sideways position, eyes, lift, elbows, bent, straight.</p>
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	Swimming	Swimming	Can make a simple assessment of their performance based on simple success criteria given. Can pay attention to instructions given by other children.	
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*All Year 4 pupils will be swimming