



# Moor House School & College Curriculum Map

YEAR GROUP/PATHWAY: KS2		SUBJECT AREA: PE	
Autumn	Topic 1	Topic 2	
Knowledge	Gymnastics	Dance	
Skills	<ul style="list-style-type: none"> <li>• <b>To understand safety rules relating to PE</b></li> <li>• <b>To develop a variety of ways of travelling</b> <ul style="list-style-type: none"> <li>○ Travelling activities using mats and spaces – “Knights” game (include, run, jump, hop, skip)</li> </ul> </li> <li>• <b>To link combinations of gymnastics actions, body shapes and balances with control and precision</b> <ul style="list-style-type: none"> <li>○ To move smoothly from a position of stillness to travelling</li> <li>○ To travel in spaces as an animal, when they reach a mat they perform a balance with the number of points of contact written on the post it</li> </ul> </li> <li>• <b>To perform basic actions of travelling, balancing and rolling</b> <ul style="list-style-type: none"> <li>○ To adapt, practise and refine actions of balancing, travelling and rolling</li> <li>○ To link and repeat actions on the floor</li> <li>○ To use the floor</li> </ul> </li> <li>• <b>To perform basic actions of travelling, balancing, rolling and jumping</b> <ul style="list-style-type: none"> <li>○ To adapt, practise and refine actions of balancing, travelling, rolling and jumping</li> <li>○ To link a repeat action on the floor</li> <li>○ To use the floor</li> </ul> </li> <li>• <b>To perform basic actions of travelling, balancing, rolling and jumping</b> <ul style="list-style-type: none"> <li>• To adapt, practise and refine actions of balancing, travelling, rolling and jumping</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>To copy, remember, repeat and explore simple actions with control and coordination.</b></li> <li>• <b>To make clear and memorable actions that can be repeated with quality, clarity and accuracy.</b></li> <li>• <b>To perform between 2 and 5 memorable actions as a group, pair or individually</b></li> <li>• <b>Teach a range of</b> <ul style="list-style-type: none"> <li>○ Zumba</li> <li>○ Reggleton</li> <li>○ Hiphop</li> <li>○ Egyptian dance moves.</li> <li>○ Children to practise and copy.</li> </ul> </li> <li>• <b>Teacher to put 3 moves into sequence. Children practise and perform.</b> <ul style="list-style-type: none"> <li>○ Children to choose favourite 4 moves and create a dance sequence. One child to teach others their dance.</li> <li>○ Perform as a group.</li> </ul> </li> <li>• <b>Cool down</b></li> </ul>	



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	<ul style="list-style-type: none"> <li>To link a repeat actions on the floor and apparatus</li> <li>To use the floor and apparatus</li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li>Space</li> <li>Travel</li> <li>Balance</li> <li>Points</li> <li>Roll</li> <li>Jump</li> <li>Sequence</li> <li>Join together</li> <li>Apparatus</li> <li>Bench</li> <li>Stool</li> </ul>	<ul style="list-style-type: none"> <li>Head</li> <li>Shoulders</li> <li>Arms</li> <li>Hips</li> <li>Fist</li> <li>Kneel</li> <li>Tiptoe</li> <li>Elbow</li> <li>Stomp</li> <li>Spiral</li> </ul>
Spring	Topic 1	Topic 2
Knowledge	Tennis Polo	Rounders
Skills	<ul style="list-style-type: none"> <li><b>Introduction to Tennis ball/foam ball.</b> <ul style="list-style-type: none"> <li>Learning to catch and pass the ball</li> <li>Practice as many types of catch as possible: Upper, half-upper, lower, in mid-air, after bounce, from the ground, with the help of the other hand, "putting down" a ball</li> <li>Hand shape for effective catch</li> </ul> </li> <li><b>Learning to use a combination of kick and throw passes to advance the ball.</b> <ul style="list-style-type: none"> <li>Learn the drop-kick.</li> <li>Practise alternating between a kick and a throw against the wall.</li> <li>Break down drop kick into 3 stages: hold ball in front with stretched out arm; take one step forward with opposite leg; drop ball whilst</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>To develop and refine basic techniques in running &amp; throwing</b> <ul style="list-style-type: none"> <li>To measure, compare and improve their own performance</li> <li><b>Skill Area 1 - Running</b></li> <li>Activity 1 – Shuttle Run</li> <li><b>Skill Area 2 – Throwing</b></li> <li>Activity 1 – distance</li> <li>Activity 2 – accuracy</li> <li>Short rounders game – intro rules/tactics</li> </ul> </li> <li><b>To develop and refine basic techniques in catching</b> <ul style="list-style-type: none"> <li>To measure, compare and improve their own performance</li> <li><b>Skill Area 3 - Catching</b></li> <li>Activity 1 – Two hands</li> <li>Activity 2 - One hand</li> </ul> </li> </ul>



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	<p>swinging through with leg and point in direction you intend the ball to go.</p> <ul style="list-style-type: none"> <li>• <b>Learn player positions</b> <ul style="list-style-type: none"> <li>○ Defensive players and the racket keeper are allowed in the 'layer', attackers are not. A goal can only be scored if thrown or kicked from outside layer.</li> </ul> </li> <li>• <b>Learn about defensive strategies</b></li> <li>• <b>Learning shooting techniques.</b></li> <li>• <b>Learning about Offensive strategies – Feints</b></li> <li>• <b>Full game.</b> <ul style="list-style-type: none"> <li>○ Full game, intervening with rule reminders</li> </ul> </li> <li>• <b>Learning goal keeper's techniques.</b></li> <li>• <b>Develop methodology of attack strategies.</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Do 1&amp;2 together</li> <li>○ Activity 3 - Against a wall</li> <li>○ Activity 4- Pairs</li> <li>○ Short rounders game – intro rules/tactics</li> </ul> <ul style="list-style-type: none"> <li>• <b>To develop and refine basic techniques in fielding</b> <ul style="list-style-type: none"> <li>○ To measure, compare and improve their own performance</li> <li>○ <b>Skill Area 4 – Ground Fielding</b></li> <li>○ Activity 1 – Intercepting</li> <li>○ Activity 2 – Retrieving</li> <li>○ Activity 3 - Stopping</li> <li>○ Short rounders game</li> </ul> </li> <li>• <b>To develop and refine basic techniques in batting</b> <ul style="list-style-type: none"> <li>○ To measure, compare and improve their own performance</li> <li>○ <b>Skill Area 5 – Batting</b></li> <li>○ Activity 1 – Contact</li> <li>○ Activity 3 – Distance 2</li> <li>○ Activity 6 - Keep –up</li> <li>○ Only test on 'keep up'</li> </ul> </li> <li>• <b>Short rounders game</b></li> </ul>
<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Shooting</li> <li>• Layers</li> <li>• Goals</li> <li>• Cones</li> <li>• Defence</li> <li>• Offence</li> <li>• Feints</li> </ul>	<ul style="list-style-type: none"> <li>• Rounders</li> <li>• Bat</li> <li>• Ball</li> <li>• Throw</li> <li>• Catch</li> <li>• Field</li> <li>• Battle</li> <li>• Posts</li> <li>• Catch</li> </ul>



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		<ul style="list-style-type: none"> <li>Strike</li> </ul>
Summer	Topic 1	Topic 2
Knowledge	Athletics	Team Building
Skills	<ul style="list-style-type: none"> <li>To develop and refine basic techniques in running, jumping and throwing</li> <li>Practise Sports Day activities</li> <li>To develop and refine basic techniques in running               <ul style="list-style-type: none"> <li>To measure, compare and improve their own performance</li> <li>To use a variety of equipment</li> <li>Ask the children to run for short distances and times, and for longer distances and times.</li> <li>Keep a steady pace.</li> </ul> </li> <li>To develop and refine basic techniques in jumping               <ul style="list-style-type: none"> <li>To measure, compare and improve their own performance</li> <li>To use a variety of equipment</li> <li>To practise the five basic jumps, <i>eg one foot to same foot (hop), one foot to other foot (step), one foot to two feet, two feet to two feet, two feet to one foot</i>, as single jumps</li> <li>Simple combinations. Teach them to combine the basic jump</li> </ul> </li> <li>To develop and refine basic techniques in throwing               <ul style="list-style-type: none"> <li>To measure, compare and improve their own performance</li> <li>To use a variety of equipment</li> <li>Ask them to show different ways of throwing a range of equipment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learn to work as a team, to solve problems and improve communication</li> <li>Cross the chasm of doom               <ul style="list-style-type: none"> <li>Collect the equipment as a team, using visual help guide.</li> <li>Task: Work together as a team. Use the circle mats or team skis to cross the chasm of doom!</li> <li>Bear Grill's challenge – hunt/rescue the mascot/chicken.</li> <li>Cross over paths using circular mats ('stepping stones').</li> </ul> </li> <li>Pipes challenge and Aladdin Mat challenge               <ul style="list-style-type: none"> <li>Collect the equipment as a team, using visual help guide.</li> <li>Task: Everyone in your team must stand on the red side of the mat. You are not allowed to touch the grass at all!</li> <li>Turn the mat over to the blue side without stepping off.</li> </ul> </li> <li>Build the tallest structure               <ul style="list-style-type: none"> <li>2 teams - collect the equipment, using visual help guide.</li> <li>Task: In your team, you must build a structure to hold a ball.</li> <li>The structure must be free standing (not touching the wall or a person).</li> <li>The ball that is highest off the ground wins!</li> </ul> </li> <li>The clock challenges               <ul style="list-style-type: none"> <li>Collect the equipment as a team.</li> </ul> </li> </ul>



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	<ul style="list-style-type: none"> <li>○ To throw using slinging,</li> <li>○ Pushing and pulling actions</li> </ul>	<ul style="list-style-type: none"> <li>○ Task: In your team, you must design a clock face, using the equipment provided.</li> <li>○ Students start by making a circle – this is a real challenge for students. Avoid giving them hints and tips if possible.</li> <li>○ Helpful Hints (staff):</li> </ul> <ul style="list-style-type: none"> <li>● <b>Fitness, coordination and balance.</b></li> <li>● <b>Design a fitness challenge</b> <ul style="list-style-type: none"> <li>○ Collect the equipment as a team, using visual help guide.</li> <li>○ Split into two separate groups and work in your team to develop a fitness assault course for the other team.</li> <li>○ Time challenges in relay format.</li> </ul> </li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>● Running</li> <li>● Jumping</li> <li>● Throwing</li> <li>● Compare</li> </ul>	<ul style="list-style-type: none"> <li>● Team</li> <li>● Communicate</li> <li>● Solve</li> <li>● Problem</li> <li>● Challenge</li> <li>● Equipment</li> </ul>