

Hazelwood Schools



Physical Education Curriculum Overview

PE at Hazelwood

Intent

At Hazelwood Schools, we value the importance of Physical Education and its many benefits in developing a child physically, socially and mentally. We believe in empowering pupils with the physical literacy, confidence, resilience and motivation to pursue a lifelong love of physical activity and sport. It is our intent that Physical Education at Hazelwood inspires awe and wonder through a purposeful curriculum, enabling our children to be equipped for secondary school.

The aims of the PE curriculum are:

- To develop practical skills across a broad area of topics involving: Athletics, Dance, Gymnastics, Invasion Games, Net and Wall Games, Outdoor and Adventurous Activities (OAA) and Swimming.
- To provide opportunities for children to gain knowledge and be inspired by a range of sports and people from the world of sport.
- To enable children to build confidence when participating in a range of different sports.
- To use key Physical Education language to evaluate and communicate ideas.
- To provide real, relevant, immersive and purposeful sporting opportunities for children to develop their own skills, techniques and ideas.
- To develop children’s understanding of the importance of being healthy and active and its impact on their life.

Our Vision and Values

At Hazelwood, we believe in nurturing responsible citizens to achieve educational excellence by inspiring awe and wonder through a real, relevant, immersive and purposeful curriculum.

Our shared values are at the heart of all we do.

Believe and Achieve



Implementation

At Hazelwood, Physical Education (PE) is taught discretely twice weekly. One lesson is taught by our PE specialist teacher and the other is taught by the class teacher. The children experience PE learning both indoors and outdoors. Our PE curriculum incorporates all areas of PE outlined in the National curriculum and offer opportunities and experiences regardless of ability. We use Get Set 4 PE scheme to guide our planning. The Get Set 4 PE scheme provides guidance on progression and sequencing of content for planning the delivery of skills, knowledge and vocabulary in Physical Education from Early Years to Year 6. The guidelines exemplify what most children are expected to be able to do, know, understand and verbalise in all aspects of physical education, including health and safety. We understand that Swimming is an important life skill and we aspire for all children to leave primary school being able to swim at least 25 metres. At Hazelwood Swimming lessons take place in year 5 which we follow through the Enfield PE Scheme of work.

In the EYFS, children follow a curriculum that develops fundamental movement and coordination skills that they will need throughout their lives. In KS1 children perform the fundamental skills of catching, passing, dribbling, finding space, throwing, jumping, balancing, running and moving rhythmically that they will need to participate in physical activity and sport in the future. Throughout KS2, our children have the opportunities to develop and apply these skills across the different areas of PE.

Areas of PE taught at Hazelwood

- Gymnastics
- Dance
- Yoga
- Net/Wall Games
- Invasion Games
- Striking and Fielding Games
- Outdoor Adventurous Activities
- Athletics
- Swimming

Hazelwood's Approach to Teaching and Learning

At Hazelwood you will see a range of real, relevant, immersive and purposeful learning opportunities within a nurturing, enabling environment, including the following approaches to teaching and learning:

- Children **exploring and answering big questions** which allow them to think deeply about their learning
- Children **hearing and using key vocabulary** in a range of contexts
- Children **speaking in full sentences** using the key vocabulary taught
- **Cold calling** - supporting all children in engaging in their learning and believing they can achieve
- **Adaptive teaching** - responding to the needs of all children
- **Retrieval practice** – allowing children to know more, remember more and do more
- **Positive relationships and quality interactions** that nurture our responsible citizens
- **Spaced and sequential learning** over time to help children learn more quickly and remember learning better.

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In a typical PE lesson, you will see:

- Children being physically **active** for the majority of the lesson
- Children learning about **health and safe practise** to include safety issues, health benefits and exercise effects
- Children **learning new skills** building on prior learning
- Children **working individually, in pairs and groups** to practise and develop their skills
- Children **applying their skills to a meaningful context** e.g dribbling skills in a football match
- Children **using subject specific vocabulary** to communicate their understanding of their PE learning
- Children **evaluating own and peers practise** to further improve and develop

Real, Relevant Immersive learning opportunities in PE are really important in ensuring our children pursue happy, healthy and active lives. Our children have the **opportunity** to be physically active for sustained periods of time and we teach children the importance of leading healthy, active lives and making informed and appropriate lifestyle choices.

To further enhance our PE curriculum, daily physical activities and health enhancing activities are incorporated into our day such as active lessons and the Daily Mile. We provide all children with resources to encourage active playtime and lunchtimes which is further supported by the PE specialist, PE apprentice and our sports leaders.

We provide children with a wide range of PE & Sport opportunities beyond the school day. Through our sports squads, children compete in a range of Borough competitions, sports festivals and local cluster fixtures. After school clubs such as: Netball, Tag Rugby, Football, Cricket, Dance, Tennis and Athletics, further provide opportunities for children to develop sporting skills, healthy lifestyle and positive attitudes.

Impact

How do we assess?

We assess our children using a range of methods:

- Routine, embedded, informal formative assessment is built into every lesson.
- To capture learning in Physical Education, class teachers use video footage to show progress between the first and final session within each unit of work.
- Teachers use a range of questions to assess children's knowledge and observe children using and applying skills
- Summative assessment is recorded termly on Scholar Pack, identifying those working at ARE, as well as those below and above ARE.

How do we know that children are at an age-related expectation?

- Children are assessed against criteria set out in the Get Set 4 PE scheme to determine if they are working at age related expectation. This is recorded on Scholar Pack and used to inform planning and determine if any child requires further support or greater challenge.
- Children achieve the Get Set 4 PE scheme end of unit outcomes.

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Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Body Management: Introduction to the apparatus</p> <p>Games: Focus on moving with control & co-ordination</p>	<p>Dance: Action rhymes & rhythms</p> <p>Games: Focus on sending skills, rolling activities</p>	<p>Body management: “I can travel under, over and through apparatus”</p> <p>Games: Focus on aiming activities</p>	<p>Dance: Dance a story</p> <p>Games: Focus on throwing and catching activities</p>	<p>Body management: “I can travel on different parts of my body”</p> <p>Games: Focus on kicking and dribbling activities</p>	<p>Dance: Dance to known songs</p> <p>Games: Focus on striking activities</p>
Big Questions	<ul style="list-style-type: none"> ● How do we move around safely? ● What do we need to do with our eyes when we are moving around? 	<ul style="list-style-type: none"> ● Can you roll your piece of equipment gently into a space – can you run around it and pick it up before it stops moving? 	<ul style="list-style-type: none"> ● What is a target? ● Where do you look to aim for the target? 	<ul style="list-style-type: none"> ● Can you walk in and out of the shapes? ● Can you bounce your ball? ● Can you make up a pattern of bouncing and catching? 	<ul style="list-style-type: none"> ● Can you move forwards? ● Backwards, (look over shoulder for safety) ● Sideways? ● Slowly? ● Quickly? 	<ul style="list-style-type: none"> ● How else can you travel? ● Can you move in time to the music? ● Can you dance without falling over? ● Can you dance without bumping into anyone?
Vocabulary	Stop, stand still. Squeeze your muscles. Space.	Words to describe movement (dynamic qualities), e.g. fast, strong, gentle.	Pathway e.g. forwards backwards • Direction e.g. Up, down, forwards	Throwing , catching, bouncing. free space, own space, high, low.	Body parts and surfaces e.g. feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies, along, around, across, on, off, over, under, through	Forwards, backwards, sideways, near, far, in and out, on the spot, own, beginning, middle, end.

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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Games: Focusing on moving with control and co-ordination.	Games: Focus on sending skills, rolling activities	Games: Focus on aiming activities	Games: Focus on throwing and catching activities	Games: Focus on kicking and dribbling activities	Games: Focus on striking activities
Big Questions	<ul style="list-style-type: none"> Can you travel in and out of the mats without bumping into anyone? Can you show me different ways of travelling under, over and along the apparatus? 	<ul style="list-style-type: none"> How would the soldiers move? What shoes would they wear? Can you roll your piece of equipment gently into a space – can you run around it and pick it up before it stops moving? 	<ul style="list-style-type: none"> What is a target? Where do you look to aim for the target? 	<ul style="list-style-type: none"> Show me how you can walk around your shape, -change direction. Can you walk in and out of the shapes? Can you bounce your ball? Can you make up a pattern of bouncing and catching? 	<ul style="list-style-type: none"> Can you move forwards? Backwards, (look over shoulder for safety) Sideways? Slowly? Quickly? 	<ul style="list-style-type: none"> How else can you travel? Can you move in time to the music? Can you dance without falling over? Can you dance without bumping into anyone?
Vocabulary	Jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide	Words to describe movement (dynamic qualities), e.g. fast, strong, gentle. Words to describe moods and feelings (expressive qualities) e.g. jolly, stormy, funny.	Pathway e.g. forwards backwards • Direction e.g. Up, down, forwards	Throwing , catching, bouncing. free space, own space, high, low. Gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue.	Body parts and surfaces e.g. feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies, along, around, across, on, off, over, under, through	Words to describe space, e.g. near, far, in and out, on the spot, own, beginning, middle, end. Forwards, backwards, sideways, near, far, in and out, on the spot, own, beginning, middle, end.

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Games: Bouncing and catching</p> <p>Forest School</p>	<p>Games: Travelling with the ball</p> <p>Dance: Simple movement patterns</p>	<p>Games: Receiving hand and feet</p> <p>Gymnastics: Taking weight on different body parts</p>	<p>Games: Sending, kicking and striking</p> <p>Dance: Exploring dance actions</p>	<p>Games: Developing hand-eye co-ordination</p> <p>Gymnastics: Transferring weight from one body to another</p>	<p>Games: Healthy ABCs (Being active, being healthy, being safe)</p> <p>Fitness: Exercise and healthy lifestyle</p>
Big Questions	<p>Games:</p> <ul style="list-style-type: none"> ● How could you make the ball bounce higher/lower? ● Can you track the ball with your eyes as it bounces and lands? ● How do I show that I am ready to move to catch the ball? ● Can you remember how we track the ball and get ready to catch? 	<p>Games:</p> <ul style="list-style-type: none"> ● Which ways are easier / harder to keep hold of the ball and travel? ● Compare different types of ball – which is easiest/hardest to travel with? ● Is your teammate ready to receive the ball? How can you check? ● What should we be looking at as we bounce the ball? ● Can you show all the different ways of dribbling that you practised with your partner? <p>Dance:</p> <ul style="list-style-type: none"> ● How can you make lots of different star shapes? ● Which different parts of the body can you use on the spot? ● How can we keep our bouncing light so that it does not make heavy landing noises? 	<p>Games:</p> <ul style="list-style-type: none"> ● Can you stop the ball with other parts of your body? ● Is your body ready to receive the ball? ● Why is it good for us to get out of breath? ● Can you kick the ball on the ground and stop it with your foot running ahead? ● Can you kick or roll the ball at the correct speed so as to retrieve it? <p>Gymnastics:</p> <ul style="list-style-type: none"> ● How can you keep as still as possible after moving quickly? ● How did you manage to stay still for a count of 1-2-3? ● Why is it important for us 	<p>Games:</p> <ul style="list-style-type: none"> ● Can you travel with your object and stop it before it goes out of the area? ● What body parts can you use to stop and control the ball? ● Can you say and show the actions to perform a good, smooth rolling technique? ● Are you tracking the ball and quickly running round to retrieve it? ● Can you track and quickly get in line with the ball to stop it? <p>Dance:</p> <ul style="list-style-type: none"> ● How many different ways of travelling do I see? ● Why must you work together to spin on a central spot? ● Is there a story to go with your dance? ● Who shows musicality? 	<p>Games:</p> <ul style="list-style-type: none"> ● Are you aiming for the racket head? ● Are you showing a good body position for throwing and receiving? ● Is your body and racket ready to receive the ball? ● Are you showing a good ready position for catching the ball? ● Are you tracking and moving to catch the ball? <p>Gymnastics:</p> <ul style="list-style-type: none"> ● How do we keep control when moving your weight from one body part to another? ● Is it easier to move your weight from hands to feet or feet to hands – why do you think this is? ● Which body shapes make it easier / harder to rock? ● Why is it important to protect your head and 	<p>Games:</p> <ul style="list-style-type: none"> ● How can you make your jumps go even higher or even further? ● Are you using legs, knees and arms to jump as high as you can? ● What is a good body action for our pathways? How do I best run the slalom / zigzag? ● Can you change direction and start and stop quickly and safely? <p>Fitness:</p> <ul style="list-style-type: none"> ● How does your body feel when we exercise? ● How can exercise make us strong and healthy? ● What happens to your breathing when you exercise?

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		<ul style="list-style-type: none"> Can you describe your character and why you have chosen the way in which they move to a talk /pair /share partner? 	<p>to learn to check the equipment before we use it?</p> <ul style="list-style-type: none"> How did you decide which were your favourite ways of travelling to include in your sequence? 		try not let it touch the floor when you rock?	
Vocabulary	Send, bounce, push, receive, catch, collect, ready position, track, move in line.	Travel, run, jog, step, skip, hop, sidestep, sideways, forwards, backwards. Gallop, skip, jump, freeze, spin, turn, beginning, middle, end.	Avoiding, tracking a ball, rolling, striking, overarm throwing, bouncing, catching, opposite, team. Posture, tension, extension, slow, stop, land, relaxed, curled.	Send, roll, throw, kick, track, receive, catch, stop, control, move. Forwards, backwards, sideways, fast, strong, gentle, slippery, smoothly.	Strike, hit, connect, balance, send, throw, roll, grip. Jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step.	Throw, fling, underarm, aim, track, move, receive, catch, teamwork, taking turns, fairness, respect. Breathing, brain, muscles, strong, healthy.

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Year 2	Autumn 1	Autumn 2	Spring 1 -	Spring 2	Summer 1	Summer 2
	<p>Games: Dribbling</p> <p>Gymnastics: Balance</p>	<p>Games: Throwing and catching</p> <p>Dance: Communicating moods, feelings and ideas</p>	<p>Games: Sending, kicking and striking</p> <p>Gymnastics: Parts high & low</p>	<p>Games: Developing sending & receiving skills</p> <p>Forest School</p>	<p>Athletics: Sprinting, jumping and turning</p> <p>Yoga: Mindfulness and Body awareness</p>	<p>Games: Striking skills</p> <p>Dance: Creating a Dance Phrase</p>
Big Questions	<p>Gymnastics:</p> <ul style="list-style-type: none"> How do you tell the difference between a position of stillness and a balance? Can some balances become a 2 point balance? How does stretching improve control and body shape in gymnastics? <p>Games:</p> <ul style="list-style-type: none"> Can you show me different ways of travelling with the ball using your feet? Can you use the inside of the foot/outside of the foot/laces? Can you make your ball bounce? Can you bounce with either hand? Can you bounce the ball and catch? 	<p>Games:</p> <ul style="list-style-type: none"> Can you catch with either hand? Can you catch different types of balls? Can you pass the ball so it bounces before your partner catches it? How many different ways can you find? Can you do it one in front of the other hand side by side? <p>Dance:</p> <ul style="list-style-type: none"> Does your partner repeat your sequence accurately-if not how can you help them remember? What aspects of the movement phrase do you want to develop further and why? What mood/emotion are you portraying? Do you both display the same or is one 	<p>Games:</p> <ul style="list-style-type: none"> Can you travel with your object and stop it before it goes out of the area? What body parts can you use to stop and control the ball? Can you say and show the actions to perform a good, smooth rolling technique? Are you tracking the ball and quickly running round to retrieve it? Can you track and quickly get in line with the ball to stop it? <p>Dance:</p> <ul style="list-style-type: none"> How many different ways of travelling do I see? Why must you work together to spin on a central spot? Is there a story to go with your dance? Who shows musicality? 	<p>Games:</p> <ul style="list-style-type: none"> Can you devise your own aiming game? How could you introduce a scoring system to your game? Can you kick the ball between 2 cones? Can you kick with either foot? Can you control the ball with only one touch? 	<p>Games:</p> <ul style="list-style-type: none"> Can you run with large steps, small steps? Can you jump forwards, backwards and sideways? Can you link them together to make a sequence of jumps? Can you link together different ways of running? Can you change speed or direction quickly? Can you use alternate legs to hop? <p>Yoga:</p> <ul style="list-style-type: none"> Can you breathe in and out slowly when holding your yoga pose? What is flexibility? How can you improve your balance, strength and flexibility with these yoga poses? 	<p>Games:</p> <ul style="list-style-type: none"> Can you balance the ball on the bat? How many times can you bounce the ball on the bat? Can you hit the ball along a short line try using different size balls? Can you hit the ball accurately to your partner? How many hits can you make with a partner without stopping? <p>Can you hit the ball in the air for the next person to catch?</p> <p>Dance:</p> <ul style="list-style-type: none"> How would you describe the action and atmosphere the dance creates? How does the music help? Was it danced with technical accomplishment?

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	<ul style="list-style-type: none"> Can you bounce the ball with either hand? 	different from the other?				<ul style="list-style-type: none"> Was it expressive?
Vocabulary	Rebound, tracking or following the movement of a ball, aiming, speed, direction. Control, hang, swing, sequence, copy, upside down, take off, smooth, turn.	Soft hands, tracking, eyes on the ball. Creepy Shadowy, swaying, under and over, wrapped around, through, tangled, entwining.	Avoiding, tracking a ball, rolling, striking, overarm throwing, bouncing, catching, free space, own space, opposite, team. Backwards, sideways, twist, high, medium, low, zigzag, angular, circular.	Aiming, direction, passing, rolling, shooting, scoring.	Running, jumping, throwing, leaping, strides, pacing. Body tension, body shapes, stretch, arch, dish, tuck.	Run, jog, step, sidestep, sideways, forwards, backwards, high, low, near, straight, distance. Poise, posture, pivot, expression, exaggeration, dynamics.

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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Games: Outdoor & Adventurous Activities (Using simple trails/diagrams) Yoga: Body awareness</p>	<p>Games: Invasion Games (Passing) <u>Football</u></p> <p>Gymnastics: Stretching & Curling</p>	<p>Games: Invasion Games (Creating space) <u>Netball</u></p> <p>Forest School</p>	<p>Games: Net/Wall (Directing the ball) <u>Tennis</u> Dance: Exploring cultural dance</p>	<p>Games: Athletics (Running, throwing & jumping) Gymnastics: Travelling with a change of direction</p>	<p>Games: Striking and fielding - <u>Cricket</u></p> <p>Fitness: Flexibility, strength, technique</p>
Big Questions	<p>Games (OAA):</p> <ul style="list-style-type: none"> Did you always set the map correctly? Were you able to identify where your partner was on the map? Were you able to find the counter straight away? Or did you have to search for it? What was your plan to get all of the control flags as quickly as possible? How could you have completed this exercise more quickly? <p>Yoga:</p> <ul style="list-style-type: none"> How are you feeling? Can you breathe in and out noticing your stomach go up and down? Do you find yourself more stable when you moved in time with your breath? 	<p>Games:</p> <ul style="list-style-type: none"> What can you do with your hands as you wait for a pass? Where should your fingers be pointing as you release the ball from a pass? How can you improve your chances when intercepting? What can you do if the ball is travelling high when passed? <p>Gymnastics:</p> <ul style="list-style-type: none"> How can you make sure your body is moving smoothly? What do we mean by “body tension?” How can you vary your movements? Can you hold your balances still for 3 seconds? Do your bodies show tension at the appropriate moments? 	<p>Games:</p> <ul style="list-style-type: none"> Can you pass the ball round your waist, between your legs, around ankles, figure of 8 etc? Can you predict what will happen with more taggers? How many different ways can you find of passing a ball to a partner? How do you know if a player is ready to catch? <p>Forest School</p>	<p>Games:</p> <ul style="list-style-type: none"> Can you jump between the catches, turn a full circle and catch after the bounce / before the bounce etc? Can you shake hands with the racket? Can you pass the ball or roll the ball from one racket to partners racket? E.g. how many times before dropping? Can you lob the ball over your opponent’s head to the rear of the court, when your opponent is in the front of the court? Can you use a low drop over the net into the front of the court, when the opponent is in the rear court? <p>Dance:</p> <ul style="list-style-type: none"> How can you ensure you are in control when you are performing? 	<p>Games:</p> <ul style="list-style-type: none"> What happens to pace if you want to run continuously for a long time? How many different types of jumps did you find? What helps you to jump higher? How does throwing action change to throw different objects? Why do we need to bend the knees before jumping? <p>Gymnastics:</p> <ul style="list-style-type: none"> Do you take off from one or two feet? What should your arms do when you jump into the air? Can you link the movements by the end of an action being the beginning of the next? What about your ending position, are you able to hold this 	<p>Games:</p> <ul style="list-style-type: none"> How can you quickly pick the ball up? How can you change direction? Can you roll it short & long distances? How does the throwing action change for longer distance? How will you organise your team to play the game? Which skills will you use? <p>Fitness:</p> <ul style="list-style-type: none"> Why do you think improving strength will help? Which muscles can you feel working? How can we help our teammates who are finding it difficult? What can you do to help you perform your sprint?

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	<ul style="list-style-type: none"> • How do we perform the tree pose? • How does breathing help you focus? • Do you feel any different from the start of the lesson? 			<ul style="list-style-type: none"> • Can you hear the difference in the use of the feet? How and why are steps different? • How can you ensure you are in control when you are performing? 	still so that the audience will know you have finished your sequence?	
Vocabulary	<p>Map, orientation, search, point, navigate.</p> <p>Soft, strong, mindfulness, wellbeing, shapes, pose, flow, breath.</p>	<p>Keeping possession, passing, dribbling, shooting, shielding the ball, width, depth, support, marking, covering.</p> <p>Dynamics, space and relationships, partner, copy, follow, lead, unison, canon, repeat, structure.</p>	<p>Keeping possession, keeping the ball, making space, pass, send and receive, dribble, travel with the ball.</p> <p>Contrasting, flow, half turn, stretched, curled, explosive.</p>	<p>Technique, racket, assess, pace, badminton, tennis, table tennis, squash, volleyball.</p> <p>Direction, e.g. up, down, forwards, levels, e.g. high, low, sequence, movement phrase, counts, beats, pattern, stomping, clapping, jumping.</p>	<p>Run, hop, skip, step, sideways, forwards, backwards, throw high, aim.</p> <p>Inverted, contrasting, extension, flow, combinations, half turn, sustained, explosive.</p>	<p>Batting, score, tee, fielding, backstop, wicket, bowler, rounder, innings, base, boundary.</p> <p>Strength, speed, power, agility, coordination, balance, stamina, perseverance, determination.</p>

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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Games: Net/Wall Games <u>Tennis</u></p> <p>Dance: Re-telling a story</p>	<p>Games: Invasion Games (Keeping possession of the ball) <u>Basketball</u></p> <p>Gymnastics: Balance</p>	<p>Games: Invasion Games (Controlling & Receiving) <u>Football</u></p> <p>Dance: Characterisation</p>	<p>Games: Outdoor & Adventurous Activities (Following plans and problem solving)</p> <p>Fitness: Developing components of fitness</p>	<p>Games: Athletics (Developing running, throwing & jumping techniques)</p> <p>Gymnastics: Receiving body weight</p>	<p>Games: Striking & Fielding (Fielding as a team) <u>Cricket</u></p> <p style="text-align: center;">Forest School</p>
Big Questions	<p>Games:</p> <ul style="list-style-type: none"> Can you jump between the catches, turn a full circle and catch after the bounce / before the bounce etc? Can you shake hands with the racket? Can you pass the ball or roll the ball from one racket to partners racket? E.g. how many times before dropping? Can you lob the ball over your opponent's head to the rear of the court, when your opponent is in the front of the court? Can you use a low drop over the net into the front of the court, when the opponent is in the rear court? <p>Dance:</p> <ul style="list-style-type: none"> Have you found moments when you come together, are furthest apart; one is high and one is low; 	<p>Games:</p> <ul style="list-style-type: none"> What does it mean to keep possession of the ball? How can I change my body position to keep possession? If you or your team has possession, who cannot score? How can creating space for your teammates help you keep possession of the ball? <p>Gymnastics:</p> <ul style="list-style-type: none"> Is it easier to hold your shape on the floor or on apparatus and why? Which shapes are the easiest to transfer from the floor to the apparatus and which are more challenging? Which balances are easier / harder to roll into / out of? Can you describe your how your balances are contrasting – how 	<p>Games:</p> <ul style="list-style-type: none"> How can you effectively work together to make sure the ball always stays controlled? What affects the decision making of the player trying to pass the ball? How can the defenders improve their chances of intercepting the ball? How can you position your body to effectively receive the ball? Can you explore passing the ball in different level of height and speed? <p>Dance:</p> <ul style="list-style-type: none"> Can you partner identify your character from your adapted warm up? How are you performing the same 	<p>Games (OAA):</p> <ul style="list-style-type: none"> What planning did you do before trying the activity? How can you make sure your group stay balanced? What would you do next time to improve your accuracy? Did you keep your map set at all times? Why do you need to do this? How carefully did you think about the route to each control. Could you have gone a quicker way? <p>Fitness:</p> <ul style="list-style-type: none"> Why do you think improving strength will help? Which muscles can you feel working? How can we help our teammates who are finding it difficult? 	<p>Gymnastics:</p> <ul style="list-style-type: none"> When jumping off apparatus how can the landing be controlled so your hands do not touch the floor on landing? How do you keep the movement smooth and flowing as the weight is transferred from one body part to another? How can you make sure you stay in control whilst taking weight on your hands? <p>Athletics:</p> <ul style="list-style-type: none"> What are the safety considerations when we throw something? What difference does a short “run up” make to the distance you can achieve? Which hand is it easier to hold the baton as you run round the curve? 	<p>Games:</p> <ul style="list-style-type: none"> How many catches before dropping the ball? How many catches in 30 seconds? What do you need to think about when playing as a batter and fielder? What worked well, how could you make it more difficult for your opponents? <p style="text-align: center;">Forest School</p>

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	<p>one is fast and one is slow etc.? Contrast adds interest.</p> <ul style="list-style-type: none"> • What emotions do you see in the dance? • Can I see in your sequence light, upright outward reaching gestures? • Does the size of your movement match how happy you are? 	is this different to similar balances?	<p>actions differently? Are you paying attention to facial expression?</p> <ul style="list-style-type: none"> • Do you need to reorder your solo moves to given the new duet a story/narrative that might reflect how you would communicate in the period if you met? 	<ul style="list-style-type: none"> • What can you do to help you perform your sprint? 		
Vocabulary	<p>Outwit, backhand, forehand, practice, ready position. Dance style, technique, formation, pattern, pathway, gesture, counts and Rhythm.</p>	<p>Keeping possession, keep control, make and use spacer, support, points, goals, rules, tactics. Rotation, 90°, 180°, 270° Spinning, axis, strength, Suppleness, stamina, combine, contrasting.</p>	<p>Tactics, tackle, goal-side, intercept, attack, defend, position, referee. Dance style, technique, pattern, pathway, gesture, counts and rhythm, phrase, sequence variation.</p>	<p>Teamwork, communication, orientation, map symbols. Soft, strong, mindfulness, wellbeing, shapes, pose, flow, breath.</p>	<p>Sprint, jog, pace – eg steady, fast, medium, slow. Throwing action – eg sling, push, overarm, pull, heave; run-up, take off, landing, position of feet on last stride, stamina, endurance, strength, speed, power. Rotation, 90°, 180°, 270° spinning, axis, strength, suppleness, stamina.</p>	<p>Batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, score. Strength, speed, power, agility, coordination, balance, stamina, perseverance, determination.</p>

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Games: Net/Wall (Developing individual shots) <u>Table Tennis</u></p> <p>Dance: Formations in historical dance</p>	<p>Games: Support play <u>Tag Rugby</u></p> <p>Gymnastics: Flight</p>	<p>Invasion ball games: Shooting and keeping <u>Netball</u></p> <p>Swimming</p>	<p>Outdoor Adventurous Activities: Responding to challenges</p> <p>Swimming</p>	<p>Athletics: Set targets and improve performance in running, jumping and throwing</p> <p>Forest School</p>	<p>Striking and Fielding: Developing range of roles and positional play <u>Cricket</u></p> <p>Fitness: Stamina, speed, coordination</p>
Big Questions	<p>Games:</p> <ul style="list-style-type: none"> ● Can you swing the racket back and follow through? ● Can you hit the ball at the top of the bounce? ● How many hits can you make without making a mistake? ● Are you getting into the ready position? ● When would you play the volley shot in a game? <p>Dance:</p> <ul style="list-style-type: none"> ● Is it harder to keep in a straight line with someone at your side? ● What has to change when processing with four or eight people? ● Do you prefer to dance with or without music? Explain why. ● Can I see a smooth flow to the dance? ● Can I see equal spacing? 	<p>Games:</p> <ul style="list-style-type: none"> ● Why do you want to increase speed when dribbling? ● How do you make sure you avoid cones and other players? ● What do you need to do to avoid the defender in the game when attacking? ● Why is it important to have good control of the ball? <p>Gymnastics:</p> <ul style="list-style-type: none"> ● What part of our foot lands first? ● How much space needs to be in front of you? ● How can you make a jump landing “stick”? ● Where should your head be when jumping? ● What is a sequence? 	<p>Games:</p> <ul style="list-style-type: none"> ● Which side of the stick do we use in hockey? ● How will changing speed and direction help when dribbling? ● How do we hold the hockey stick? ● How do you mark your opponent effectively? 	<p>Games (OAA):</p> <ul style="list-style-type: none"> ● How did you keep your map set at all times? ● How do you know you visited the correct control? ● Do you know all of the map symbols? ● What was most important in helping you succeed? Did you listen to everyone’s ideas and suggestions? 	<p>Athletics:</p> <ul style="list-style-type: none"> ● Is your partner running on their toes? Using their arms? ● How can you challenge them more or change the task if it’s too hard? ● Why do you need to take off the same foot each time? ● Can you spot any changes in control as your partner gets faster? ● Watch the others in your group – is the same leg leading over the hurdle each time? 	<p>Striking and Fielding:</p> <ul style="list-style-type: none"> ● How high can you throw it and catch it? ● Can you run around the ball and pick it up? ● Can you vary the pace of the ball? <p>Fitness:</p> <ul style="list-style-type: none"> ● Why do you think improving strength will help? ● Which muscles can you feel working? ● How can we help our teammates who are finding it difficult? ● What can you do to help you perform your sprint?

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Vocabulary	<p>Volley, overhead, rally, singles. Compose, perform and Appreciate. Dance style: traditional, contemporary; Morris, Pavane. Technique: poise, lilt, precision.</p>	<p>Support, formations, official, pitch, court.</p> <p>Asymmetry, symmetry, display, matching, flight, feet apart, feet together, crouch, inclined.</p>	<p>Keeping possession, passing, dribbling, shooting, shielding the ball, width, depth.</p>	<p>Teamwork, communication, orientation, map symbols.</p>	<p>Race, run-up, take off, landing, position of feet on last stride, pacing, stamina, strength and speed.</p>	<p>Stance, the crease or batting point, non-striker, leg-side, offside home base, pitch.</p> <p>Strength, speed, power, agility, coordination, balance, stamina, perseverance, determination.</p>
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Hazelwood Schools –PE Curriculum Overview

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Games: Net/Wall - Developing game play <u>Volleyball</u></p> <p>Gymnastics: Matching and mirroring</p>	<p>Games: Invasion – Attacking and defending play <u>Tag Rugby</u> Forest School</p>	<p>Games: Invasion – Teamwork and formations <u>Basketball</u></p> <p>Gymnastics: Counter balance and tension</p>	<p>Games: Outdoor Adventurous Activity</p> <p>Yoga: Postures</p>	<p>Games: Athletics – including safe practice</p> <p>Dance: Putting on a dance performance</p>	<p>Games: Striking and fielding <u>Cricket</u></p> <p>Fitness: Components of fitness</p>
Big Questions	<p>Games:</p> <ul style="list-style-type: none"> • What’s important in order to make sure we keep hitting the ball on the racket? • How do we get the ball to go in a different direction? • Why is it important when playing tennis to have good agility, balance and coordination? • What is the correct technique for the forehand shot? <p>Gymnastics:</p> <ul style="list-style-type: none"> • Can you orientate your plan to set up your equipment? • Does your sequence have a start and finish? • Can you copy your partner’s sequence? • Can you replicate the sequence each time with control and accuracy? How can you vary your sequence by using 	<p>Games:</p> <ul style="list-style-type: none"> • How many passes can you make without defender touching the ball? • Why is important to have good control of the ball? • What different ways can a player move the ball successfully? • What kind of attacking and defending tactics could you use? 	<p>Games:</p> <ul style="list-style-type: none"> • What formations do you use to play the ball from defence? • How do you support your team members when in possession of the ball? • What skills do you use to outwit your opponents? • What could you try to do to help avoid the taggers? <p>Gymnastics:</p> <ul style="list-style-type: none"> • Can you stand up without letting go or moving feet or bending arms? • Can you sit while your partner stands? • Do you know the difference between counter balance and counter tension? • Can you start apart – travel towards each other, perform a balance and then travel away again. 	<p>Games:</p> <ul style="list-style-type: none"> • What was good about your partners guiding and communication? • How did you make sure your partner was safe at all times? • Whose fault would it have been if someone had got hurt? The blindfolded person, or the person guiding? <p>Yoga:</p> <ul style="list-style-type: none"> • How do you perform the tree posture? • What do you need to do with your muscles to try and balance in the posture? • How can we move from one posture to another posture smoothly? 	<p>Games:</p> <ul style="list-style-type: none"> • What about the health benefits of jumping high into the air? • Do you know what is happening in the body when you jump explosively? • Which is the lead leg (the first one to clear the hurdle)? • Is the same lead leg going over each time? • Why is the baton passed from right to partners left hand and left hand to partners right? At which point does the outgoing runner need to start moving? <p>Dance:</p> <ul style="list-style-type: none"> • How can they make it more emotional? • What dynamic do they need to improve? • Watch your own performance on video. 	<p>Games:</p> <ul style="list-style-type: none"> • How high can you throw it and catch it? • Can you vary the pace of the ball? • Can you run around the ball and pick it up? <p>Fitness:</p> <ul style="list-style-type: none"> • Which muscles can you feel working? • How can we help our teammates who are finding it difficult? • What can you do to help you perform your sprint?

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	more challenging relationships?		<ul style="list-style-type: none"> Can you adapt the sequence to use a bench? 		<ul style="list-style-type: none"> What is high quality about your performance? What could be better? 	
Vocabulary	Volley, overhead, rally, singles, doubles. Match, mirror, tension, obstacle, straddle over, aesthetic, judgement.	Possession, repossession, attackers, defenders, marking, covering, supporting, team play, team positions.	Support, formations, principle, strategy. Counter balance, counter tension, obstacle, straddle over, aesthetic, judgement.	Navigate, teamwork, control marker, receive. Soft, strong, mindfulness, wellbeing, shapes, pose, flow, breath.	Race, run-up, take off, landing, position of feet on last stride, pacing, stamina, strength and speed = Power, suppleness, flexibility, safety and rules, relay take-over zone; incoming and out-going runner. Improvisation, dynamics: unison, canon, action, reaction; stillness, motif, phrase, section, artistic intention, interpret, explore.	Stance, the crease or batting point, non-striker, leg-side, offside home base, pitch.