

Ryhope Junior School

Physical Education Curriculum



Subject Content (KS2)

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.

Pupils should be taught to:

- ☐ 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- ☐ 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.

Ryhope Junior School: PE curriculum overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Fundamentals	Yoga	Dance	Netball	Dodgeball	Cricket
4	Hockey	Gymnastics	Dance	Tennis	Outdoor Adventurous Activity	Athletics
5	Tag Rugby	Gymnastics	Dance	Outdoor Adventurous Activity	Golf	Rounders
6	Cricket	Yoga	Dance	Outdoor Adventurous Activity	Basketball	Athletics Swimming (external provider)

Year 3



Year	3	Topic	Fundamentals
Key skills		Knowledge to be taught	
• Running: change direction. Show an increase and decrease in speed. • Balancing: demonstrate balance when performing other fundamental skills. • Jumping and hopping: link jumping and hopping actions. • Skipping: jump and turn a skipping rope.		• Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Understand how agility helps us with everyday tasks. • Balancing: understand how balance helps us with everyday tasks. • Jumping and hopping: know that if I jump and land quickly, it will help me to jump further. • Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.	
KEY QUESTIONS			
1) Why do you lean forward when running? 2) How do you take off when jumping? How should you land? 3) What is balance? 4) How will you change direction with control? 5) How should you position your hands to skip?			

Year	3	Topic	Yoga
Key skills		Knowledge to be taught	
• Balance: demonstrate increased control when in poses. • Flexibility: explore poses and movement in relation to my breath. • Strength: explore balances showing some stability.		• Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance. • Flexibility: know that if I move as I breathe out, I can stretch a little bit further. • Strength: understand that I need to use different body parts and muscles for different poses. • Strategy: know that I can use my breath to focus.	

• Strategy: develop my ability to stay still and keep my focus.	
KEY QUESTIONS	
1) What other activities do we create sequences of movement? 2) Why is balance important in yoga? 3) How does yoga help your mind and body? 4) What can help you to stretch further?	

Year	3	Topic	Dance
Key skills		Knowledge to be taught	
• Actions: create actions in response to a stimulus individually and in groups. • Dynamics: use dynamics effectively to express an idea. • Space: use direction to transition between formations. • Relationships: develop an understanding of formations. • Performance: perform short, self-choreographed phrases showing an awareness of timing.		• Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. • Dynamics: understand that all actions can be performed differently to help to show effect. • Space: understand that I can use space to help my dance to flow. • Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. • Performance: understand that I can use timing techniques such as canon and unison to create effect. • Strategy: know that if I show sensitivity to the music, my performance will look more complete.	
KEY QUESTIONS			
1) How can actions create an effect? 2) What is formation? 3) Evaluation - What could be improved? 4) How will you work effectively in a group dance?			

Year	3	Topic	Netball
Key skills		Knowledge to be taught	
• Sending & receiving: explore sending & receiving abiding by the rules of the game. • Space: develop using space as a team. • Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. • Defending: develop tracking opponents to limit their scoring opportunities.		• Sending & receiving: know that pointing my hand to my target on release will help me to send a ball accurately. • Space: know that by spreading out as a team, we move the defenders away from each other. • Attacking and defending: know my role as an attacker and defender. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. • Rules: know the rules of the game and begin to apply them.	
KEY QUESTIONS			
1) Which type of passing technique should be used for short passes? 2) What position should you be in to receive a ball? 3) What is the correct technique for shooting? 4) What is the footwork rule? 5) How do I track an opponent?			

Year	3	Topic	Dodgeball
Key skills		Knowledge to be taught	
• Throwing: explore throwing at a moving target. • Catching: begin to catch whilst on the move.		• Throwing: know to throw slightly ahead of a moving target. • Catching: know that beginning in a ready position will help me to react to the ball. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for.	

	• Rules: know the rules of the game and begin to apply them.
KEY QUESTIONS	
1) Why do you throw ahead of the target? 2) What is the ready position for catching? 3) What tactics would you use in gameplay?	

Year	3	Topic	Cricket
Key skills		Knowledge to be taught	
• Striking: begin to strike a bowled ball after a bounce with different equipment. • Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. • Throwing: use overarm and underarm throwing in game situations. • Catching: catch with some consistency in game situations.		• Striking: know that striking to space away from fielders will help me to score. • Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. • Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. • Catching: know to move my feet to the ball. • Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. • Rules: know the rules of the game and begin to apply them.	
KEY QUESTIONS			
1) Why is it important to communicate with your team before throwing? 2) Why should you look to see where the batter is? 3) Where should you strike the ball?			

Year 4



Year	4	Topic	Hockey
Key skills		Knowledge to be taught	
• Sending & receiving: develop passing techniques appropriate to the game with increasing success. • Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. • Space: develop moving into space to help my team. • Attacking: change direction to lose an opponent with some success. • Defending: develop defending one on one and begin to intercept.		• Sending & receiving: know that cushioning a ball will help me to control it when receiving it. • Dribbling: know that protecting the ball as I dribble will help me to maintain possession. • Space: know that moving into space will help my team keep possession and score goals. • Attacking: recognise when to pass and when to shoot. • Defending: know when to mark and when to attempt to win the ball. • Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. • Rules: know and understand the rules to be able to manage our own game.	
KEY QUESTIONS			
1) How do I protect the ball? 2) How do I change direction when dribbling? 3) How do I mark another player? 4) What does attacking look like in hockey? 5) How do I receive the ball?			

Year	4	Topic	Gymnastics
Key skills		Knowledge to be taught	
• Shapes: develop the range of shapes I use in my sequences.		• Shapes: understand how shapes can be used to improve my sequence.	

• Inverted movements: develop strength in bridge and shoulder stand. • Balances: develop control and fluency in individual and partner balances. • Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. • Jumps: develop control in performing and landing rotation jumps.	• Inverted movements: know that inverted movements are actions in which my hips go above my head. • Balances: know how to keep myself and others safe when performing partner balances. • Rolls: understand that I can keep the shape of my roll using body tension. • Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. • Strategy: know that if I use different directions it will help to make my sequence look interesting.
KEY QUESTIONS	
1) What are inverted movements? 2) How do I balance with a partner? 3) How do I control a jump? 4) How does body tension help me roll?	

Year	4	Topic	Dance
Key skills		Knowledge to be taught	
• Actions: respond imaginatively to a range of stimuli related to character and narrative. • Dynamics: change dynamics confidently within a performance to express changes in character. • Space: confidently use changes in level, direction and pathway. • Relationships: use action and reaction to represent an idea.		• Actions: understand that some actions are better suited to a certain character, mood or idea than others. • Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. • Space: understand that space can be used to express a certain character, mood or idea. • Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. • Performance: know that being aware of other performers in my group will help us to move in time.	

• Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.	• Strategy: know that I can select from a range of dance techniques to translate my idea.
KEY QUESTIONS	
1) How can I create character or mood? 2) What are dynamics? 3) How does dance communicate character? 4) How can I use space?	

Year	4	Topic	Tennis
Key skills		Knowledge to be taught	
• Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. • Rallying: develop rallying using both forehand and backhand with increased technique. • Footwork: begin to use appropriate footwork patterns to move around the court.		• Shots: understand when to play a forehand and a backhand and why. • Rallying: know that moving my feet to the ball will help me to hit in a more balanced position, therefore increasing the accuracy of my shot. • Footwork: know that getting my feet in the right position will help me to balance before playing a shot. • Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. • Rules: know and understand the rules to be able to manage our own game.	
KEY QUESTIONS			
1) What does a forehand shot look like? 2) What does a backhand shot look like? 3) How do I rally? 4) What should your footwork look like?			

Year	4	Topic	OAA
Key skills		Knowledge to be taught	
• Problem solving: plan independently and in small groups, implementing a strategy with increased success. • Navigational skills: identify key symbols on a map and follow a route. • Communication: confidently communicate ideas and listen to others.		• Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. • Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it. • Communication: understand that there are different types of communication and that I can communicate without talking. • Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. • Rules: understand the importance of working with integrity.	
KEY QUESTIONS			
1) Why is communicating with your team important? 2) How do you use a key and cardinal points on a map? 3) What is integrity?			

Year	4	Topic	Athletics
Key skills		Knowledge to be taught	
• Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. • Jumping: develop technique when jumping for distance. • Throwing: explore power and technique when throwing for distance in a pull and heave throw.		• Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. • Jumping: understand that transferring weight will help me to jump further. • Throwing: understand that transferring weight will help me to throw further.	

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| | <ul style="list-style-type: none">• Rules: know and understand the rules to be able to manage our own events. |
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KEY QUESTIONS	
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| <ol style="list-style-type: none">1) What pace do you need when running a longer distance?2) What will help you jump further?3) How do you create power when throwing?4) What is the technique for sprinting? | |
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Year 5



Year	5	Topic	Tag rugby
Key skills		Knowledge to be taught	
• Sending & receiving: develop control when sending & receiving under pressure. • Space: explore moving to create space for themselves and others in their team. • Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. • Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.		• Sending & receiving: know that not having a defender between myself and a ball carrier enables me to send & receive with better control. • Space: know that by moving to space even if not receiving the ball will create space for a teammate. • Tactics: understand the need for tactics and identify when to use them in different situations. • Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.	
KEY QUESTIONS			
1) How do I send a ball? 2) How do I receive a ball? 3) How do I track and mark with success? 4) How do you create space for a teammate?			

Year	5	Topic	Gymnastics
Key skills		Knowledge to be taught	
• Shapes: perform shapes consistently and fluently linked with other gymnastic actions. • Inverted movements: develop bridge and shoulder stand, explore progressions of a cartwheel. • Balances: explore symmetrical and asymmetrical balances.		• Shapes: understand that shapes underpin all other skills. • Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. • Balances: understand how to use contrasting balances to make my sequences look interesting. • Rolls: understand that I need to work within my own capabilities and this may be different to others.	

• Rolls: develop control in the straight, barrel, forward, straddle and backward roll. • Jumps: select a range of jumps to include in sequence work.	• Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. • Strategy: know that if I use different pathways, it will help to make my sequence look interesting
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KEY QUESTIONS

- 1) When do you need to move slow?
- 2) When do you need to move quickly?
- 3) What are contrasting balances?
- 4) What is a bridge stand?
- 5) What are the progressions of a cartwheel?

Year	5	Topic	Dance
Key skills		Knowledge to be taught	
• Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. • Dynamics: confidently use dynamics to express different dance styles. • Space: confidently use direction and patterning to express different dance styles. • Relationships: confidently use formations, canon and unison to express a dance idea. • Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.		• Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. • Dynamics: understand that different dance styles utilise selected dynamics to express mood. • Space: understand that space relates to where my body moves both on the floor and in the air. • Relationships: understand that different dance styles utilise selected relationships to express mood. • Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. • Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.	
KEY QUESTIONS			

- 1) What makes a performance effective?
- 2) What is a canon?
- 3) What does it mean to be in unison?
- 4) How can I create atmosphere?

Year	5	Topic	OAA
Key skills		Knowledge to be taught	
• Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. • Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. • Communication: explore a variety of communication methods with increasing success.		• Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. • Navigational skills: use a key to identify objects and locations. • Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. • Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve. • Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.	
KEY QUESTIONS			
1) What is trial and error? 2) How can I alter my methods to improve? 3) Why is a key on a map important? 4) Why should instructions be concise?			

Year	5	Topic	Golf
Key skills		Knowledge to be taught	
• Striking: develop a wider range of striking techniques and begin to use them under pressure.		• Striking: know that aligning my body and equipment before striking will help me to be balanced.	

	• Tactics: understand the need for tactics and identify when to use them in different situations. • Rules: understand and apply rules in a variety of target games whilst playing and officiating.
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KEY QUESTIONS

1) How should I position my body and feet? 2) How do I hold the club? 3) How do I aim for a target?

Year	5	Topic	Rounders
Key skills		Knowledge to be taught	
• Striking: explore defensive and driving hitting techniques and directional batting. • Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. • Throwing: demonstrate good technique when using a variety of throws under pressure. • Catching: explore catching skills and apply these with some consistency in game situations.		• Striking: understand that stance is important to allow me to be balanced as I hit. • Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. • Throwing: understand where to throw the ball in relation to where a batter is. • Catching: understand when to use a close catch technique or deep catch technique. • Tactics: understand the need for tactics and identify when to use them in different situations. • Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating	

KEY QUESTIONS

1) What is directional batting? 2) When would you use overarm throw? 3) What is a close catch technique? 4) Why should you back up a fielder?
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Year 6



Year	6	Topic	Cricket
Key skills		Knowledge to be taught	
• Striking: strike a bowled ball with increasing accuracy and consistency. • Fielding: use a wider range of fielding skills with increasing control under pressure. • Throwing: consistently demonstrate good technique in throwing skills under pressure. • Catching: consistently demonstrate good technique in catching skills under pressure.		• Striking: understand that the momentum and power for striking comes from legs as well as arms. • Fielding: know which fielding action to apply for the situation. • Throwing and catching: Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. • Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. • Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.	
KEY QUESTIONS			
1) Where does the power for striking come from? 2) How does accurate throwing and catching help your team? 3) What tactics would a fielder use? 4) What tactics would a batter use?			

Year	6	Topic	Yoga
Key skills		Knowledge to be taught	
• Balance: link combinations of poses for balance with increased control in transition. • Flexibility: confidently transition from one pose to another showing extension connected to breath. • Strength: explore poses that challenge my strength and work to maintain increased		• Balance: know where and when to apply force to maintain control and balance. • Flexibility: know which of my muscles require more practice to increase my flexibility. • Strength: understand that I can build up my strength by practicing in my own time. • Strategy: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.	

control and strength when in and transitioning between poses.	
• Strategy: explore methods to control how I feel with some success.	
KEY QUESTIONS	
1) Which muscles require more practice to increase flexibility? 2) How can you increase your strength? 3) How does applying force help you?	

Year	6	Topic	Dance
Key skills		Knowledge to be taught	
• Actions: show controlled movements which express emotion and feeling. • Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. • Space and relationships: use a variety of compositional principles when creating my own dances. • Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.		• Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. • Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. • Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. • Performance: understand how a leader can ensure our dance group performs together. • Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.	
KEY QUESTIONS			
1) How can actions be improved? 2) How can you take the audience on a journey? 3) Why does a group performance need a leader?			

Year	6	Topic	OAA
Key skills		Knowledge to be taught	
• Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. • Navigational skills: orientate a map efficiently to navigate around a course with multiple points. • Communication: inclusively communicate with others, share job roles and lead when necessary.		• Problem solving: understand that being able to solve problems is an important life skill. • Navigational skills: understand why having good navigational skills are important. • Communication: know that good communication skills are key to solving problems and working effectively as a team. • Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. • Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.	
KEY QUESTIONS			
1) What does good communication look like? 2) What does success look like? 3) How do you orientate a map efficiently?			

Year	6	Topic	Basketball
Key skills		Knowledge to be taught	
• Sending & receiving: sending & receiving consistently using a range of techniques with increasing control under pressure. • Dribbling: dribble consistently using a range of techniques with increasing control under pressure. • Space: move to the correct space when transitioning from attack to defence or		• Sending & receiving: understand and make quick decisions about when, how and who to pass to. • Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. • Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.	

defence to attack and create and use space for self and others. • Attacking: confidently change direction to lose an opponent • Defending: use a variety of defending skills (tracking, interception) in game situations.	• Tactics: know how to create and apply a tactic for a specific situation or outcome. • Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating
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KEY QUESTIONS

1) Why is making quick decisions important? 2) What is the purpose of a V dribble? 3) How does changing between attack and defence help the team?

Year	6	Topic	Athletics
Key skills		Knowledge to be taught	
• Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. • Jumping: develop power, control and technique in the triple jump. • Throwing: develop power, control and technique when throwing discus and shot put.		• Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. • Jumping: understand that a run up builds speed and power and enables me to jump further. • Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. • Rules: understand and apply rules in events that pose an increased risk.	
KEY QUESTIONS			
1) What muscle groups do you need to prepare for running? 2) How does a run up help you jump? 3) What is the technique for triple jump? 4) What is the technique for throwing a discus and shotput?			

Year	6	Topic	Swimming
Key skills		Knowledge to be taught	
• Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. • Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. • Water safety: perform a variety of survival techniques.		• Strokes: understand that making my body streamlined helps me to glide through the water. • Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. • Water safety: know which survival technique to use for the situation. • Rules: understand that different environments have different rules to keep us safe around water	