

Concept Map-Physical Education



Invasion Games

In Year 3, we will learn...

To jog, side step, hop, hopscotch and jump in a forwards motion.

Rules keep us safe and make games fair.

Invasion games include attack and defence.

'Tracking' is following the equipment i.e. ball with your eyes.

3

In Year 4, we will learn...

Agility is the ability to change direction quickly.

To be able to do a chest pass and have 'hands ready' when receiving.

Attacking is making an attempt to score and defending is the action of preventing the opposition from scoring.

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In Year 5, we will learn...

The chest, overhead, and bounce pass in netball and the Push Pass in Hockey.

Successfully communicating in a team will increase performance in team games.

A strategy is a plan of how to achieve a desired goal.

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In Year 6, we will learn...

In basketball and football, you can shoot, pass or dribble.

To control the direction of a pass, you change the angle of your body and transfer your body weight in that direction.

Tactics are actions taken to achieve a goal.

6

Dance & Gymnastics

In Year 3, we will learn...

That in dance, movement is expressive, it can convey feeling and meaning.

We use an 8-beat count.

'Choreography' means 'to create a dance.'

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In Year 4, we will learn...

The three key shapes in gymnastics are Tuck, Pike and Straddle.

A static balance is attained by maintaining a desired shape in a stationary position for 5 seconds.

How to travel in different ways.

How to do a dish, pencil, straddle, and forward roll.

4

In Year 5, we will learn...

That Bhangra and Bollywood are types of Indian Dance.

A pre-choreographed Indian inspired dance routine.

How to choreograph our own section of the group dance.

To perform to an audience with confidence.

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In Year 6, we will learn...

Counter-balance is when pupils push their weight onto a partner to maintain a still position.

Counter tension is when pupils pull their weight away from each other to help maintain a still position.

To work together to create group balances and apply them into a sequence.

To perform to our peers and give constructive feedback.

6

Net and Wall Games and Health -Related Exercise

In Year 3, we will learn...

That 'Net and Wall' games Net are court games where either a net separates the opponents or a wall serves to reflect the ball to the opponent.

To use paddle hand bats to contact the ball.

If you move your bat from low to high, the ball will go upwards.

If you move your bat from high to low, the ball will travel downwards.

That a rally is a 'sequence of back and forth shots'.

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In Year 4, we will learn...

That we use a 'chopper grip' to hold the tennis racket.

If you angle your body when you hit the ball, it will alter the direction of the ball.

That we need to move our feet to meet the ball, enabling us to have rallies.

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In Year 6, we will learn...

About the relationship between energy intake and energy expenditure.

There are different fitness components including strength, speed, flexibility, agility.

That fitness tests can be used to measure our level of fitness.

To evaluate our fitness levels, identifying our strengths and areas for improvement.

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Striking & Fielding

In Year 3, we will learn...

To have 'hands ready' and to 'cushion' the ball when catching.

The difference between an underarm and overarm throw.

We must track the object we are hitting when 'batting'.

To recognise space when batting (where there are no fielders).

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In Year 4, we will learn...

To be able to use a short-barrier to stop the ball when fielding.

To know that a short-barrier is when you use your legs and feet to create a barrier.

To keep our feet still when hitting a stationary ball.

It is important to play by the rules of the striking and fielding games, this makes it fair and keeps us safe.

4

In Year 5, we will learn...

That we need to be ready to move to the ball to catch it.

That you can get a batter out by 'catching' them out or stumping them out by hitting wickets / bases.

That hitting the ball into a space (away from fielders), gives you more time to score runs / rounders.

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In Year 6, we will learn...

To underarm bowl, you need to transfer your body weight, release the ball, and finish pointing in the direction you are bowling to.

Fielding positions in rounders include; bowler, backstop, deep fielders, base fielders.

That there are a variety of strategies you can use when batting and fielding.

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Concept Map – Physical Education



OAA & Swimming

In Year 3, we will learn...

To get changed independently and manage your own belongings.

A safe water entry.

Dangers associated with the pool; slipping on poolside, depth of the pool.

There are four key strokes; frontcrawl / backcrawl / breaststroke / butterfly.

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In Year 5, we will learn...

How to share ideas and listen to suggestions with / from others.

How to communicate with my peers to be able to effectively solve a problem.

How to read a grid-reference and locate the area in person.

How to swim 25m (if I am unable to do so)

How to 'Float to Live' in association with the RNLI initiative.

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Athletic Fundamentals

In Year 3, we will learn...

The three different categories in athletics are running, jumping and throwing.

Sprinting is when we move as fast as we can over a short distance.

Distance running is when we move at a slower pace over a long distance.

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In Year 4, we will learn...

'Pacing' is running at a speed you can maintain over a period of time.

When we do a standing long jump, we 'load and explode'.

That transferring our weight when we throw for distance, increases the distance thrown.

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In Year 5, we will learn...

When we do the relay, the 'handover' is critical. We must have our hand ready and in a 'v' shape'.

That there are three types of throws; push, pull, and sling.

When measuring a jump, it's measured from the point of the body that is closest to the take-off board i.e. heel

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In Year 6, we will learn...

The benefits of using strategies when running the relay i.e. fastest runner, runs the last leg.

To be able to throw and jump whilst knowing the rules associated with each event.

To give peer feedback to help improve performance.

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