



Coverage Map – Hope Federation - PE

Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R/1/2	<p>Run Jump Throw (1 & 2) <i>For instance:</i> <i>Demonstrate awareness for the need to improve and attempt to improve</i> <i>Recognise and implement concepts such as waiting your turn</i> <i>Select correct skill for the situation</i> <i>Can start and stop at speed, run in straight lines using a variety of speeds</i> <i>Attempt various jumps taking off and landing on different foot combinations, e.g., 2 to 1, 1 to 2 etc.</i> <i>Handle and throw a variety of different objects and attempt to throw for distance</i> <i>Move a variety of objects quickly, showing a range of techniques</i> <i>Developed agility and coordination skills to competently take part in a range of activities</i> <i>Participate as part of a team to compete in running relays</i> <i>Put in effort and stay motivated when challenged</i></p> <p>The Big Question</p> <p>Can you take part in fun games to show your skills whilst running, jumping and Throwing (Reference the criteria)</p> <p>Gym (1 & 2) <i>For instance:</i> <i>Use words such as rolling, travelling, balancing, climbing</i> <i>Can identify risks of working on and around apparatus</i> <i>Safely move and carry basic gym equipment such as mats and benches</i> <i>Recognise 'like' actions and link them together</i> <i>Perform simple gymnastic actions and shapes</i> <i>Make their body tense, relaxed, stretched and curled</i> <i>Create an active journey using different body parts</i> <i>Value other's efforts when they perform; watch and listen</i></p> <p>The Big Question</p> <p>Can you play Sports Bingo with these Words?</p> <p>Improve, Sharing, Accurate, Motivation, Compete, Tense, Relaxed, Stretched, Curled</p> <p>Can the children articulate the meanings through a game of sports bingo?</p>	<p>Dance (1&2) <i>For instance:</i> <i>Demonstrate understanding that a dance has a start, middle and end</i> <i>Confident to explore space within their dances and movements</i> <i>Simplistically use concepts such as unison and mirroring in dance, copying examples</i> <i>Perform basic body actions along with music</i> <i>Remember and repeat simple movement patterns</i> <i>Move with control and show spatial awareness</i> <i>Show strength and flexibility during different types of activity such as movement phrases or starter activities</i> <i>Work with a partner to use repeating motifs in dance movement phrase</i> <i>Tap into emotions to respond to the feelings in the music by translating to body movement</i></p> <p>The Big Question</p> <p>Can you perform a Solo dance with a backing song exploring space, movements whilst showing strength?</p> <p>Next Step Challenge – Use Music with various tempo's and speak to the children about if you would go quickly or slowly and what type of music (linking in emotion and feelings)</p> <p>Attack defend shoot (1&2) <i>For instance</i> <i>Recognise rules and apply them in competitive and cooperative games</i> <i>Make decisions about how to defend a target</i> <i>Aim at targets and shoot from varying distances, defended and unopposed</i> <i>Roll, slide or throw a beanbag or ball with accuracy</i> <i>Attempt to intercept and catch a thrown ball</i> <i>Use change of direction and speed in open play</i> <i>Come up with creative ways of manipulating different objects such as balls and beanbags</i> <i>Work in collaboration with others to attack and score points</i> <i>Show motivation to improve and attempt more difficult challenges</i></p> <p>The Big Question</p> <p>Can you show us how you can play in various games, following the rules and working cooperatively?</p>	<p>Send and return (1 & 2) <i>For instance:</i> <i>Identify space to send a ball into</i> <i>Identify tactics to outwit an opponent, such as hitting to space</i> <i>Able to send an object with increased confidence using hand or bat</i> <i>Move towards a moving ball to return with hand or bat</i> <i>Transfer sending and returning skills in a different position such as sitting and kneeling</i> <i>Select and apply skills to win points</i> <i>Play with a variety of equipment to send such as tennis balls, balloons and larger balls</i> <i>Play cooperatively in a game situation</i> <i>Keep active during lesson even when tired or out of breath</i></p> <p>The Big Question</p> <p>Can you create a game with friends that covers the criteria for send and return?</p> <p>Athletics/Sports day events Take part in basic scoring of different events. To be able to compete against others without getting emotional <i>Run at different speeds according to event and instruction</i> <i>Throw a variety of objects using recognised throws</i> Take part in challenges set by the teacher to perform an action quicker or more accurately.</p> <p>The Big Question</p> <p>Can you show us how you can play and take part in sports day events, following the rules and safely participating in all the sport day activities.</p>			
3/4	<p>Basketball <i>For instance:</i> <i>Explain why we look to 1) shoot 2) pass, and 3) dribble</i> <i>Apply contact rules when defending</i> <i>Experiment with different ball-handling skills</i> <i>Perform short passes</i> <i>Show good defensive posture</i> <i>Use two hands to play a basketball shot</i> <i>Use a jump ball to start a game</i> <i>Assist teammates to shoot</i> <i>Take on the role of referee</i></p> <p>The Big Question</p> <p>What makes an outstanding professional basketball player?</p> <p>We would like the children to be motivated and passionate about the skills they have learnt talking about the objectives they have reached over the 6 week block.</p>	<p>Outdoor adventurous activities <i>For instance:</i> <i>Describe their work and the strategies they use to solve problems</i> <i>Independently identify factors needed to complete a task</i> <i>Use acquired skills to create maps and directions</i> <i>Identify and use symbols on a map to navigate</i> <i>Play competitively and fairly implementing the rules</i> <i>Participate safely, considering others</i> <i>Perform with strength, stamina and endurance in more physical tasks</i> <i>Lead others and be led</i> <i>Can work with others to solve problems</i></p> <p>The Big Question</p> <p>We have set up a team work challenge, a building challenge and a navigation challenge did you complete it showing (reference the criteria above)</p> <p>Gym (1&2) <i>For instance:</i> <i>Modify actions independently using different pathways, directions and shapes</i></p>	<p>Golf <i>For instance:</i> <i>Play safely and show and awareness of factors in golf that keep themselves and others safe</i> <i>Make decisions on what type of shot to play for the situation</i> <i>Show correct stance and grip consistently</i> <i>Show a variety of shots with control over longer and shorter distances</i> <i>Adapt shots successfully to react to different situations</i> <i>Show tick-tock technique consistently</i> <i>Show fitness through golf such as balance, flexibility, stamina and power</i> <i>Persevere with more difficult skills</i> <i>Play competitively as an individual</i></p> <p>The Big Question</p> <p>Can you successfully score, play and work as a team to complete the 9 hole course understanding, what an eagle, birdie, par and bogey ect are?</p> <p>Athletics/Sports day events Take part in basic scoring of different events When questioned, show understanding of their role in team relay performance</p>			



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	<p>Dance (1&2) For instance: Contribute ideas to the structure of the dance Create basic actions as an individual and work with a partner Perform a range of recognised dance actions with some confidence, e.g. do-se-do Attempt to perform with a sense of dynamics Create dance patterns that explore the space Perform with appropriate facial expression Count the beats to a dance pattern Can decide with others which floor patterns/pathways to follow Improve my dance by listening to others suggestions</p> <p>The Big Question</p> <p>Can you perform a routine to an audience displaying skills you have learnt? Also can the audience give feedback on how to make it better and what is good about it?</p>	<p>Identify similarities and differences in sequences Perform sequences with contrasting actions Perform in unison with a partner Remember and repeat sequences Adapt basic sequences to include some apparatus Show body control in individual movements and sequences Work as a group to create a basic sequence Can suggest how developing strength and flexibility helps in maintaining a healthy, active lifestyle</p> <p>The Big Question</p> <p>Can you perform a routine to an audience displaying skills you have learnt? Also can the audience give feedback on how to make it better and what is good about it?</p>	<p>Compete with others and record points Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Jump for height and distance with control and balance Run at different speeds according to event and instruction Throw a variety of objects using recognised throws Throw more accurately and over greater distances Run as part of a relay team Identify how to improve their own, and others work and be tactful</p> <p>The Big Question</p> <p>Can you show the following qualities whilst participating in Sports Day?</p> <ul style="list-style-type: none"> - Leadership, helping and supporting others - Ability to control emotions depending on position within a race - Displaying tactics in events to try and get the best outcome
<p>5/6</p>	<p>Basketball For instance: Implement a range of strategies to attack and defend, such as restricting attackers' space Appraise own skill level and choose the distance for a free throw Play with basketball rules recognising when they have committed a foul Track and control a rebound from a shot (a penalty shot or open play) Apply agility to a variety of basketball skills Use a retreat dribble in a game Perform a v-cut effectively Attempt a 3 point shot Counterattack with team using the fast break Develop confidence to drive to the basket</p> <p>The Big Question</p> <p>What tactics would you deploy in a game that you are losing 6 – 0 with 8 minutes to play?</p> <p>Dance Y5 1&2 For instance: Respond sensitively and made comments on professional work Show ways in which you can communicate a narrative through dance Incorporate simple levels and flight into movement patterns and dances Show levels and flight during dances with high energy and control Use bold movements to show the character they are portraying Use devices to change actions, e.g. fragmentation, inversion etc Show resilience in performance even when a mistake is made Show movements that communicate narratives Work effectively with others to improve dances</p> <p>The Big Question</p> <p>Can you perform a routine to an audience displaying skills you have learnt? Also can the audience give feedback on how to make it better and what is good about it?</p> <p>Can you perform a Solo, Duo, Trio and Squad Dance?</p>	<p>Outdoor adventurous activities For instance: Use knowledge of games in PE to suggest adaptations and variations to games/activities Follow instructions accurately Use written description to identify objects Use speed at appropriate times to complete a task quicker Refine and adapt ideas in a group task Use information given by others to complete a task and work collaboratively Work collaboratively to perform a more complex task Takes responsibility for a role in a task</p> <p>The Big Question</p> <p>We have set up a creative teamwork challenge, a building and resilience challenge, communication challenge and a navigation challenge did you manage to complete it? (reference the criteria above)</p> <p>Gym (1&2) For instance: Identify strengths and weaknesses to a performance Explain why dismounting safely is so important Experience flight on and off of apparatus Arrange own apparatus to enhance work Devise a sequence that uses cannon Include a piece of equipment in sequence Show awareness of how a sequence might need to be adapted when performing to music Lead a group warm-up demonstrating the importance of strength and flexibility Show good character when being lead as part of a group</p> <p>The Big Question</p> <p>Can you perform a routine to an audience displaying skills you have learnt? Can the audience give feedback on how to make it better and what is good about it?</p>	<p>Golf For instance: Play safely and show an awareness of factors in golf that keep themselves and others safe Make decisions on what type of shot to play for the situation Show correct stance and grip consistently Show a variety of shots with control over longer and shorter distances Adapt shots successfully to react to different situations Show tick-tock technique consistently Show fitness through golf such as balance, flexibility, stamina and power Persevere with more difficult skills Play competitively as an individual</p> <p>The Big Question</p> <p>Can you successfully score, play and work as a team to complete the 9 hole course understanding, what an eagle, birdie, par and bogey ect are? Are you able to create a hole for other children in your class to take part in?</p> <p>Athletics/Sports day events Compete effectively putting the practice into reality in a stressful situation Apply tactics when competing Encouraging other team mates Effectively take part in a Relay knowing the rules and regulations Run at different speeds according to event and instruction Throw a variety of objects using recognised throws Throw more accurately and over greater distances</p> <p>The Big Question</p> <p>Can you show the following qualities whilst participating in Sports Day?</p> <ul style="list-style-type: none"> - Leadership, helping and supporting others - Ability to control emotions in a competitive environment depending on position within a race - Displaying tactics in events to try and get the best outcome - Effectively communicating to team mates to get the best outcome for them and the team.

Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R/1/2	Run Jump Throw (1 & 2) For instance: Demonstrate awareness for the need to improve and attempt to improve Recognise and implement concepts such as waiting your turn		Hit Catch and run (1&2) For instance: Able to identify when a point has been scored and keep count of the score Show an understanding of techniques to track and stop balls. What's practical and what's not.		Send and return (1 & 2) For instance: Can describe how they worked with their partner to send and receive Confident to explore different actions such as hitting other types of targets	



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	<p>Select correct skill for the situation Can start and stop at speed, run in straight lines using a variety of speeds Attempt various jumps taking off and landing on different foot combinations, e.g., 2 to 1, 1 to 2 etc. Handle and throw a variety of different objects and attempt to throw for distance Move a variety of objects quickly, showing a range of techniques Developed agility and coordination skills to competently take part in a range of activities Participate as part of a team to compete in running relays</p> <p>The Big Question</p> <p>Can you take part in fun games to show your skills whilst running, jumping and Throwing? (Reference the criteria)</p> <p>Gym (1 & 2) For instance: Use words such as rolling, travelling, balancing, climbing Can identify risks of working on and around apparatus Safely move and carry basic gym equipment such as mats and benches Recognise 'like' actions and link them together Perform simple gymnastic actions and shapes Make their body tense, relaxed, stretched and curled Create an active journey using different body parts Value other's efforts when they perform; watch and listen</p> <p>The Big Question</p> <p>Can you play Sports Bingo with these Words?</p> <p>Improve, Sharing, Accurate, Motivation, Compete, Tense, Relaxed, Stretched, Curled</p> <p>Can the children articulate the meanings through a game of sports bingo?</p>	<p>Catch a medium-sized ball thrown over a short distance Track balls and other equipment sent to them, moving in line with the ball to collect it Run between bases to score points Use a range of sending skills to put the ball into space Able to self-feed ball to hit off the hand and strike ball off a cone Work collaboratively to score runs showing encouragement and support Resilient in the face of new challenges shows the will to keep trying</p> <p>The Big Question</p> <p>Can you take part in fun games to show your skills whilst running, jumping and Throwing? (Reference the criteria)</p> <p>Attack defend shoot (1&2) For instance: Recognise rules and apply them in competitive and cooperative games Make decisions about how to defend a target Aim at targets and shoot from varying distances, defended and unopposed Roll, slide or throw a beanbag or ball with accuracy Attempt to intercept and catch a thrown ball Use change of direction and speed in open play Come up with creative ways of manipulating different objects such as balls and beanbags Work in collaboration with others to attack and score points Show motivation to improve and attempt more difficult challenges</p> <p>The Big Question</p> <p>What does Attack mean? What does Defend mean? In what sport would you shoot?</p>	<p>With some accuracy and sensitivity, feed ball to a partner for them to hit Score points against opposition over a line/net Chase, stop and control balls and other objects such as beanbags and hoops Use coordination and agility to keep rallies going in pairs and small groups Track balls and other equipment sent to them, moving in line with the ball to collect or return Work with a partner to send and return an object and play in a simple rally Recognise your actions impact others, e.g. feeding a ball accurately and at the correct pace</p> <p>The Big Question</p> <p>Can you create a game with friends that covers the criteria for send and return?</p> <p>Athletics/Sports day events Take part in basic scoring of different events. To be able to compete against others without getting emotional Run at different speeds according to event and instruction Throw a variety of objects using recognised throws Take part in challenges set by the teacher to perform an action quicker or more accurately.</p> <p>The Big Question</p> <p>Can you show us how you can play and take part in sports day events, following the rules and safely participating in all the sport day activities.</p>			
<p>3 / 4</p>	<p>Netball For instance: Show some awareness of high five positions Act as a scorer and timekeeper Protect the ball after catching Catch the ball executing correct footwork rules Show speed and endurance in a game situation Use basic shooting techniques in isolation and a game Use one to one marking technique in a game Play within positional restrictions Build up the attack as a team Recognise how playing as a team can improve your communication skills</p> <p>The Big Question</p> <p>Can you compete in a competition showing the skills you have learnt for Netball (Reference criteria above and previous PE lessons)</p> <p>Football For instance: Have discussions on the benefits and weaknesses of both types of marking</p>	<p>Rugby – tag For instance: Decide on ways to improve a piece of teamwork Identify when to run and when to pass Play using passing back and sideways rules Run with the ball using the correct technique Use different length passes to attack Send and receive the ball with accuracy and control to score tries Move into space with the ball Work as part of a team to attack and score in a defined area Recognise how playing as a team can improve your communication skills</p> <p>The Big Question</p> <p>Can you watch the tactics of the New Zealand 7's side in the Olympics and try and display these skills to your game?</p> <p>Gym For instance:</p>	<p>Cross country Can decide on ways to improve running stride Can effectively problem solve and become tactically aware whilst in a race Develop stamina with running races, games of tag, personal challenges. Reacts positively to been timed and wants to better themselves with a quicker time.</p> <p>The Big Question</p> <p>What are the benefits to push ourselves to the limit?</p> <p>Hockey For instance: Implement some tactics in a game Decide as a team how to make things difficult for your opponent Use a push pass with some accuracy Move into space to receive the ball Attempt a slap pass in isolation With some control, turn with the ball Attempt to stop the ball with your reverse stick Work as a team to attack a goal Suggest ways to improve your and your team's performance</p>	<p>Tennis For instance: Use basic defensive tactics to defend the court, i.e. moving to different positions on the court Play the role of the umpire to keep score Show good positioning to moving around the court to return balls Use forehand shots in a game Attempt to self-feed backhand shots Choose and send the ball to different areas of the opposition's court Be alert and aware ready to move around the court Take part in a doubles game Play competitively with others and against others in modified games</p> <p>The Big Question</p> <p>Can you compete in a competition showing the skills you have learnt for Tennis (Reference criteria above and previous PE lessons)</p> <p>Circuit training Decide on ways to improve fitness impacting all body parts to strengthen.</p>	<p>Cricket For instance: With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game Direct hits using taught shots, e.g. pull shot Track and intercept the ball along the ground, sometimes collecting with one hand Attempt overarm bowling with some accuracy Show more consistency in throwing and catching over a variety of distances Field a bouncing ball Show fair play such as accepting when run out or stumped Work with a partner to anticipate when to run</p> <p>The Big Question</p> <p>What is the difference between 20/20 Cricket, 1 Day Cricket and Test Cricket? What tactics would you apply in each format of the game?</p> <p>Dodgeball/benchball For instance:</p>	<p>Rounders For instance: Play in a game using rounders scoring system Choose where to direct a hit from a bowled ball Run between posts making appropriate decisions Track and intercept the ball along the ground, sometimes collecting with one hand Use underarm bowling action with some consistency Play backstop role in small game situations Hit the ball into specific zones to score points Identify and describe some successful play Work as a team to return balls in the field</p> <p>The Big Question</p> <p>Can you compete in a competition showing the skills you have learnt for Rounders! (Reference criteria above and previous PE lessons)</p> <p>Athletics/Sports day events For instance: Decide on ways to improve, run, jumps and throws and implement changes Compare different throws when using various equipment Demonstrate patience and determination</p>



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	<p>Sometimes make decisions on the best time to tackle Move towards the ball to receive Attempt front marking and goal side marking Begin to tackle Use dribbling to progress forwards Send the ball over longer distances Work hard in a game and recognise the physical effects on yourself and your teammates Evaluate which skills and tactics you apply well and which need improvements</p> <p>The Big Question</p> <p>Can you compete in a competition showing the skills you have learnt for Football (Reference criteria above and previous PE lessons)</p>	<p>Decide on ways to improve a piece of work using compositional elements and implement changes Apply a broader range of more challenging skills executed with precision Create a unison sequence Demonstrate control when taking weight on hands Perform actions such as balance, body shapes and flight with control Implement compositional elements into sequences Adapt actions and sequences to work with partners and small groups Work as a group to combine sequences Judge other performances using appropriate communication</p> <p>The Big Question</p> <p>Can you perform a routine to an audience displaying skills you have learnt? Can you perform a gym performance solo, duo, trio and squad?</p>	<p>The Big Question</p> <p>Why have the English national team had so much success recently in Hockey? What skills do they show to be a functional team?</p> <p>(Teacher to show examples of previous games IE Olympics ect) Small Clips and Highlights</p>	<p>Demonstrate control when performing exercises Develop resilience whilst exercising Develop stamina with running races, games of tag, personal challenges, include equipment to keep it fresh and exciting for the children.</p> <p>The Big Question</p> <p>What do you do outside of school to increase your fitness?</p>	<p>Catch the ball and protect Play in a competitive game scoring goals in a scoring area Attempt to shoot using an overarm technique Shoot outside a defined area Work as part of a team to get into positions to shoot Build attacking play in games (tactics)</p> <p>The Big Question</p> <p>If your team were 7-3 down in the game, what tactics would you deploy to become more effective in the game?</p>	<p>Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy, i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run-up Compete in running, jumping and throwing activities and compare their performance with previous Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover</p> <p>The Big Question</p> <p>Can you show the following qualities whilst participating in Sports Day?</p> <ul style="list-style-type: none"> - Leadership, helping and supporting others - Ability to control emotions in a competitive environment depending on position within a race - Displaying tactics in events to try and get the best outcome <p>Effectively communicating to team mates to get the best outcome for them and the team.</p>
5/6	<p>Netball For instance: Umpire a game, explaining decisions where necessary Help the shooter by staying 'free' around the D Make choices about where to pass the ball Mark the ball for a pass or shot Anticipate, track and control a rebounding ball from a shot Knock away the ball when appropriate Make quicker decisions in a game (on and off the ball) Apply the 1m rule consistently Play in a competition Play in high 5 squad rotations keeping track of who is where and where you are rotating to next</p> <p>The Big Question</p> <p>Can you compete and officiate in a competition showing the skills you have learnt for Netball? (Reference criteria above and previous PE lessons)</p> <p>Football For instance: Devise a drill that develops a particular skill Explain why certain areas of the goal are better to shoot at Pass the ball to set up others to shoot Apply speed and accuracy to a penalty shot</p>	<p>Rugby – tag Use STEP principle to suggest, plan and lead a warm-up to compliment the lesson objectives Recognise the difference between attacking and defensive tactics Support players when you are off the ball Consistently catch/stop and control a ball Make quicker decisions in games (on and off the ball) Use a variety of techniques for passing, controlling and moving the ball Use speed and agility in gameplay Suggest ways to improve set plays Offer suggestions for improvements on other's warm-up activities</p> <p>The Big Question</p> <p>Can you watch the tactics of the New Zealand 7's side in the Olympics and try and display these skills to your game? Also can you officiate fixtures?</p> <p>Dance Y6 Unit 1 For instance: Warm-up and cool down independently Interpret different stimuli through imagination and flair</p>	<p>Cross country Tactically demonstrate ways to be successful in crosscountry both in training and competitive. Demonstrate control when performing exercises Develop resilience whilst exercising Develop stamina with running races, games of tag, personal challenges, include equipment to keep it fresh and exciting for the children. Develop an understanding of what it feels like to be out of breath and fatigued</p> <p>The Big Question</p> <p>How can you be effective in a Cross Country competition and what does success look like for you in cross country?</p> <p>Hockey For instance: Choose and implement a range of strategies to attack and defend, such as restricting attackers space or goal side marking Suggest, plan and lead a warm-up or drill and use STEP technique to modify Play confidently in a variety of positions (attacking and defensive) Channel opposition players away from the middle of the pitch Use and apply more rules such as where to take hit-outs and long corner rules</p>	<p>Tennis For instance: Make good choices in games about the best shots to use Explain some of the tactics used in badminton Attempt more technical shots such as smash, where able, use in a game Apply a range of defensive tactics in a game, individually and with a partner Begin to use whole scoring systems Begin to use doubles service rules Use forehand, backhand and overhead shots with more confidence in games Develop doubles play further implement basic positioning tactics Use speaking and listening skills to umpire and play with peers without dispute</p> <p>The Big Question</p> <p>Can you compete in a competition showing the skills you have learnt for Tennis?</p> <p>Can you officiate the game of tennis effectively? Can you also use the correct scoring? (Reference criteria above and previous PE lessons)</p> <p>Circuit training Decide on ways to improve fitness impacting all body parts to strengthen. Demonstrate control when performing exercises</p>	<p>Cricket For instance: Apply with consistency standard rules of modified cricket game Use a range of tactics for attacking and defending in the role of bowler, batter and fielder Attempt attacking field placement including slip, leg and cover position Track and catch high balls in isolation and gameplay Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting Strike bowled balls in games and attempt a range of shots Show urgency when necessary when in the field Work as a pair to field long balls Identify ways you can support your batting partner</p> <p>The Big Question</p> <p>Can you find online and explain good examples of catching, bowling and batting?</p> <p>Rounders For instance: Demonstrate urgency when in the field Apply a range of rules in a full rounders game</p>	<p>Athletics/Sports day events For instance: Accurately record scores in various track and field events Assess their own ability to perform as part of a team Demonstrate power and good technique when throwing for distance Show a variety of jumping techniques with control Use power to improve the start of a sprint and achieve a personal best Use the correct footwear, showing coordination for the triple jump Run consistently in a variety of running races Collaborate with others to complete a race in the fastest time possible Recognise success in their performance even when they do not win</p> <p>The Big Question</p> <p>Can you show the following qualities whilst participating in Sports Day?</p> <ul style="list-style-type: none"> - Leadership, helping and supporting others - Ability to control emotions in a competitive environment depending on position within a race - Displaying tactics in events to try and get the best outcome <p>Effectively communicating to team mates to get the best outcome for them and the team.</p>



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<p>Apply correct body positioning when closing down a player to defend Attempt proper foot placement to send and receive the ball Shoot during a game Collaborate with a partner to implement simple defensive techniques Work as a team to attack and defend, implementing a variety of football skills</p> <p>The Big Question</p> <p>Can you compete and officiate in a competition showing the skills you have learnt for Football? (Reference criteria above and previous PE lessons)</p>	<p>Work creatively and imaginatively on their own, in pairs and in a group, to create simple dances Use recognised dance actions and adapt to develop motifs and movement patterns Show tension and extension in dance movements Perform a duet including a range of elements Show appropriate facial expressions and gestures Attempt to include dynamics in dance When working in groups/pairs, take the lead suggesting ideas and refining actions of others Work sensibly with others during contact and lift work</p> <p>The Big Question</p> <p>Can you perform a routine to an audience displaying skills you have learnt? Also can the audience give feedback on how to make it better and what is good about it?</p> <p>Can you perform a Solo, Duo, Trio and Squad Dance?</p>	<p>Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games Use simple set plays Consistently stop and control a ball Shoot from close range Work as a team to identify and communicate players that need to be marked Use and apply boundary rules such as corners, self pass and sideline</p> <p>The Big Question</p> <p>Can you compete in a competition showing the skills you have learnt for Hockey?</p> <p>Can you officiate the game of Hockey effectively? Can you also use the correct scoring? (Reference criteria above and previous PE lessons)</p>	<p>Develop resilience whilst exercising Develop stamina with running races, games of tag, personal challenges, include equipment to keep it fresh and exciting for the children. Understanding the impact health, exercise and fitness has on the body and mind.</p> <p>The Big Question</p> <p>Would you like to know more about Circuit training and join a local class?</p>	<p>Show attacking and defensive skills as a batter Attempt to track and catch high balls in isolation and gameplay Increased speed when bowling Play in a complete game of rounders with markings and four bases Recognise when to run and when to stop on a base Understand teammates perspective & motivation when accumulating runs/rounders Work with a partner/team to field longer balls Apply simple tactics to ensure all runners make it about bases</p> <p>The Big Question</p> <p>Can you compete in a competition showing the skills you have learnt for Rounders?</p> <p>Can you officiate the game of Rounders effectively? Can you also use the correct scoring? (Reference criteria above and previous PE lessons)</p>	
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