



SARACENS
BELL LANE

Physical Education

Whole School Curriculum Map

2024/2025

Year 1

Year 1	Unit name	Unit objectives	Key Vocab	Key Questions	Equipment
Autumn 1	Send and Return Unit 1	To send an object using a hand or bat. To be able to move towards a moving ball to return. To send and return a ball.	hit send stop net throw roll strike catch bowl hitter forehand backhand court	1. How do you get accuracy in your hits/throws? 2. Where do you need to be to return a ball? (behind the ball) 3. What do you need to do to get behind the ball?	- variety of balls - bats/rackets - cones - hoops - targets - quoits - balloons
Autumn 2	Dance unit 1	To be able to respond to a range of types of music. To explore space, direction, levels and speeds. To perform with different body parts.	stretch wing mood feeling theme story static friendship start middle end	1. What was your favourite scene in The Jungle Book? 2. How can you show your favourite scene with your partner? 3. What would you like to improve in your dance phrase?	- music player - music - cones - hoops - throw down spots - balloons
Spring 1	Gymnastics Unit 1	To apply basic strength to gymnastic actions. To begin to carry apparatus. To recognise like actions and link them.	balance body tension tensed relaxed shape stretched curled	1. What are 'like' actions? 2. Why is it important to have good body tension when rolling? 3. What is the difference between large and small body parts when performing a shape?	- mats - hoops - cones - wall bars - bean bags - low apparatus - ropes

			control hang high low jump safety		
Spring 2	OAA	To use thinking skills to follow multi-step instructions. To solve more challenging problems as an individual. To comprehend that one thing can represent another. To take part in activities with increasing challenges to build confidence.	sequence problems instructions symbol pyramid core strength coordination stacking up stack down stack shape map repeat pattern individual group	<ol style="list-style-type: none"> 1. What shape/numbers did you find around the playground? 2. What are some important steps to do whilst following a trail? 	<ul style="list-style-type: none"> - hoops - speed stacks (6 sets) - beanbag - tennis balls - cone - netballs - quoits - flat spots
Summer 1	Run Jump Throw Unit 1	To begin to link running and jumping. To learn and refine a range of running. To develop throwing techniques to throw over longer distances.	backwards distance far fast forwards furthest high hop link medium fastest	<ol style="list-style-type: none"> 1. How do you know when you have completed a good run, throw or jump? 2. How could you have improved your run, throw or jump? 3. How did you help your partner improve? 	<ul style="list-style-type: none"> - variety of balls - hoops - beanbags - throw down markers - foam javelins - balloons - stop watch - measuring tape - skipping rope
	Attack Defend Shoot Unit 1	To practice basic movements including running, jumping etc. To begin to engage in competitive activities.	attack catch compete defend	<ol style="list-style-type: none"> 1. What can we do to make it easier for our teammates to pass the ball to us? 2. How can we score a goal? 3. What skills can you use to attack and defend? 	<ul style="list-style-type: none"> - smalls balls - large balls - beanbags - cones

Summer 2			over/under-arm play against receive roll/rolling send throw		<ul style="list-style-type: none"> - hoops - mats - quoits - targets - skittles
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Year 2

Year 2	Unit name	Unit objectives	Key Vocab	Key Questions	Equipment
Autumn 1	Send and Return Unit 1	<p>To be able to track the path of a ball over a net and move towards it.</p> <p>To begin to hit and return a ball with some consistency.</p> <p>To play modified net/wall games throwing, catching and sending over a net.</p>	serve bounce drop badminton tennis volleyball squash shuttlecock racquet	<ol style="list-style-type: none"> 1. How do you hold the racquet differently for the different types of hits? 2. What is a self-feed? 3. What is a boundary? 4. Why do you think we have boundaries? 	<ul style="list-style-type: none"> - variety of bats/racquets - cones - hoops - targets - button cones - quoits - balloons - bench
Autumn 2	Dance unit 1	<p>To describe and explain how performers can transition from shapes and balances.</p> <p>To challenge themselves to move imaginatively, responding to music.</p> <p>To work as part of a group to create and perform.</p>	direction huddle group mood feeling penguin musicality respond galloping flying friendship abandonment	<ol style="list-style-type: none"> 1. What is the main mood/feeling you get from this dance? 2. What does it mean to perform as a soloist? 3. Explain what actions show the story. 	<ul style="list-style-type: none"> - music player - music - cones - hoops - throw down spots - balloons - laptops with internet access.
Spring 1	Gymnastics Unit 1	To describe and explain how performers can transition and link elements.	balance shape bridge jump power	<ol style="list-style-type: none"> 1. Why do we hold shapes for 3 seconds and try to move smoothly into and out of elements? 2. Why do you think taking weight on your hands rather than your feet is harder? 	<ul style="list-style-type: none"> - mats - hoops - cones - wall bars

		<p>To perform basic actions with control at different speeds and levels.</p> <p>To develop flexibility in a range of shapes and balances.</p>	<p>weight-on point patch teddy/dolly front-straddle cup puck v-sit japana arabeque</p>	<p>3. Why did we practice on the wall before attempting a bridge on the floor?</p>	<ul style="list-style-type: none"> - bean bags - low apparatus - ropes
Spring 2	OAA	<p>To use searching skills to find given things from clues and pictures.</p> <p>To navigate space as a pair.</p> <p>To use and explore unusual equipment to develop motor skills, coordination and problem solving.</p>	<p>reach search find explore teamwork speed verbal tactile map key equipment variety</p>	<ol style="list-style-type: none"> 1. Did your speed stacking improve throughout the lesson? Or from the last lesson? 2. Why do you think you improved/didn't improve? What could you do to improve? 3. Why does repeating a task help to improve success? 	<ul style="list-style-type: none"> - hoops - speed stacks (6 sets) - beanbag - blindfolds - large pieces of material - skipping ropes - hockey sticks - paper - coloured pencils - music player
Summer 1	Run Jump Throw Unit 1	<p>To throw and handle a variety of objects.</p> <p>To develop power, agility, coordination and balance.</p> <p>To negotiate obstacles show increased control.</p>	<p>run throw handle power quick burpee obstacle control stamina static dynamic collect</p>	<ol style="list-style-type: none"> 1. What is a static and dynamic balance? 2. What games might you need to have quick feet in? 3. How do different starts affect sprinting? 	<ul style="list-style-type: none"> - variety of balls - hoops - beanbags - ladders - quoits - throw down markers - foam javelins - balloons - stop watch - measuring tape - skipping rope
	Attack Defend Shoot Unit 1	<p>To send and receive a ball using feet.</p>	<p>aim atack</p>	<ol style="list-style-type: none"> 1. How did you work well as a team? 2. How did you progress forward up the pitch? 	<ul style="list-style-type: none"> - smalls balls - large balls

Summer 2		To refine ways to control bodies and a range of equipment. To recall and link combinations of skills. (e.g. dribbling and passing)	compete control corporate receive restart sideline	3. How did you attack? 4. How did you defend?	- beanbags - cones - hoops - mats - quoits - targets - skittles - goals
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Year 3

Year 3	Unit name	Unit objectives	Key Vocab	Key Questions	Equipment
Autumn 1	Basketball	To perform some basic basketball skills, throwing, catching and dribbling. To build attacking/offensive play. To implement some basic rules of basketball.	control bounce shoot target assist jump ball attach defend shoot offensive	1. How do you start a new game? 2. In what ways did you restart the game after a basket was scored? 3. When throwing in the ball, what things did you have to consider as a referee?	- size 5 basketballs - cones - hoops - basketball posts - bibs - stopwatch - whiteboards/wb pens
Autumn 2	Dance Unit 1	To practice and create a performance. To perform using facial expressions. To perform with a prop.	facial expression improvisation rehearse director	1. Why are facial expressions important in dance? 2. What actions might you perform when scared? (or happy or sad) 3. What other props might you have in dance?	- music player - music - cones - hoops - throw down spots - balloons - laptops with internet access - chairs
Spring 1	(New) Gymnastics Unit 1	To become confident to perform skills more consistently. To perform in time with a partner and group.	control group similar/different direction	1. How many compositional elements can you identify? 2. How did you use different pathways in your sequence? 3. What safety aspects must you consider when taking weight on your hands?	- mats - hoops - cones - wall bars

		To use compositional ideas in sequences.	speed partner actions compositional stamina leap refine progression		<ul style="list-style-type: none"> - bean bags - low apparatus, - skipping ropes - action cards (examples of shapes, jumps etc)
Spring 2	OAA	<p>To work with others to solve problems.</p> <p>To describe their work and use different strategies to solve problems.</p> <p>To lead others and be led.</p> <p>To know when a task is competitive and when it is collaborative.</p>	maps diagrams scale symbols orienteeing controls challenges problem-solving lead follow plan trust	<ol style="list-style-type: none"> 1. What does trust mean? 2. How did you work together to decide on the layout of your station? 3. Do the symbols give us any clues as to what real-life object/area they might represent? 	<ul style="list-style-type: none"> - variety of ropes - hoops - bean bags - range of sports equipment - teaching resource cards - soft balls - bibs/bands
Summer 1	Netball	<p>To perform basic netball skills using recognised throws e.g. passing and catching.</p> <p>To implement the basic rules of netball.</p>	space pass accurately mark dodge attack defend footwork possession shoot rules improve	<ol style="list-style-type: none"> 1. When would we use a bounce pass? 2. How can we create space? 3. What is the 1m distance rule? 4. How does netball differ from other invasion games? 	<ul style="list-style-type: none"> - netballs - bibs - cones - hoops - netball posts junior height if possible)
	Tennis	<p>To identify and describe some rules of tennis.</p> <p>To begin a game with a serve and explore forehand hitting.</p>	hit return court forehand	<ol style="list-style-type: none"> 1. What is the role of an umpire? 2. What skills/techniques have you been using to score points against your opponent? 	<ul style="list-style-type: none"> - tennis racquets - nets - sponge balls - tennis balls

Summer 2			backhand bounce points score net tactics underarm overarm	3. How did you try to improve your performance when playing different players?	- cones - hoops
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Year 4

Year 4	Unit name	Unit objectives	Key Vocab	Key Questions	Equipment
Autumn 1	Basketball	To increase confidence and selection of basic skills e.g. dribbling, throwing and shooting. To develop a range of ball-handling skills. To use footwork rules in a game situation and explore basic marking.	turnover double dribble crossover ball tip-off intercept bounce pass jump shot opposed violation	1. Can you give an example of when a player would have committed a travel offence? 2. What is the purpose of the jump stop and trip threat position? 3. What parts of your learning over this unit did you implement in today's games?	- size 5 basketballs - cones - hoops - basketball posts - bibs - stopwatch - whiteboards/wb pens
Autumn 2	Dance Unit 1	To include freeze frames in routines. To practice and perform a variety of different formations in dance.	improvisation rehearse director choreographer slide formation free frames	1. Why do we need to sequence movements? (so one move flows to the next) 2. Explain the different actions in your dance. Do they stick to the superhero theme? 3. What are some of the points in a slide and roll?	- music player - music - cones - hoops - throw down spots - balloons - laptops with internet access
Spring 1	(New) Gymnastics Unit 1	To become competent and confident to perform skills more consistently. To perform in time with a partner and group. To use compositional ideas in sequences.	control group similar/different direction speed partner	1. How many compositional elements can you identify? 2. How did you use different pathways in your sequence? 3. What safety aspects must you consider when taking weight on your hands?	- mats - hoops - cones - wall bars - bean bags - low apparatus

			actions compositional stamina leap refine progression		<ul style="list-style-type: none"> - skipping ropes - action cards (examples of shapes, jumps etc)
Spring 2	OAA	<p>To work well in a team/group within understood rules.</p> <p>To plan and refine strategies to solve problems.</p> <p>To identify the relevance of and use maps, compasses and symbols.</p> <p>To identify what they do well and suggest what they could do to improve.</p>	<p>challenges</p> <p>problem-solving</p> <p>lead</p> <p>follow</p> <p>plan</p> <p>trust</p> <p>solve</p> <p>cardinal points</p> <p>success</p>	<ol style="list-style-type: none"> 1. Why is it useful to remember and recall common map symbols? 2. Do you happen to notice any traits the symbols have in common? 3. Why is it easier as a pair during the orienteering activity rather than on your own? 	<ul style="list-style-type: none"> - variety of ropes - hoops - bean bags - range of sports equipment - teaching resource cards - soft balls - bibs/bands - compass
Summer 1	Rounders	<p>To develop a range of skills in a competitive context.</p> <p>To choose and use a range of simple tactics in isolation and a game context.</p> <p>To identify different roles in rounders.</p>	<p>zones</p> <p>directing</p> <p>speed</p> <p>avoid</p> <p>intercept</p> <p>role</p> <p>scoring system</p> <p>gain</p> <p>stumped</p>	<ol style="list-style-type: none"> 1. Where must you bowl a ball? 2. What ready position should a backstop take up? 3. How can we score a full rounder? 4. How can we earn half a rounder? 	<ul style="list-style-type: none"> - range of balls - range of bats and striking equipment - posts - button cones - batting cone
Summer 2	Tennis	<p>To explore forehand and backhand shots.</p> <p>To return a serve.</p> <p>To explore game positions in gameplay.</p>	<p>hit</p> <p>return</p> <p>court</p> <p>forehand</p> <p>backhand</p> <p>bounce</p> <p>points</p> <p>score</p> <p>net</p> <p>tactics</p> <p>underarm</p> <p>overarm</p>	<ol style="list-style-type: none"> 1. Which side is your backhand if you are right handed? Left handed? 2. Where should you try to return to on your course after hitting shots and why? 3. How can you communicate with your partner to be effective in games? 	<ul style="list-style-type: none"> - tennis racquets - nets - sponge balls - tennis balls - cones - hoops - bench

position
ready

Year 5

Year 5	Unit name	Unit objectives	Key Vocab	Key Questions	Equipment
Autumn 1	Football	To play effectively in a variety of positions and formations. To relate a greater number of attacking and defensive tactics. To become skilful when performing movements at speed.	distance perform consistent speed fair play regain possession goal side interchange possession goal side interchange position maintain	1. Why is regaining possession quickly crucial in a game? 2. What does possession mean? 3. Why is it essential to be goalside of your player when marking?	- footballs - range of balls - cones - goals - bibs - stopwatch
Autumn 2	Dance Unit 1	To perform different styles of dance fluently and clearly. To refine and improve dances, adapting them to include the use of space, rhythm and expression.	facial expression rehearse choreographer locomotion bhangra line dance wall patterns	1. Why is it easier to create more exciting movement patterns with larger groups instead of as an individual or pair? 2. Why do they call the dance move 'around the world'? 3. What are some of the key characteristics of line dancing?	- music player - music - cones - hoops - throw down spots - balloons - laptops with internet access
Spring 1	Gymnastics Unit 1	To create longer and more complex sequences and adapt performances. To take the lead in a group. To develop symmetry.	symmetry asymmetry sequences combinations direction speed	1. What makes a performance aesthetically pleasing? 2. How can you be a good partner in counterbalances? 3. Why do you need good communication with a partner/group?	- mats - hoops - cones - wall bars - bean bags - low apparatus,

		<p>To compare performances and judge strengths and areas for improvement.</p> <p>To select a component for improvement.</p>	<p>partner asymmetrical symmetrical aesthetics counterbalance</p>		<ul style="list-style-type: none"> - action cards - table tops
Spring 2	Hockey	<p>To combine basic hockey skills such as dribbling and push passes.</p> <p>To play effectively in different positions on the pitch including in defence.</p> <p>To increase power and strength of passes, moving the ball over longer distances.</p>	<p>teamwork score shoot positions power distance perform consistent fair play</p>	<ol style="list-style-type: none"> 1. How can you as an individual player help build an attack towards the goal? 2. When you are marking in defence, where should you position yourself? 3. If the ball hits someone's foot, what happens? 	<ul style="list-style-type: none"> - sticks - range of balls(hard foam or quick sticks balls) - cones - goals - bibs - stopwatch
Summer 1	Cricket	<p>To link a range of skills and use in combination.</p> <p>To collaborate with a team to choose, use and adapt rules in games.</p> <p>To recognise how some aspects of fitness apply to cricket e.g. power, flexibility, cardiovascular endurance</p>	<p>calling accuracy rise of the ball anticipating forward defensive shot setting a field flexibility cardiovascular endurance power</p>	<ol style="list-style-type: none"> 1. If a batter can hit a wide variety of different types of shots, does this make it harder or easier to set a field? 2. What are some key differences between an attacking shot and a defensive shot? 	<ul style="list-style-type: none"> - range of balls - range of bats and striking equipment - stumps - button cones - batting cones
Summer 2	Athletics	<p>To sustain pace over short and longer distances.</p> <p>To run as part of a relay team.</p> <p>To perform a range of jumps and throws.</p>	<p>bounce relay baton safety rules targets record set take over pass sustain</p>	<ol style="list-style-type: none"> 1. Why should you pass the baton into your partner's opposite hand? 2. Which throw do you think is most effective for distance? 3. Can you jump further with a run up? 	<ul style="list-style-type: none"> - variety of balls - hoops - bean bags - quoits - throw down markers - foam javelins - balloons - stopwatch - measuring tape - skipping ropes - foam discus

			push receive hop-step-jump		- vortex howler - low hurdles
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Year 6

Year 6	Unit name	Unit objectives	Key Vocab	Key Questions	Equipment
Autumn 1	Football	To choose and implement a range of strategies to attack and defend. To perform a wider range of more complex skills. To recognise and describe good performances. To suggest, plan and lead simple drills for given skills.	fair play tackle covering supporting strategy set up assist deny set play covering defender	1. Compare week 6's performance to week 1. Can you think of a way you have improved individually and as a team? 2. What is the role of the covering defender? 3. Which part of your foot is best to kick with for accuracy?	- footballs - cones - goals - bibs - stopwatch
Autumn 2	Dance Unit 1	To work collaboratively to include more complex compositional ideas. To talk about different dance styles with understanding, using appropriate language & terminology.	motif street dance composition collaborate stag leap rebound expression	1. Do you think you captured the street dance style? 2. If you were doing to perform as a small group rather than a pair, what compositional ideas could you use to extend your phrase? (formations, canon, lifts etc)	- laptop/projector to show video clips/play music - CD player - cones
Spring 1	Gymnastics Unit 1	To demonstrate accuracy, consistency and clarity of movement. To arrange own apparatus to enhance work and vary compositional ideas.	flight consistent vault vaulting sequences combinations	1. How did the warm-up help your performance? 2. Why do unison and cannon work well together in a sequence? 3. What different ways can you include a hoop, ball, beanbag, throw down spots or balls in a sequence?	- mats - hoops - cones - wall bars - bean bags - low apparatus,

		To experience flight on and off high apparatus.	direction dismount		<ul style="list-style-type: none"> - action cards - table tops - box tops
Spring 2	Hockey	<p>To choose and implement a range of strategies and tactics.</p> <p>To combine and perform more complex skills at great speed.</p> <p>To recognise and describe good individual and team performances.</p>	<p>power</p> <p>distance</p> <p>perform</p> <p>consistent</p> <p>fair play</p> <p>tackle</p> <p>covering</p> <p>supporting</p>	<ol style="list-style-type: none"> 1. What set plays did you use in a game and were they successful? 2. When would you use Indian Dribble in a game situation? 3. What strategies did your team use to defend? 	<ul style="list-style-type: none"> - sticks - range of balls(hard foam or quick sticks balls) - cones - goals - bibs - stopwatch
Summer 1	Cricket	<p>To apply cricket rules in a variety of styles of games.</p> <p>To attempt a small range of recognised shots.</p> <p>To use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p>	<p>urgency</p> <p>acquire</p> <p>high ball</p> <p>tracking</p> <p>short delivery</p> <p>long balls</p> <p>on drive</p> <p>on drive</p> <p>on/off side</p> <p>slip</p> <p>short leg</p> <p>silly point</p> <p>innings</p> <p>retires</p> <p>attack</p>	<ol style="list-style-type: none"> 1. What is an attacking field? 2. What are the reasons for working in pairs to retrieve the long ball? 3. What is the benefit of bowling the short ball? 	<ul style="list-style-type: none"> - range of balls - range of bats and striking equipment - stumps - button cones - batting cones - hoops
Summer 2	Athletics	<p>To apply strength and flexibility to throwing, running and jumping.</p> <p>To accurately and confidently judge across a variety of activities.</p> <p>To work in collaboration to demonstrate improvement.</p>	<p>safety</p> <p>rules</p> <p>targets</p> <p>record</p> <p>set</p> <p>take over</p> <p>pass</p> <p>strength</p> <p>judge</p>	<ol style="list-style-type: none"> 1. In which Olympic athletics event is the heave throw used? 2. How can you develop your fitness through paralauff running? 3. What are 3 phases of triple jump? 	<ul style="list-style-type: none"> - variety of balls - hoops - bean bags - quoits - throw down markers - hurdles - stopwatches - measuring tape - metre rule

trajectory
spring
shuttle
assess

- skipping ropes
- foam discus
- hurdles
- flexibar