

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), Parkour, Yoga 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.

ities for children to develop their own skills, techniques and ideas.
y 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 one lesson is taught by our sports coach. 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
- Yoga
- Parkour
- Inclusive sports: Boccia, New Age Kurling, Goalball

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

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- **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.

In a typical PE lesson, you will see:

- Children being physically **active** for the majority of the lesson
- Children learning about **health and safe practice** 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 Insight 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 Insight 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
	Body Management: Introduction to the apparatus Games: Focus on moving with control & co-ordination	Dance: Action rhymes & rhythms Games: Focus on sending skills, rolling activities	Body management: “I can travel under, over and through apparatus” Games: Focus on aiming activities	Dance: Dance a story Games: Focus on throwing and catching activities	Body management: “I can travel on different parts of my body” Games: Focus on kicking and dribbling activities	Dance: Dance to known songs Games: Focus on striking activities
Big Questions	- How do we move around safely? - What do we need to do with our eyes when we are moving around?	Can you roll your piece of equipment gently into a space – can you run around it and pick it up before it stops moving?	- What is a target? - Where do you look to aim for the target?	- Can you walk in and out of the shapes? - Can you bounce your ball? - Can you make up a pattern of bouncing and catching?	- Can you move forwards? - Backwards, (look over shoulder for safety) - Sideways? - Slowly? - Quickly?	- 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	- 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?	- 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?	- What is a target? - Where do you look to aim for the target?	- 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?	- Can you move forwards? - Backwards, (look over shoulder for safety) - Sideways? - Slowly? - Quickly?	- 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
	Bouncing and Catching Games Forest School	Ball Skills Travelling Dance	Receiving Games Parkour	Inclusive Sports Gymnastics	Athletics Yoga	Striking and Fielding Fitness: Exercise and healthy lifestyle
Big Questions	Games: - 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?	Games: - 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? Dance:	Games: - 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? Parkour	Inclusive Sports - How many players can play Boccia? - Where do you throw from in Boccia? - What are you trying to hit? Gymnastics: - 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 to learn to check	Athletics: - What do you do with your body to run faster? - Which action would you choose for long and short distances? - What helped you to balance today? Yoga: - How does yoga make you feel? - How does it make your body feel? - How does it make your mind feel?	Striking and fielding games - Should the batter hit near the fielders? - Why would an overarm throw help batters to score? - What are the two teams called in striking an fielding games? - How do you throw overarm? - How do you throw underarm? Fitness:

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		• 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? • Can you describe your character and why you have chosen the way in which they move to a talk /pair /share partner?	• What movements are use in parkour? • Where else do you use these skills? • Is there a right way to perform? • Can you show me how to slow down safely?	the equipment before we use it? • How did you decide which were your favourite ways of travelling to include in your sequence?	• How did the breathing activity make you feel?	• How does your body feel when we exercise? • How can exercise make us strong and healthy? • What happens to your breathing when you exercise?
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. Balance, direction, link, challenge, control, focus, land, level.	Underarm, overarm, Boccia, Jack. Posture, tension, extension, slow, stop, land, relaxed, curled.	Balance, hop, jog, jump, leap, overarm, underarm, safely. Balance, breath, feel, copy, focus, listen, pose, slowly, stretch,	Batting, batter, bowl, bowler, fielder, fielding, track, ready position. Breathing, brain, muscles, strong, healthy.

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Year 2	Autumn 1	Autumn 2	Spring 1 -	Spring 2	Summer 1	Summer 2
	Ball Skills Parkour	Throwing and Catching Games Yoga	Invasion Games Gymnastics	Inclusive Sports Forest School	Athletics Dance	Striking and Fielding Games Fitness
Big Questions	Games: - 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? - Can you bounce the ball with either hand? Parkour - What helps you to stay balanced? - Why is it important to control the speed you are travelling at?	Games: - 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? Yoga: - Can you breathe in and out slowly when holding your yoga pose? - What is flexibility? How can you improve your balance, strength and	Games: - 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? Gymnastics: - Did the sequence flow? - Were the shapes easy to link together? - Did the shapes link smoothly when travelling? - What is a sequence?	Inclusive Sports - How many players can play Boccia? - Where do you throw from in Boccia? - What are you trying to hit? - Which is the best way for throwing when an opponent's ball is blocking yours? - Which is the best way for throwing when an object is near to you?	Athletics - Is jogging your fastest speed? - What are you doing with your arms when sprinting? - How big is your stride? - How do you slow down safely? Dance: - 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	Striking and Fielding Games - Why should the fielders spread out? - Which fielder should run to collect the ball? - What is the role of the batter? - Will an underarm or overarm throw send the ball further? Fitness - What changes when you sprint? - Did you notice anything different about your breathing when chasing? - How does it make your body feel

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	- When else in our daily life do we need upper body strength? - How else can you move around obstacles?	flexibility with these yoga poses?			different from the other?	when you run for a long time?
Vocabulary	Rebound, tracking or following the movement of a ball, aiming, speed, direction. Create, ahead, change, choose, communicate, pathway, speed, steady, strength, support, weight.	Soft hands, tracking, eyes on the ball. Breath, choose, create, flexibility, flow, focus, perform, pose, strength.	Tracking a ball, rolling, striking, overarm throwing, bouncing, catching, free space, own space, opposite, team. Balance, link, direction, pathway, sequence, roll, pathway, tuck, straddle, pike.	Object, target, opponent, retrieve, jack, aim.	Running, jumping, throwing, leaping, strides, pacing, aim, distance, fast. Creepy Shadowy, swaying, under and over, wrapped around, through, tangled, entwining.	Backstop, batter, bowler, bowl, run, backstop, fielder, fielding. Bend, breathe, exercise, jog, jump, land, speed, sprint, time.

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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tennis	Netball	OAA	Inclusive Sports	Athletics	Cricket
	Yoga	Gymnastics	Forest School	Parkour	Dance	Fitness
Big Questions	Tennis - Where on the racket should you hit the ball? - What is important about the face of the racket? - Why is it important to face the net? Yoga: - 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? - How do we perform the tree pose? - How does breathing help you focus? - Do you feel any different from the start of the lesson?	Games: - 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? Gymnastics: - 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 still so that the	OAA - 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?	Inclusive Sports - Where should you stand to pass the ball to each other? - Why is it vitally important to keep the noise to a minimum in goalball? - How does it feel to rely on only your sense of hearing? - How do you feel when you can hear the bell in the ball coming towards you? Parkour - What helped you to balance when you stopped moving? - How did you ensure you landed safely under control? - How do you keep yourself and others safe?	Athletics: - 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? Dance - What happens to your body as you start to move? - What makes a good audience? - Why do we use counts?	Striking and Fielding Games - 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? Fitness: - 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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		audience will know you have finished your sequence?				
Vocabulary	Backhand, competition, a match, forehand, control, court, feeder. Soft, strong, mindfulness, wellbeing, shapes, pose, flow, breath.	Keeping possession, passing, shooting, width, depth, support, marking, covering.	Map, orientation, search, point, navigate.	Attack, defend, dive, listen, decide, barrier position, ready position. Control, balance, landing, obstacle, take off.	Run, hop, skip, step, sideways, forwards, backwards, throw high, aim. Dynamics, space and relationships, partner, copy, follow, lead, unison, canon, repeat, structure.	Batting, score, tee, fielding, backstop, wicket, bowler, rounder, innings, base, boundary. Strength, speed, power, agility, coordination, balance, stamina, perseverance, determination.

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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tennis Dance	Football Parkour	OAA Yoga	Inclusive Sports Gymnastics	Athletics Fitness	Cricket Forest School
Big Questions	Tennis: - 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? Dance: - Have you found moments when you come together, are furthest apart; one is high and one is low; one is fast and one is	Football: - 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? - 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	OAA - 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? Yoga - In what other activities do you connect movements together? - How does calm breathing help you in everyday life?	Inclusive Sports - Where should you stand to pass the ball to each other? - Why is it vitally important to keep the noise to a minimum in goalball? - How does it feel to rely on only your sense of hearing? - How do you feel when you can hear the bell in the ball coming towards you? Gymnastics: - 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	Athletics: - 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? Fitness - 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?	Cricket - 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?

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	slow etc.? Contrast adds interest. • 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?	keep possession of the ball? Parkour • What part of your feet do you jump with? • What helped you to balance? • What jumping/landing patterns could you use? • What is the difference between a forward roll and safety roll?	• How do you balance? • Why is body control important?	is this different to similar balances?		
Vocabulary	Outwit, backhand, forehand, practice, ready position. Dance style, technique, formation, pattern, pathway, gesture, counts and Rhythm.	Keeping possession, keep control, make and use spacer, support, points, goals, rules, tactics. Adapt, transition, fluidly, flair, stability, momentum.	Teamwork, communication, orientation, map symbols. Soft, strong, mindfulness, wellbeing, shapes, pose, flow, breath.	Attack, defend, dive, listen, decide, barrier position, ready position. Rotation, 90°, 180°, 270° Spinning, axis, strength, Suppleness, stamina, combine, contrasting.	Sprint, jog, pace – eg steady, fast, medium, slow. Accelerate, agility, speed, balance, co-ordination, control, dynamic.	Batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, score.

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Volleyball	Tag Rugby	OAA	Inclusive Sports	Athletics	Cricket
	Gymnastics	Parkour	Swimming	Swimming	Forest School	Fitness
Big Questions	Volleyball - 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? Gymnastics: - 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?	Tag Rugby - 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? Parkour - What is the difference between a forward roll and safety roll? - Why is a precision landing essential to learn in parkour? - How do you stay balanced and controlled when linking moves?	OAA: - 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?	Inclusive Sports - Where is the best place to hit a stone to move it? - How much force do I need to use to move a stone? - When I throw harder, how can I keep my accuracy? - How should I choose which stones to aim at?	Athletics: - 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?	Cricket - 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? Fitness: - 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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		How were you able to elevate when jumping for height?				
Vocabulary	Volley, overhead, rally, singles. Asymmetry, symmetry, display, matching, flight, feet apart, feet together, crouch, inclined.	Support, formations, speed, change of direction. Drive, Horizontal, Vertical, elevate, observe, quality, power.	Teamwork, communication, orientation, map symbols.	Aim, tactics, teamwork, decision making.	Race, run-up, take off, landing, position of feet on last stride, pacing, stamina, strength and speed.	Stance, the crease or batting point, non-striker, leg-side, offside home base, pitch. Strength, speed, power, agility, coordination, balance, stamina, perseverance, determination.

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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Badminton Parkour	Basketball Forest School	OAA Gymnastics	Inclusive Sports Fitness	Athletics Yoga	Cricket Dance
Big Questions	Badminton - What is a net game? - How can you make it hard for an opponent when playing a net game? - What is the ready position? - How do we serve in badminton? Parkour - How can you jump and land with control? - What is the difference between a jump and a vault? - What does momentum mean? - What does flair mean?	Basketball - 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?	OAA - Why is trust important in a team? - How did planning help you to problem solve? - What was the impact of having a leader? - Why is it important for everyone to be included? Gymnastics: - 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.	Inclusive Sports Fitness - 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? Inclusive Sports - Is it better to score points or to block the stones of your opponent? - How can I become more consistent? - What do I know about the way I send the stone? - Should I practise getting through the narrower gates from a shorter distance?	Athletics - 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? Yoga: - 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?	Cricket - 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? Dance: - How can they make it more emotional? - What dynamic do they need to improve? - Watch your own performance on video. - What is high quality about your performance? What could be better?

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			Can you adapt the sequence to use a bench?			
Vocabulary	Opponent, forehand, backhand, overhead clear, ready position. Dismount, execution, progression, decision making.	Possession, repossession, attackers, defenders, marking, covering, supporting, team play, team positions.	Orientate, navigate, location, communication, critical thinking, evaluate, trust. Counter balance, counter tension, obstacle, straddle over, aesthetic, judgement.	Agility, co-ordination, power, motivate, engage, measure, record. Aim, tactics, teamwork, decision making.	Race, run-up, take off, landing, position of feet on last stride, pacing, stamina, strength and speed. Soft, strong, mindfulness, wellbeing, shapes, pose, flow, breath.	Stance, the crease or batting point, non-striker, leg-side, offside home base, pitch. Improvisation, dynamics: unison, canon, action, reaction; stillness, motif, phrase, section, artistic intention, interpret, explore.