



# Newnham Junior School – PE Curriculum Map

For **Games** please see below

Gymnastics	Athletics	Dance	OAA
Theme 1 – Traditional gymnastics.	Theme 1 – Running	Theme 1 – Following and performing a dance	Theme 1 – Following instructions.
Theme 2 – Performing a floor sequence	Theme 2 – Jumping	Theme 2 – Creating and performing a dance.	Theme 2 – Working in a team.
Theme 3 – Performing an apparatus sequence	Theme 3 – Throwing	Theme 3 – Evaluating a dance	Theme 3 – Evaluating and improving team performance.
Theme 4 – Evaluating	Theme 4 – Evaluating		
<b>Year 3&amp;4</b>			
Can demonstrate <u>on the floor</u> basic flexibility, strength, technique, control and balance (body tension) (start/finish position, Tuck, pin, pike, straddle, donkey kick, arabesque, table, arch & candlestick)	Can run at a speed appropriate to sprint and middle distance. In-addition demonstrate an awareness of technique when sprinting or running (For some jogging).	Can copy & explore basic actions/body patterns & travelling movements	Use simple plans and diagrams to identify where they are (familiar environment) and create/follow a short A to B trail and follow instructions when preparing for challenges
Can plan a combination of simple gymnastic shapes and travelling movements in a short sequence showing some awareness of levels, directions, pathways and speed.	Can take a running jump with a controlled landing whilst demonstrating an awareness of jumping, hanging and landing technique.	Can choose actions/body pattern & travelling movements vary dynamics, levels, speed & direction and can improvise freely.	To communicate their ideas and strategies in more detail to a small group that they are working with whilst being able to take into account the ideas of others.
Can plan and adapt sequences to apparatus such as benches and boxes.	Can demonstrate a range of throwing actions including overhead throw, spinning & pushing using a variety of objects	Can evaluate & discuss performances based on their knowledge using simple dance vocabulary and can improve an element of their performance	Suggest strategies to improve performance while recognising dangers and considering their own and others safety.
Can evaluate & discuss performances based on their knowledge using simple gymnastic vocabulary and can improve an element of their performance	Can begin to evaluate their own technique and set personal targets for improvements and recognise and explain the changes in the body during exercise.		



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Gymnastics	Athletics	Dance	OAA
<b>Year 5&amp;6</b>			
-As Year 3 and 4 with progression to head stands, handstands, forward/backward rolls, bridge, cartwheels, walk overs, round offs.	-Can demonstrate good technique, pace & stamina in a variety of track events.	-Can perform & create motifs in a variety of dance styles with precision, control & fluency	-To use maps and diagrams to orientate themselves to travel around a simple, unfamiliar course. and follow instructions effectively
- As Year 3 and 4 but can create, choreograph & a sequence with progression to (Canon, unison & mirroring) & SHAPE (levels, pathways, shape).	-Can demonstrate good technique across and jumping events. –	Can select & use a wide range of compositional skills to demonstrate ideas and continually demonstrate rhythm & spatial awareness	-To work within a team and confidently communicate their ideas and strategies in detail to plan and solve sensible responses to challenges, puzzles or problems, recognising individual/group strengths
- As Year 3 and 4 with progression to more challenging apparatus and routines	Can demonstrate good technique across and throwing events.	Can compare, develop & adapt movement & motifs to create longer dances using a confident dance vocabulary suggesting ways to improve quality of performance.	As Year 3 and 4, progressing to showing resilience in response to mental, physical, social challenges and as a response during reflection/ feedback/ criticism/failure while adapting to different conditions/constraints
As Year 3 and 4 with progression to acting on evaluation to improve sequences	Can explain how to improve technique in a variety of events through evaluating and improving their own/others technique/fitness. To target set and record performances over time and understand & explain the short & long term effects of exercise, and understand the need for specific warm up & cool down		
<b>When a child leaves Newnham we aim for them to:</b>			
Be able to complete a range of traditional gymnastic rolls, balances etc. and to have the correct body conditioning to be able to achieve these.	Be able to run at a varying pace according to requirements and to have the correct body conditioning to be able to achieve these.	To be able to follow and perform an adult choreographed dance and to have the correct body conditioning to be able to achieve this.	To be able to follow instructions and complete various OAA activities
Have had the opportunity to create their own gymnastic floor routine and to have the correct body conditioning to be able to achieve these.	To have the correct body conditioning and technique to improve the height and distances of their jumps.	To be able to create and perform a child's choreographed dance and to have the correct body conditioning to be able to achieve this.	To be able to work cooperatively in a team
Have had the opportunity to create their own gymnastic apparatus routine and to have the correct body conditioning to be able to achieve these.	To have the correct body conditioning and technique to improve the height and distances of their throws.	To be able to evaluate a dance and improve it.	To be able to evaluate team performance to enable improvement
Be able to evaluate and improve their routines	To know the positive long term effect of exercise		



# Newnham Junior School – PE Curriculum Map

Games: Invasion	Games: Net & wall	Games: Striking and fielding
Theme 1 – Passing	Theme 1 – Returning the ball including knowledge of the correct grips.	Theme 1 - Striking the ball
Theme 2 – Movement and spatial awareness	Theme 2 – Serving	Theme 2 - Bowling
Theme 3 - Understanding tactics and positioning	Theme 3 – Understanding tactics and positioning	Theme 3 – Fielding
Theme 4 – Skill acquisition	Theme 4 - Knowing and abiding to rules	Theme 4 - Tactics and positioning
Theme 5 – Knowing and abiding to rules		Theme 5 – Knowing and abiding to rules
Year 3 games player		
Can send and receive a ball of varied sizes using hands/feet/stick in isolation whilst maintaining control, under unopposed pressure (shadowing)	To return a ball from a kind bounced throw and during a cooperative rally on a modified court To use a short handled racket, understanding grip/forehand and back hand	To know the correct body position, grip, back lift and follow through To strike a ball (various sized bats and balls) from a kind throw. Some children may need to strike a ball from a stationary tee.
Can send a ball and move into space to receive the ball back under unopposed pressure (shadowing), understanding when it is better to pass or dribble (if possible)	To serve underarm into a close target area	To roll a ball with a degree of accuracy and successful pace to a target over a short distance.
To understand the basic terms of attack and defend and apply these tactically within a game and understand the basic positions within a game (Forwards/Defenders/Left/Right/goalkeepers)	To understand different areas of a court (net, T, baseline, forehand, backhand)	To receive a rolled ball using the long barrier or pick up throw To throw a kind underarm ball to a target/ partner’s chest with control and accuracy. To catch a kind ball with control from a short distance. To catch an unkind bouncing ball with increasing control.
To know some basic sport specific skills that can be performed in isolation and under unopposed pressure (shadowing).	To know the basic rules of a game, how to score and to be good sportspeople (REF) in order to keep a game flowing	
To know the basic rules of a game and to be good sportspeople (REF) in order to keep a game flowing		To show an awareness of where to look to receive and send a ball To make basic decisions when fielding (where to throw the ball) To make basic decisions about when and where to run when batting To know the basic rules of a game and to be good sportspeople (REF) in order to keep a game flowing To understand the terms wickets/bases.



# Newnham Junior School – PE Curriculum Map

Games: Invasion	Games: Net & wall	Games: Striking and fielding
<b>Year 4 games player</b>		
<p>As Year 3, progressing to sending and receive a ball in combination (running and jumping) unopposed and opposed 2v1.</p>	<p>Using short handled rackets, work together to increase rally times on a modified court, using both forehand and backhand with increasing success</p>	<p>Greater successes at striking a ball cleanly In cricket, can defend the wicket using a defensive lift and step In cricket, can attack the ball using a forward drive</p>
<p>Can send a ball and move into space to receive the ball back under pressure (opposed) and feint an opposed defending player to create space to receive a pass within a practice and make simple decisions about when to dribble the ball into space, when to use pace or skill to beat a player 1v1. Or when to pass the ball if they can't beat a player 1v2.</p>	<p>As Year 3, progressing to the diagonal serve</p>	<p>To roll a ball over an increasing distance with greater accuracy and pace</p>
<p>Can make simple decisions about when to move forwards and backwards within in a practice/ small sided games based on possession based on their position when attacking and defending in relation to others in their team and understand their role when rotated in basic positions within a small sided game.</p>	<p>Use simple tactics to outwit an opponent. Dominating the T/sending the ball into space</p>	<p>To throw with greater accuracy a purposeful underarm ball over a variety of short distances to a target/ partner's chest Can throw over arm to a target over a medium distance. To catch a ball in two hands from a medium distance To catch/block an unkind bouncing ball with increasing success.</p>
<p>To know some basic sport specific skills that can be performed under pressure (opposed)</p>	<p>To know the basic rules of a game, how to score and to be good sportspeople (REF) in order to keep a game flowing</p>	<p>To make good decisions about where to look to receive and send a ball when fielding To make basic decisions when fielding based on where the batter/s are running. (where to throw the ball) To make basic decisions about when and where to run when batting</p>
<p>-To know the basic rules of a game and to be good sportspeople (REF) in order to keep a game flowing</p>		<p>To know the basic rules of a game and to be good sportspeople (REF) in order to keep a game flowing</p>



# Newnham Junior School – PE Curriculum Map

Games: Invasion	Games: Net & wall	Games: Striking and fielding
<b>Year 5 games player</b>		
As Year 4, progressing to sending and receiving a ball with increasing accuracy & consistency in combination (running and jumping) within a small-sided competitive game.	Using short handled rackets, work together to increase rally times on a modified court, using both forehand and backhand to return a ball of varied heights with increasing success Can demonstrate a net shot/lob/ smash in isolation/practice/conditioned game  To adopt a better stance (ready position) to return a ball on the forehand and back hand Can evaluate and improve on their forehand/backhand technique.	Can strike a ball cleanly most of the time into large target areas In cricket, can use good stance and technique to defend the wicket. In cricket, can use good stance and technique to attack the ball using a forward drive Can begin to place a driven ball into large target areas (legside/offside)
To successfully apply some basic skills with control (To evade and outwit an opponent) in opposed practices and small sided games (1v1 2v1 2v2 3v2 3 v3) and make better decisions about when to dribble, take on a player (outwit), release a pass or shoot by keeping their head up when dribbling.	To serve overarm with increasing accuracy into a target area	To show an awareness of technique when bowling a ball overarm including line and length
Can make good choices about their position in relation to others in their team when attacking and defending during a competitive game.	Use simple tactics to purposely outwit an opponent on a modified court. Dominating the T/sending the ball into space/pace of ball	To throw with greater accuracy a purposeful overarm ball to a target/partner's chest To catch a ball in two hands from a longer distance To catch/block an unkind bouncing ball whilst diving
Can 'pivot' when playing games such as basketball, netball & handball.	To know the basic rules of a doubles game and to be good sportspeople (REF) in order to keep a game flowing	To make good and consistent decisions about where to look to receive and send a ball when fielding To make some good decisions when fielding based on where the batter/s are running. (where to throw the ball) To make better decisions about when and where to run when batting that shows an awareness of your other team mates positions.
To know the basic rules of a game and to be good sportspeople (REF) in order to keep a game flowing		To know the rules of a game and to be good sportspeople (REF) in order to keep a game flowing



# Newnham Junior School – PE Curriculum Map

Games: Invasion	Games: Net & wall	Games: Striking and fielding
<b>Year 6 games player</b>		
<p>Accurately &amp; consistently send and receive a ball whilst running and jumping within a small-sided competitive game.</p>	<p>Use both forehand and backhand to return a ball of varied heights consistently and with purpose, using a variety of strokes with increasing accuracy to outwit the opponent. Forehand/backhand/Net shot/lob/smash</p>	<p>Can strike a ball cleanly most of the time into areas that are unfielded or may give a tactical advantage.</p> <p>In cricket, can use good stance and technique to defend the wicket with purpose.</p> <p>In cricket, can use good stance and technique to attack the ball using a forward drive into areas that are unfielded or may give a tactical advantage.</p> <p>Children have an awareness of when to play a sweep or a hook shot.</p>
<p>To successfully apply a variety of skills (To evade and outwit) with increased technical accuracy in opposed practices and small sided games (1v1 2v1 2v2 3v2 3 v3) and make quick and increasingly correct decisions when dribbling by keeping their head up.</p>	<p>To serve overarm with increasing accuracy and pace into a target area, including the diagonal serve</p>	<p>To show an increased awareness of technique when bowling a ball overarm. This should include greater accuracy in line and length.</p>
<p>Can purposely make good choices about their position in relation to others in their team and the opposition when attacking and defending during a competitive game.</p>	<p>Adopt the ready position and good court positions to allow more time to choose and apply some tactics to outwit the opposition</p> <p>To understand the positions during a doubles game and work together to increase rally times with a sympathetic opposition</p>	<p>To throw with greater accuracy a purposeful overarm ball to a moving target/ partner's chest</p> <p>To catch a ball in two hands from a medium/longer distance whilst running</p> <p>To catch/block with increasing effectiveness a throw/ bouncing ball whilst diving</p>
<p>Can make good decisions in relation to keeping possession in sports specific games. Composure.</p>	<p>To know the basic rules of a doubles game and to be good sportspeople (REF) in order to keep a game flowing</p>	<p>To make quick and good tactical decisions when fielding based on where the batter/s are running. (where to throw the ball)</p> <p>To make quick tactical decisions about when and where to run when batting whilst showing an awareness of your other team mates positions.</p> <p>Can communicate simple tactics effectively before and during the game.</p>
<p>As year 3 – 5 progressing to successfully umpiring/refereeing within a competitive game.</p>		<p>To know the rules of a game and to be good sportspeople (REF) in order to keep a game flowing</p> <p>To call as an umpire a no ball, bowl or a throw</p>



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Games: Invasion	Games: Net & wall	Games: Striking and fielding
<b>When a child leaves Newnham we aim for them to:</b>		
Be confident to receive and pass a ball in varying situations.	Be confident to return a ball in varying situations.	Be confident to strike a ball into different spaces
To be have a good spatial awareness and an awareness of how and when to dribble and when to move into space.	To be able to accurately serve a ball using under and overarm techniques	To be able to bowl underarm and overarm accurately
To be tactically aware in a variety of games and to be able to transfer this knowledge into different games	To be tactically aware by moving to the correct position in court and keep their opponent moving and to be able to transfer this knowledge into different games	To be able to catch/retrieve a moving ball of varying sizes and throw it accurately
To have learnt and practised some sports specific games skills		To be tactically aware in a variety of games and to be able to transfer this knowledge into different games
To know the rules of a variety of invasion games and be able to umpire/referee with confidence	To know the rules of a variety of net/wall games and be able to umpire with confidence	To know the rules of a variety of striking/fielding games and be able to umpire/referee with confidence

# Newnham Junior School – PE Curriculum Map



Swimming (Y5)	Leadership
<p>Can develop confidence and proficiency in the water under Instruction.</p> <p>Some children can develop confidence and proficiency with the aid of a float to an increasing distance of 10 metres.</p> <p>Can swim competently, confidently and proficiently over a distance of at least 25 metres ideally on their front and back (<b>National Curriculum</b>)</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Perform a safe rescue (from the side of the water) whilst understanding how to keep themselves safe.</p>	<p><b>STEP</b></p> <ul style="list-style-type: none"> <li>• Space/safety</li> <li>• Task</li> <li>• Equipment</li> <li>• People</li> </ul> <p>Can understand &amp; demonstrate knowledge of STEP principles when delivering a small group activity/game.</p> <p>Can confidently discuss <b>safety</b> and how changes can be made to ensure an activity or participant is safe. This may include a simple risk assessment.</p> <p>Is able to confidently evaluate, change and improve aspects to their own delivery based on STEP principles.</p>

## Themes that should run throughout all year group

- **Can evaluate and discuss improvements**, using key words from the lesson, for the performance of themselves and others. In addition to draw from experience a competent knowledge of how this can be done through simple coaching/demonstrations. That they can apply their improvements when revisited and support others.

## Knowledge and understanding of fitness and health

- To experience and recognise different activities that improve/maintain physical and mental health.
- Can sustain periods of activity over a greater length of time or under greater demands.
- Lower School- Can recognise and explain the changes in the body during exercise.
- Upper School- Understand & can explain the short & long term effects of exercise, and can confidently demonstrate a variety of pulse raising activities, stretches and mobilisation techniques as a warm up/down.

## During fitness specific lessons

- To experience and recognise different activities that improve/maintain physical and mental health.
- To plan, prepare and perform a fitness circuit including a warm up/cool down (part of a fitness circuit)
- To know a variety of fitness tests that can be performed to measure fitness/performance.