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| **Physical Education Curriculum Milestone 3** | | | | | | | | | |
| **Fundamental Skills in Physical Education** | | | | | | | | **Two Year Rolling Programme** | |
| **Locomotor Skills:** *Transporting the body in any direction from one point to another.*  **Stability Skills:** *Balancing the body in stillness and in motion.*  **Manipulative Skills:** *Control of objects using various body parts.* | | | | | | | | https://www.scoilnet.ie/pdst/physlit/fms-activities/ | |
| **Aspect of PE** | **Prior Learning** | | **Key Vocab** | | **Essential Knowledge** | | | **Essential Skills** | |
| **Walk Like an Egyptian**  **Invasion Games Rugby** | To combine basic tag rugby skills such as catching and quickly passing in one movement  Turn in a variety of ways to retain possession and evade opponents.  Pass and then move into space to receive the ball.  Signal non verbally when I want to receive the ball.  Close the space down quickly between me and an opponent to dispossess them. | | **Running**  **Side Stepping**  **Dodging**  **Throwing**  **Catching**  Pass Backwards  Straight  Space  Teamwork  Try-area  Defend / Attack  Retain  Contest  Possession  Pressure  Support.  Offside | | * Effectively grip a rugby ball and know the importance of carrying it in 2 hands. * Know when to pop pass and when to pocket pass. * Know the position need to get into when passing left and how it changes when I pass to my right. * How to ‘roll’ my hands when changing position and making catches. * Close the space when defending and be wary of the dummy pass. * Explain what a knock on is and a forward pass. * Explain what offside is. * Run on to the ball at pace and explain why this is an effective technique. | | | * Understand the rules of laws of the game for Tag Rugby. * Know how to pop pass and pocket pass. * Tag someone safely. * Know what constitutes a try and what doesn’t. * Send and receive a ball on the run and under pressure. * Pass well to my left and right using good technique. * Pass a rugby ball backwards consistently. * Effectively execute a dummy a pass. * Pass missing out players in a line. * Attack in staggered lines. * Organise position so that receive passes on the run. | |
| **Walk Like An Egyptian**  **Invasion Games Hockey** | Developed passing, dribbling and shooting skills with a stick.  Can confidently select and apply basic skills in a game situation  Turn in a variety of ways to retain possession and evade opponents.  Pass and then move into space to receive the ball.  Anticipate what is going to happen by reading my opponent’s body language | | **Running**  **Striking with implement**  control  defend / attack  dribble  push pass tactics  teamwork positions  distance  jab tackle covering,  supporting shoot  score | | * Know they can only use the flat side of the stick. * Know not to lift the stick higher than my waist. * Use technique for push passing. * Receive a ball by cushioning its impact. * Carry out a jab tackle. * Move to space after passing. * Know when to pass a ball and when to dribble. * When defending, close the space. * Use the width of the pitch when attacking. * Play in a formation. | | | * Hold the stick correctly so in full control. * Dribble the ball using a wooden hockey stick with my head up. * Push pass accurately. * When travelling use the “Indian” dribble. * To tackle use the “jab” tackle. * Send and receive the ball on the move and under pressure. * Develop a range of attacking strategies to beat a defender. * Respect the rules of the hockey game. * Adapt tactics in game where needed. | |
| **Walk Like An Egyptian**  **OAA** | Explore ways of communicating in a range of challenging activities  Navigate and solve problems from memory  Develop and use trust to complete a task and perform under pressure | | Maps  Diagrams  Scale  Symbols  Orienteering  Compass  Problem-solving  Trust  Knot  Orient  Trail | | * Know the importance of having a plan before I undertake a challenge. * Know where need to position to give clear instructions and keep partner safe. * Contribute to a plan even if it is only through good listening. * Use a simple map to navigate around. * Know importance of communication and negotiation when working as part of a team. * Motivate other team members. | | | * Use non-verbal communication to solve problems. * Work as part of a team. * Work with a partner to navigate successfully across and through obstacles whilst blindfolded. * Give clear instructions and stay focused. * Think creatively to find solutions to challenges. * Work together in a small group to solve problems. * Navigate way around using a map. * Demonstrate team-work and a good level of communication to complete a group tasks. * Work with a partner/group to find a number of controls using a map. | |
| **Traders and Raiders**  **Athletics** | Used running, jumping and throwing; investigated in small groups different ways of performing these activities  Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws. | | **Running**  **Jump for distance**  **Throwing**  **Landing**  Throw  Power  Accelerate  Force  Javelins  Bounce  Shot Putt  Triple Jump  Relay baton  Record  Agility  Curve | | * Able to control running over middle distance. * Learn how running a bend differs from running a straight. * Know get sideways on when throwing. * Use non-throwing arm to help me throw. * Throw a shot using, ‘clean palm, dirty neck’ technique. * Know how to generate power from the thighs when throwing. * Compare techniques, ‘same, different, both’ for triple jump and long jump. | | | * Change pace and run at different tempos. * Sustain my pace over longer distance. * Throw with accuracy and power using the pull technique. * Throw after a run up. * Throw with greater force and over longer distances. * Throw with greater control, accuracy and efficiency. * Perform the correct techniques for triple jump, high jump and standing vertical jump. * Measure accurately my performance at standing vertical jumping. * Combine sprinting with hurdling: hurdling efficiently with appropriate lead off leg. * Transfer a relay baton efficiently as part of a team. | |
| **Traders and Raiders**  **Strike and Field: Cricket** | Linked together a range of skills and use in combination.  Collaborated as part of a team to choose, use and adapt rules in games.  Understand how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance | | **Running**  **Throwing**  **Catching**  **Striking with implement**  Stance  Bowling  Crease  Batsman,  Bowler,  Wicket Keeper  Innings  Runs  Over  Shot (stroke)  Defensive block  Stumping | | * To slide my bat over the crease when running. * What a position of anticipation looks like when fielding. * To bowl from the crease line and any part of the foot can land on the line itself. * How to grip the bat correctly and take up a suitable stance. * Use different ground fielding techniques to use and when appropriate to use. * Which calls I should use when batting; effective communication. * Leave my crease to hit balls and get back should you play and miss. * Explain what overthrows are. * Know why it is important for outfielders to walk in with the bowler. | | | * Catch consistently well under pressure. * Throw accurately overarm. * Pull a ball from a short delivery to the leg side. * Bowl with a short run up and straight arm with some accuracy. * Perform a range of fielding techniques confidently and consistently. * Bowl with a run up over arm. * Bowl with consistent accuracy, length and close to wicket. * Pick up and return a ball with one hand quickly and consistently well. * Use feet to get to the pitch of the ball when batting. * Show tactical aware-ness as a fielder. * Play a square cut shot. | |
| **Traders and Raiders**  **Dance: The Vikings** | Developing choreography and devising skills in relation to a theme.  Exploring dynamic quality and formations to communicate character.  Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. | | **Skipping**  **Hopping**  **Landing**  **Balancing**  Jive  Hand Jive  Slap / Clap  Hitchhike  Direction  Level  Speed  Timing  Structure, Compositional Elements  Formations. | | * Contribute key words to a theme related mind map. * Translate words and ideas into actions and combine together. * Translate theme related actions into travelling movements and to communicate meaning. * Use canon, formation changes, direction and level to improve ideas. * Listen to other people’s ideas and vocalise own thoughts. * Recognise good timing, execution and performance skills. | | | * Express energetic dynamics in their dance. * Demonstrate good extension on arm movements. * Develop a motif demonstrating some agility, balance, co-ordination and precision. * Creatively change static actions into travelling movements. * Show different levels and pathways when travelling. * Communicate effectively with partner / group. | |
| **Out Of this World**  **Gymnastics: Counter Balance and Counter Tension** | Have become more confident to perform skills consistently.  Can work to improve sequences and individual actions.  Can work in groups and aim to perform sequences in time with others.  Can make changes to sequences using compositional ideas. | | **Hopping**  **Skipping**  **Landing**  **Balancing**  Symmetry  Points  Patches  Sequence, Combinations Direction  Speed  Partner  Elements  Control  Balance  Flexibility, Asymmetrical  Tempo | | * Link skills to perform actions and sequences of movement. * Explain what counter balancing is. * Use a range of dynamics and pathways to make a sequence aesthetically pleasing. * Know the difference between counter tension and counter balance is. * Perform effectively in canon. * Use a combination of canon and unison in a group sequence | | | * Use push and pull forces to create work part of wider sequences. * Hold controlled balances on a variety of points and patches on a given number of body parts. * Create a sequence of moves in unison with a partner. * Hold a range of symmetrical and asymmetrical counter balances. * Work at different levels with weight on a variety of points and patches. * Roll as part of a balancing and rolling sequence. * Perform a sequence at different levels. * Link asymmetrical counter tension balances and counter balances using transitional moves. | |
| **Out Of this World**  **Net and Wall:**  **Badminton** | Explored forehand and backhand shots  Worked to serve and return serve  Can identify good positions to stand on the court | | **Running**  **Side Stepping**  **Striking with implement**  Split step  Forehand  Backhand  Shuttle cock  Overarm smash  Position  Drop shot  Singles / Doubles | | * How to grip a badminton racket. * Keep the racket head below waist height when striking a serve. * Identify importance to vary serve. * Know where to stand and how to position body to serve. * Move the opponent around the court through shot placement. * Target opponent’s weaknesses such as their backhand. * Use variety of different shots that are open to the player. * Know when to play certain shots. | | | * Assume a position of readiness. * Hit a forehand. * Perform a forehand and backhand serve. * Serve with accuracy. * Move quickly to be in a position to consistently return a shuttle. * I can serve long and short and vary it. * Demonstrate a split step and understand its use. * Chase into the net to retrieve shots. * Play deft drop shots. * Perform different shots consistently and with accuracy. | |
| **Endangered**  **Invasion Games: Basketball** | To be able to confidently use specific netball / basketball skills in games, for example: pivoting, dodging, bounce pass and previous skills learnt.  To play efficiently in different positions on the pitch both attack and defence  To increase power and strength of passes, moving the ball over longer distances | | **Running**  **Side Stepping**  **Throwing**  **Catching**  Control  Use space  Defend  Attack  Chest pass  Tactics  Compete  Collaborate  Teamwork  Score  Shoot  Footwork  Free pass  Pivot  Blocking | | * How to use my body to protect the ball. * How to create space to receive a pass. * How to defend against an attacking player. * Knows the difference between man v man defence and zone defence and understand the benefits of both styles. * Work as a team to create shooting opportunities. * Communicate with team-mates and understand the principles of attacking and defending when playing a competitive game. | | | * Intercept passes and understand their importance during mini games acting as both an attacker and defender. * Communicate effectively with team-mates * I can control a basketball using both hands and protect the ball under pressure. * I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass. * Use different skills such as varying speed and direction to get past defenders. * Mark a player or an area of the court to limit opportunities for the opposition. * Use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball. * Dribble, pass and shoot the basketball using correct the correct technique to play in a game | |
| **Endangered**  **Invasion Games: Football** | Developed passing, dribbling and shooting skills with ball at feet.  Can confidently select and apply basic skills in a game situation  Turn in a variety of ways to retain possession and evade opponents.  Pass and then move into space to receive the ball.  Anticipate what is going to happen by reading my opponent’s body language | | **Running**  **Side Stepping**  **Kicking**  control  defend  dribble  compete  positions  perform  tackle  supporting  score  use space  attack  tactics  teamwork  covering  shooting | | * To move to space after passing. * To anticipate that the ball might come to me at any moment. * How to get free from a defender. * To dribble with the ball close to me and my head up. * To run at pace when trying to dribble past a defender. * When defending how to make it harder for the attacker. * To be able to defend well against an opponent. * Know what an overload, overlap and underlap are. * The importance of concentration and discipline when defending. * The rules of the game. | | | * Demonstrate skill and close control. * Pass the ball and move into space. * Combine skills to allow my team to retain possession. * Dribble at different tempos. * Identify which shooting technique to use to be successful. * Keep the ball moving when running at an opponent. * Communicate well with my teammates. * I can defend thoughtfully, slowing attackers down and not overcommitting too soon. * Combine skills to create a goal scoring opportunity. Make the most of having any extra player/s on my team. | |
| **Endangered**  **Yoga** |  | | **Balance**  Yoga  Relaxation  Rest position  Meditation  Mirror  Affirmation | | * Know what the rest position is. * The relaxation pose. * Understand the wider benefits doing regular yoga provides. * Yoga can help to banish worries. * Identify favourite pose. * Know how to mirror in yoga. * How to make positive affirmations. | | | * Adopt the rest position and relaxation pose. * Hold my poses for 3 slow breaths. * Prepare body for yoga. * Put myself in the right state of mind to get the most out of my yoga session. * Identify which poses are particularly helpful. * Perform a relaxation sequence of meditation. * Make positive affirmations. | |
| **Child of our Time**  **Net and Wall games: Tennis** | Explored forehand and backhand shots  Worked to serve and return serve  Can identify good positions to stand on the court | | **Running**  **Side Stepping**  **Striking with implement**  Return  Court  Forehand  Backhand  Lob  Smash  Forehand  Overarm  Position  Volley  Overhead | | * Know what the ‘ready position’ is. * Identify what the baseline is. * To strike balls away from the opponent. * To have a big backswing from a sideways on position. * Change grip slightly to hit back-hand shots. * Play deft shots with a loose grip. * How to hit a back-hand differently from a forehand. * How to deflect the ball when volleying. * How to link shots together with an approach shot then volley. | | | * Get into the ‘ready position?’ * Grip a racket and get into sideways positions to strike the ball. * Hit a forehand shot, consistently. * Control where I hit the ball. * Get into a good position and play back-hand shots with some consistency. * I can play deft shots near the net within a small area. * Volley accurately on my forehand and backhand. * Use some tactics against an opponent. * Play a competitive game using a range of ground strokes. | |
| **Child of our Time**  **Health and Fitness** |  | | **Hopping**  **Skipping**  **Walking**  **Running**  Exercise  Healthy lifestyle  Core  Stamina  Fitness | | * The physical and mental benefits of regular exercise. * Why flexibility is important. * Why core strength is important in most sports. * Why stamina is very important in some sports. * How to develop all round strength for my body. * Why relaxation and stretching is an important part of all athletes training. * Why it is important to warm up prior to exercise. * How drinking water can rehydrate the body * What factors have contributed to any improvement in performance. * How to measure elements of fitness | | | * Sustain my pace when running. * Motivate myself to do my best in a range of exercises. * Show determination and perseverance. * Run for a period of time, maintaining a good pace. * Perform a variety of exercises. demonstrating good technique. * Work with determination. * Perform exercises with control and good technique. * Show a desire to improve on previous performances. * Improve on previous performances. Prepare properly for exercise. * Communicate and negotiate with others to agree what going to do as a group. * Work as part of a group to set up a circuit of exercises. | |
| **Child of Our Time**  **Gymnastics** | Have become more confident to perform skills consistently.  Can work to improve sequences and individual actions.  Can work in groups and aim to perform sequences in time with others.  Can make changes to sequences using compositional ideas. | | **Hopping**  **Skipping**  **Landing**  **Balancing**  Pathways  Spirals  Zig Zags  Sequences  Combinations  Direction  Balance  Teddy bear roll  Egg roll  Froward roll  Broad jump  Scissor leap  Split leap  Stag Leap  Unison  Canon  Mirroring | | * Explain what unison is and perform this way. * How to transition from one roll to another. * How to mount and dismount apparatus safely. * Know what points and patches are. * Explain language of mirroring, canon and unison are. * Know how to change the dynamics within a sequence. * Evaluate the work of others using technical language including setting targets for improvement. * Adapt a floor sequence to make it work on the apparatus. | | | * Work in a group of 4 to create a sequence of rolls. * Perform in unison. * Work as part of a team to create. sequence where starting & finishing points are clearly defined. * Work in a group of 6 to create a sequence involving different formations and pathways. * Work as part of a team to create a sequence involving flight. * Create a sequence working at different levels and with different dynamics. * Spin on a variety of points and patches. * Take weight on my hands in different ways. * Travel on different body parts. * Perform a sequence as a group with changes in direction, level and speed. * Create sequences with pathways that cross. * Mirror asymmetrical body shapes within a group. * Time my moves within a group sequence | |
| **Titanic**  **Dance: Through the Ages** | Developing choreography and devising skills in relation to a theme.  Exploring dynamic quality and formations to communicate character.  Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience. | | **Skipping**  **Hopping**  **Landing**  **Balancing**  Jive  Hand Jive  Slap / Clap  Hitchhike  Direction  Level  Speed  Timing  Structure, Compositional Elements  Formations. | | * Contribute key words to a theme related mind map. * Translate words and ideas into actions and combine together. * Translate theme related actions into travelling movements and to communicate meaning. * Use canon, formation changes, direction and level to improve ideas. * Listen to other people’s ideas and vocalise own thoughts. * Recognise good timing, execution and performance skills. | | | * Express energetic dynamics in their dance. * Demonstrate good extension on arm movements. * Develop a motif demonstrating some agility, balance, co-ordination and precision. * Creatively change static actions into travelling movements. * Show different levels and pathways when travelling. * Communicate effectively with partner / group. | |
| **Titanic**  **Athletics** | Used running, jumping and throwing; investigated in small groups different ways of performing these activities  Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws. | | **Running**  **Jump for distance**  **Throwing**  **Landing**  Throw  Power  Accelerate  Force  Javelins  Bounce  Shot Putt  Triple Jump  Relay baton  Record  Agility  Curve | | * Able to control running over middle distance. * Learn how running a bend differs from running a straight. * Know get sideways on when throwing. * Use non-throwing arm to help me throw. * Throw a shot using, ‘clean palm, dirty neck’ technique. * Know how to generate power from the thighs when throwing. * Compare techniques, ‘same, different, both’ for triple jump and long jump. | | | * Record and measure an athletics event. * Run at pace over longer distances by improving aerobic capacity. * Run for longer distances with higher intensity without stopping. * Sustain my pace over longer distance. * Throw with accuracy and power using the pull technique. * Throw after a run up. * Throw with greater force and over longer distances. * Throw with greater control, accuracy and efficiency. * Perform the correct techniques for triple jump, high jump and standing vertical jump. * Transfer a relay baton efficiently as part of a team. | |
| **Titanic**  **Striking and Fielding: Rounders** | Linked together a range of skills and use in combination  Collaborated as part of a team to choose, use and adapt rules in games  Understand how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance | | **Running**  **Throwing**  **Catching**  **Striking with implement**  Stance  Bowling  Box  Batter  Bowler  Backstop  Innings  Rounder, (half-rounder)  Shot (stroke)  Defensive  Support in field | | * Catch the ball in line with my nose. * Know what ground fielding techniques to use and can choose the right one for the circumstance. * Have a high back lift when batting. * Know how to motivate and support my team-mates in the field * Be clear on the rules of rounders. * Know the rules when batting and running between bases. * That fielders on 3rd and 4th base can start deep and then come onto their baes as necessary. | | | * Catch with soft hands. * Throw accurately into space. * Bowl accurately at a consistent height. * Ground field consistently well. * Catch and throw quickly from back-stop. * Strike with some accuracy into a given area. * Back up fellow fielders in the outfield. * Communicate with my fellow batter when between bases. * Throw with real accuracy and under pressure. * Play a full game in a small group taking on different roles within the team. * Adapt game depending on opposition. | |
| **Titanic**  **OAA: Team Building and Problem Solving**  **Year 5 do this at Robinwood** | Explore ways of communicating in a range of challenging activities  Navigate and solve problems from memory  Develop and use trust to complete a task and perform under pressure | | Non-verbal  Verbal communication  Trust  Officiate  Team building  Problem solving | | * Make effective plans before beginning. * Know difference of verbal and non-verbal communications. * Respect each others’ opinions. * Evaluate as a team if could improve. * Know importance of clear instructions and speaking encouragingly. | | | * Communicate verbally and use non- verbal communication effectively. * Make a plan, work effectively with others and when under pressure. * Work with others to apply plan. * Trust in others and keep going if not going the way planned. | |
| **Physical Education National Curriculum Skills** | | | | | | | | | |
| **Games** | | **Dance** | | **Gymnastics** | | **Swimming** | **Athletics** | | **OAA** |
| * Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). * Work alone, or with team mates in order to gain points or possession. * Strike a bowled or volleyed ball with accuracy. * Use forehand and backhand when playing racket games. * Field, defend and attack tactically by anticipating the direction of play. * Choose the most appropriate tactics for a game. * Uphold the spirit of fair play and respect in all competitive situations.   Lead others when called upon and act as a good role model within a team. | | * Compose creative and imaginative dance sequences. * Perform expressively and hold a precise and strong body posture. * Perform and create complex sequences. * Express an idea in original and imaginative ways. * Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. * Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). | | * Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills * Hold shapes that are strong, fluent and expressive. * Include in a sequence set pieces, choosing the most appropriate linking elements. * Vary speed, direction, level and body rotation during floor performances. * Practise and refine the gymnastic techniques used in performances (listed above). * Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). * Use equipment to vault and to swing. | | * Swim over 100 metres unaided. * Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. * Swim fluently with controlled strokes. * Turn efficiently at the end of a length | * Combine sprinting with low hurdles over 60 metres. * Choose the best place for running over a variety of distances. * Throw accurately and refine performance by analysing technique and body shape. * Show control in take off and landings when jumping. * Compete with others and keep track of personal best performances, setting targets for improvement. | | * Select appropriate equipment for outdoor and adventurous activity. * Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. * Embrace both leadership and team roles and gain the commitment and respect of a team. * Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. * Remain positive even in the most challenging circumstances, rallying others if need be. * Use a range of devices in order to orientate themselves. * Quickly assess changing conditions and adapt plans to ensure safety comes first. |