



# Moor House School & College Curriculum Map

YEAR GROUP/PATHWAY: KS2		SUBJECT AREA: PE	
Autumn	Topic 1	Topic 2	
Knowledge	<b>Gymnastics</b>	<b>Dance</b>	
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	Handball	Kickball
Skills	<ul style="list-style-type: none"> <li><b>Introduction to Handball.</b></li> <li><b>Learning to catch the ball</b> <ul style="list-style-type: none"> <li>Fundamental rules: Only 3 secs holding ball.</li> <li>Only allowed to pass, not kick (accept goalie).</li> <li>No limit to dribble, allowed three steps before or after dribble.</li> </ul> </li> <li><b>Learning to Pass the ball</b> <ul style="list-style-type: none"> <li>One-hand: upper, half-upper, near hip, lower.</li> <li>Two-hand: upper, half-upper, lower.</li> </ul> </li> <li><b>Learning shooting techniques.</b></li> <li><b>Learning "Feints"</b> <ul style="list-style-type: none"> <li>Reinforcing learning of passes.</li> <li>Focus: where to aim (corners, up high, down low), speed and accuracy of throw.</li> <li>Pressure of goalie added.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>To understand the rules of kickball.</b></li> <li><b>Learn suitable bowling/pitching to improve accuracy of role.</b> <ul style="list-style-type: none"> <li>Demonstrate correct technique of role including, leading foot, wrist position and follow through. The ball should role, avoid excessive bounces.</li> </ul> </li> <li><b>To improve coordination when striking/kicking the ball.</b> <ul style="list-style-type: none"> <li>In pairs, one ball between two. Demonstrate correct technique with ball starting at stationary position. Ball kicked by striker and retrieved by partner.</li> <li>Demonstrate correct technique using ball. Stand diagonally to incoming ball, feet shoulder width apart, eyes on ball.</li> <li>In pairs, one bowler and one striker. Take turns to bowl and kicked the ball.</li> </ul> </li> </ul>



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|  | <ul style="list-style-type: none"><li>○ Encourage Feints (fakes) to fall goalie.</li><li>● <b>Learning goal keeper's techniques.</b><ul style="list-style-type: none"><li>○ Demo proper goalie posture.</li><li>○ Goal keeper – keeping high, posture, moving, using hands, legs, trunk, putting the ball down, so it is not passed back out to opponents.</li></ul></li><li>● <b>Develop methodology of attack strategies.</b></li><li>● <b>Learning about defensive strategies</b><ul style="list-style-type: none"><li>○ Games to practice reacting quickly: Traffic light game – change of speed, rhythm. Change direction, pivot in pace and while running on whistle.</li><li>○ Stopping quickly on stop command.</li><li>○ Blocking, stealing, interception of ball.</li><li>○ Screening attacking opponent – can make contact, aim to block catches and screen goal.</li></ul></li><li>● <b>Learning about Offensive strategies Full game</b><ul style="list-style-type: none"><li>○ Pausing to practise and reemphasise attack techniques, encouragement of feints.</li><li>○ Moving in an attack formation to gain space, free self-up, gain better position, and create better position for team player.</li></ul></li><li>● <b>Review and assess</b></li><li>● <b>Full game.</b><ul style="list-style-type: none"><li>○ Full game, intervening with rule reminders.</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><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></li><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></ul></li></ul> |
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		<ul style="list-style-type: none"> <li>- Activity 6 - Keep –up</li> <li>- Only test on ‘keep up’</li> </ul> <ul style="list-style-type: none"> <li>• <b>Short game</b></li> </ul>
Vocabulary	<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>• Ball</li> <li>• Throw</li> <li>• Catch</li> <li>• Field</li> <li>• Battle</li> <li>• Posts</li> <li>• Catch</li> <li>• Strike</li> </ul>
<b>Summer</b>	<b>Topic 1</b>	<b>Topic 2</b>
Knowledge	<b>Athletics</b>	<b>Team Building</b>
Skills	<ul style="list-style-type: none"> <li>• <b>To develop and refine basic techniques in running, jumping and throwing</b></li> <li>• <b>Practise Sports Day activities</b></li> <li>• <b>To develop and refine basic techniques in running</b> <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>• <b>To develop and refine basic techniques in jumping</b> <ul style="list-style-type: none"> <li>○ To measure, compare and improve their own performance</li> <li>○ To use a variety of equipment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learn to work as a team, to solve problems and improve communication</b></li> <li>• <b>Cross the chasm of doom</b> <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>• <b>Pipes challenge and Aladdin Mat challenge</b> <ul style="list-style-type: none"> <li>○ Collect the equipment as a team, using visual help guide.</li> </ul> </li> </ul>



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- To practise the five basic jumps, *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*, as single jumps
- Simple combinations. Teach them to combine the basic jump

- **To develop and refine basic techniques in throwing**

- To measure, compare and improve their own performance
- To use a variety of equipment
- Ask them to show different ways of throwing a range of equipment.
- To throw using slinging,
- Pushing and pulling actions

- Task: Everyone in your team must stand on the red side of the mat. You are not allowed to touch the grass at all!
- Turn the mat over to the blue side without stepping off.

- **Build the tallest structure**

- 2 teams - collect the equipment, using visual help guide.
- Task: In your team, you must build a structure to hold a ball.
- The structure must be free standing (not touching the wall or a person).
- The ball that is highest off the ground wins!

- **The clock challenges**

- Collect the equipment as a team.
- Task: In your team, you must design a clock face, using the equipment provided.
- Students start by making a circle – this is a real challenge for students. Avoid giving them hints and tips if possible.
- Helpful Hints (staff):

- **Fitness, coordination and balance.**

- **Design a fitness challenge**

- Collect the equipment as a team, using visual help guide.
- Split into two separate groups and work in your team to develop a fitness assault course for the other team.
- Time challenges in relay format.



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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>
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