

**Whole
School
guidance**

The KS1 curriculum offer has been designed so that the following National Curriculum content is taught.

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities, participate in team games, developing simple tactics for attacking and defending, perform dances using simple movement patterns.

The KS2 curriculum offer has been designed so that the following National Curriculum content is taught.

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE is taught through core tasks by QCA or Durham County

- The core task is used at the start of the learning to assess children's ability and to plan out the progression.
- The core task is repeated at the end of the unit with an intention of showing the progress of the children
- In all lessons, warm-ups and cool downs are used and children know the purpose.
- Evaluating and reflecting happens within PE lessons to further develop the children
- Lessons involve fundamental movement skills (FMS), games, Outdoor and adventurous activities (OAA), dance, gymnastics, fit for life and athletics

Additional enhancements

- Yoga is used to develop children's core muscles and improve balance
- KS2 swimming – intention that children swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; perform safe self-rescue in different water-based situations. Additional sessions are sourced for swimming.
- KS2 Gymnastics provided by South Durham Gymnastics
- Our current use of the sports premium allows us to have staff CPD provided by Go Well.
- Dance coaching (lunchtime)
- Other enrichment as sourced using Premium funding, including wellbeing

See the overview annual plan for the order in which units are delivered (dependent upon availability of coaching and additional opportunities).

<p>Year 1</p>	<p>Key learning by the end of units</p>	<p>FMS Move with Max: Aliens Love Underpants Developing skills Move with safety and confidence Play racing and chasing games With others, changing direction And speed Jump on and off apparatus safely Move in a variety of ways (walk, jog, run, hop, jump, skip, gallop, side step, crawl, slide, slither) jump over low barriers send a variety of balls with accuracy to an intended target use implements to strike a ball towards a target sit and stand like a gymnast with tension and extension perform straight, tucked, star, straddle & pike balances perform a log roll, pencil roll & an egg roll control and manoeuvre a ball with an implement copy and repeat dance actions</p> <p>Games Ten Point Hoops (QCA) Developing skills Change speed and direction running technique- run on the balls of their feet, swing their arms, lean their body forwards slightly, look up while running and stop with control by putting their weight on the front foot and bringing the other alongside. change direction by putting their weight on the front foot and pushing off it. swerve and dodge. Roll then throw underarm Place foot forward which is opposite to throwing arm Follow through towards target</p>	<p>Games Rolla Ball developing skills Sending a ball (e.g. passing it from hand to hand, around the body, through the legs, over the head, round the waist). Sending a ball to a partner (e.g. rolling, pushing, throwing). Use hand to carry, hit or dribble a ball (e.g. to roll a ball along a line, slide it across a space) Retrieving a ball retrieve and stop a ball using different parts of the body. bend knees to lower centre of gravity watch, track and move body to get in line with a ball. Movement Skills move forwards, backwards & sideways. To move backwards & sideways, feet shoulder width apart, knees bent, slightly bend forward from the waist, short steps. Making and applying decisions Rolling on target Select appropriate way/time of sending the ball Look at target and follow through with throwing arm Outwitting opponents defend a target Make it difficult for an opponent to score Deceive by feinting or changing pace of ball Developing physical and mental capacity Monitoring breathing feel how they breathe before they exercise. Describe their breathing using a variety of vocabulary After warm-ups use a variety of vocabulary to describe their breathing (e.g. hard, fast, noisy) Fitness and games To know a warm is to prepare bodies for physical activity</p>	<p>Gymnastics unit task 1&2 Developing skills Explore gymnastic actions and still shapes respond to instructions and commands, e.g. on voice command, on clap or using combination of musical instruments Moving in space, changing speed, level and direction safely walk between mats and small apparatus use apparatus confidently Hold still in different body shapes and balances, and to combine different ways of travelling. Find own safe space</p> <p>Making and applying decisions Copy, create and link movement phrases with beginnings, middles and ends. basic movement actions, e.g. jump and a roll, a slide and be still in a shape, move from upside-down to the right way up. Use a range of starting movements or shapes linked to 'like' movements or shapes, e.g. one jump followed by a different jump, a roll followed by a roll in a different direction, a shape on the floor repeated on apparatus Perform movement phrases using a range of body actions and body parts link movements on the floor to movements and shapes using apparatus, e.g. roll on a mat, jump backwards off the mat, slide over a piece of apparatus, and remember and repeat these. Practise to be accurate</p> <p>Developing physical and mental capacity Carry and place apparatus safely recognise what it feels like when their body shows tension e.g. their muscles are</p>	<p>Dance: moving along Developing skills Use stimuli for dance- e.g. toys, pictures & videos and identify movements of vehicles Copy vehicles' movements (e.g. quick steps for a sports car; twists & turns for a bendy bus) to a variety of music perform what vehicle it would suit Start & finish in the same place return to starting point after a set number of counts change speed of dance create a vehicle journey e.g. motorway, country lanes, roundabouts, up a hill draw journey to remember it Making and applying decisions create three different movements that they can then combine in a short performance. E.g., tractor, fast car, a train (vary speed) teach a partner vary compositional dances by using range of titles – for example, 'A long train journey through mountains and valleys' or 'A motorway journey with big lorries, a sports car & a scooter' respond to music</p> <p>Developing physical and mental capacity stretch and know why</p> <p>vocabulary: Moving along Stretch, composition, stimuli, vehicle,</p> <p>Themes and dreams Developing skills Explore movement ideas and respond imaginatively to a range of stimuli explore basic body actions, e.g. travel, jump, turn, gesture, stillness. Respond to stimuli e.g. Poetry</p>	<p>Athletics Colour match Developing skills throwing actions throw a variety of equipment from sitting, kneeling and standing positions. Use power from legs when throwing Throw soft, hard, slow and fast Evaluate differences in throwing between small and big movements throwing using different arm actions – right arm, left arm, both arms, underarm, overarm, rolling. • to throw and catch using different throws.</p> <p>Exploring equipment throwing a variety of equipment differently (e.g. beanbags, quoits, large balls, tennis balls). Use appropriate ways to hold each piece of equipment (e.g. a large ball with two hands • throw each piece of equipment as far as they can, using different techniques</p> <p>Making and applying decisions Selecting techniques Throw different equipment high, low, near, far, forwards, backwards and sideways. Hit a target Identify which throws makes it go highest and which makes it go furthest. Identify which throw meets desired outcome.</p> <p>Selecting equipment To know the heavier an object, the more force is needed to throw it far or high. To know how a ball bounces.</p> <p>Warming up</p>	<p>Honey pot Developing skills Running at different speeds know the difference between walking, jogging and running- perform on 20m track run on their toes, with their arms bent, their head still and looking the way they are going.</p> <p>Making and applying decisions Experiment with using little steps and bigger strides, running fast and slowing down quickly to pick up objects. Select appropriate speed for task e.g. egg and spoon race or sprint</p> <p>Developing physical and mental capacity Warming up recognise when their heart beats faster and why. Why breathing increases</p> <p>Cooling down Recognise effects and importance of cooling down Vocabulary Bean bag throw tracking a ball, rolling, underarm, throwing, overarm, catching free space, own space, opposite team Honeypot Strides, increase, recognise effects</p> <p>OAA where are we going? Developing skills identifying where they are on simple maps and diagrams of familiar environments. Making and applying decisions use simple maps, diagrams to help them follow a trail</p> <p>Developing physical and mental capacity work and behave safely and work increasingly co-operatively with others;</p>
----------------------	--	--	---	---	--	--	--

	<p>Making and applying decisions Throw on target and at a range of targets selecting appropriate throw, selecting best time to throw (to beat opponent) Tactics to make it difficult for opponent or partner to catch, defend a target by standing in front of it and moving in response to their opponent. Feinting to confuse opponent</p> <p>Developing physical and mental capacity</p> <p>Monitor breathing before, during and after – use vocabulary (e.g. quiet, slow, small, calm). Play a range of warm-up games and know why warm-ups are vital recognise the way heartbeat, breathing and temperature change during an active lesson. Know being active helps their bodies to grow, develop and work well. describe which body parts they use during different games.</p> <p>Vocabulary FMS: move with Max Changing direction, speed, walk, jog, hop, jump, skip, gallop, side step, crawl, slide, slither, barriers, accuracy, implements, tension, extension, manoeuvre</p> <p>Games: ten-point hoops Technique, swerve, dodge, underarm, target</p>	<p>Recognise heartbeat, breathing and temperature changes Describe which body parts they use during different games. Mental approach To persevere to succeed Vocabulary Rolla Ball intercept, tracking, rolling underarm, throwing, free space, own space, opposite team</p> <p>Games bean bag throw Developing skills Sending a ball send a ball, (e.g. rolling, underarm throwing, overarm throwing) Retrieving a ball to retrieve and stop a ball by watching, tracking and moving in line with ball Movement Skills run on the balls of feet, bend arms at 90° swinging in the direction of the run, lean the body slightly forwards. stop with control whilst running; putting the weight on their heels and bringing the other foot alongside. jump efficiently. (Two feet to two feet, using correct arm movements and landing technique.</p> <p>Making and applying decisions Throwing into a channel Explore how to throw at a variety of distances Throw at a range of targets at varying distances. explore different ways of stopping and picking up a moving or stationary object. Outwitting opponents recognise where to aim their throw to make it hard for their opponent to catch or intercept the beanbag. Deceive by feigning a throw</p>	<p>tight, extension, e.g. their feet, toes, hands and fingers are stretched; and relaxation, e.g. their muscles are loose and soft.</p> <p>Mental capacity To perform</p> <p>Vocabulary Task 1: Jump, land, rock, roll, grip, hang, push, pull, bounce, hop skip, step spring, crawl, slide. Speed: stop still slowly Shape e.g. tall, long, wide, narrow Level e.g. high, low Direction e.g. up, down, forwards Pathway e.g. zigzag, straight Body parts and surfaces e.g. feet, hand, toes, heels, knees, head, elbows, bottom, back and tummy Along, around across, on, off, over, under, through Tension, extension, relaxation</p> <p>Task 2: Hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn Words to describe: Speed e.g. fast Shape e.g. twisted, curled, wide, narrow Level e.g. medium Direction e.g. backwards, sideways Pathway e.g. zigzag, angular Body parts and surfaces e.g. legs, arms, hips, fingers, shoulders, tummy, sides Under, through, towards, in front, behind, over</p> <p>Gymnastics making shapes Developing skills show a straight shape at different levels. Use extension in arms, legs and toes and tension in the body. Move across mat in a straight, tuck, star shape show a tuck shape in different ways, a star shape on different levels perform straddle standing and sitting complete moves correctly</p>	<p>move using change of speed, level and direction use different parts of the body to respond to stimuli, e.g. jumping jacks (curled shapes to big jumps), copy movement patterns, e.g. follow the leader's dance actions. Change speed of movement to suit character (e.g. clown running quickly, tumbling slowly) Making and applying decisions Perform movement phrases using a range of body actions and body parts e.g. clowns balance, tumble and fall. practise, link and repeat movements and movement phrases, emphasising rhythmic and dynamic qualities, e.g. swirling, Compose and link movement phrases to make simple dances with clear beginning, middles and ends start and stop in a controlled way, e.g. move and stop to a percussion instrument, or play musical statues. Use simple changes of speed and move safely in and through the space. perform movement phrases and short dances with control and accuracy. see how movement can show different moods, ideas and feelings. respond to different music. Developing physical and mental capacity Recognise feelings when active or inactive & notice changes in breathing and heartbeat.</p> <p>Dance Travel and stillness: gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction: forwards, backwards, sideways, Space:</p>	<p>to recognise and understand when and why their heart beats/ and breathing increase To know they got hotter due to muscles working</p> <p>Cooling down to recognise what happens to their bodies when they are cooling down.</p> <p>Athletics colour match Equipment, kneeling, positions, evaluate, underarm, overarm, rolling, quoits, highest, furthest</p>	<p>recognise that different tasks make their body work in different ways... Discuss how to follow trails and solve problems; commenting on how</p> <p>Vocabulary OAA listen, explore, plan and do maps, diagrams pictures, symbols, follow a trail• seek and find, challenges problem solving, plan, do & talk about</p>
--	--	---	---	--	--	---



			<p>Developing physical and mental capacity describe their breathing using a variety of vocabulary (e.g. quiet, slow, small, calm). play a range of energetic warm-up games and to describe the changes they can feel in their body. use a variety of vocabulary to describe their breathing (e.g. hard, fast, noisy, big). Fitness and games know why warming up is important recognise that being active helps their bodies to grow, develop and work well. describe which body parts they use during different games. Talk with them about the meaning of the word active. Mental approach perseveres to succeed</p>	<p>Making and applying decisions perform gymnastics safely. Name actions and shapes Creating sequences link two actions together Use apparatus for sequence Record sequence on a planning sheet Developing physical and mental capacity Checking heartbeat Describe heartbeat, during periods of stillness and activity Safe use of space To know safe distances between other children Vocabulary Gymnastics – making shapes Extension, apparatus, straight, tuck, star</p>	<p>near, far, in, out, on the spot, own • Beginning, middle and end • Nature of movement: fast, strong, gentle • Moods and feelings depending on stimuli</p>		
--	--	--	---	---	--	--	--

<p>Year 2</p>	<p>Key learning by the end of units</p>	<p>Games: Skittles (1) Developing skills: Sending and receiving Use bounce and chest passing. Focus on ball Receive ball by forming a 'W', fingers pointing either up or down and to cushion the ball. When passing, face the target and take a step forward as they throw.</p> <p>Passing time Moving into an empty space to receive the pass Call and signal to identify where to pass Dodge and swerve efficiently</p> <p>Making and applying decisions Know when to use a bounce or chest pass. Ask them to move away from defenders and find space and to signal when and where they want the ball. Tactics: Make the space when attacking, close down space when defending Use good verbal & non-verbal communication. Apply game skills by playing 3 v 1 and 4 v 1 games. Identify how running helps build up stamina</p> <p>Mental approach Identify how to build up mental stamina (determination to keep going)</p> <p>Skittles keeping possession, keeping the ball, scoring goals, keeping the score, making space, pass, send and receive, dribble, travel with the ball, back up, support, partners</p>	<p>Games: kick rounders (develops on football – striking accuracy and distance) Sending a ball Use different ways to kick a ball, (e.g. instep, outside of foot, laces, either foot) Place standing foot next to ball and strike with opposite foot in direction of target</p> <p>Retrieving a ball watch, track and get their body in line with a ball.</p> <p>Movement Skills move forwards, sideways and backwards, (backwards and sideways: feet shoulder width apart, knees bent, slightly bend forward at waist and short steps).</p> <p>Making and applying skill Tactical choices Discuss tactics – where to kick the ball, position fielders, communication, making it difficult for opposition Adapt rules to make game harder/easier/fairer</p> <p>Developing physical and mental wellbeing Warming up to recognise the way their heartbeat, breathing and temperature change during warm-up. To use controlled joint movements, activities that gradually raise their temperature and whole body stretches. Describe heart beats before exercise (e.g. slow, quiet) To identify how their body and heart rate changes during warm-up and games</p> <p>Games: kick rounders Instep, outside of foot, standing foot, opposite, tactics, opposition fairness, gradually, temperature</p>	<p>Gymnastics – families of actions Developing skills balance on large body parts use varied apparatus jump from two feet to two feet. Perform shapes straight, tuck, star, straddle, twisted to cat leap. use spider walks, bunny hops, walking, skipping To roll from a large body part balance To perform a roll before or after a jump</p> <p>Making and applying decisions To perform a routine using different directions, levels and speeds Perform four best actions – a roll, jump, balance and travel</p> <p>Developing physical and mental capacity use mats and apparatus safely Talk with the children about heart rate changes, sweat and turning red</p> <p>Vocabulary Gymnastics Families of Actions Games tuck, star, straddle, twisted to cat leap. use spider walks, bunny hops, walking, skipping, balance, apparatus, perform, heart rate</p> <p>Gymnastics (assessing level 1 and 2) Developing skills perform combinations of actions, body shapes and balances with control & precision hold a position still when balancing or making a shape Stretch bodies when making shapes or holding a balance, e.g. to point their toes, and to show control when moving.</p>	<p>Dance: Cat Dance Developing skills create a movement to suit an expression card e.g. happy – jumping for joy. Create a dance using 3 facial expression cards. To create a dance conversation- responding to story</p> <p>Making and applying decisions express different moods (e.g. happy) as a full body action. • create a dance sequence using three moods and linking movements • use describing words as stimulus e.g. lazy create a short dance that incorporates 3 phrases e.g. drinking, fighting, playing. Perform using a clear beginning, middle and end.</p> <p>Developing physical and mental capacity Record breathing in 20 seconds</p> <p>Exercise and the body Watch dance videos and identify the type of physical demands dance makes on the body. Compare dancers' bodies to other athletes</p> <p>Vocabulary Cat dance Performance, movement, Behaviour, (domestic) cat, expressing ideas, moods and feelings, individually, pairs, threes, compose</p> <p>Dance: How does it feel? Developing skills link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance Use stimuli to inspire a short dance- (moods, ideas, feelings)</p>	<p>Athletics Take aim Developing skills On target • throw soft, hard, slow, fast using small and large movements. Identify how actions/ positioning of arm affect the travel of the ball Hit targets at varied distances by changing the action</p> <p>Throwing techniques • throw using a push, pull and sling action • use legs and transfer weight from back to front Understand the principles of throwing low to high, slow to fast and legs before arms.</p> <p>Developing physical and mental capacity • identify when their body is cool, warm and hot during different athletic activities lessons.</p> <p>Warm-up activities • use warm-up activities including stretching appropriate for throwing</p> <p>Vocabulary Take aim, Push throw, pull throw, transfer weight, stretching cushion the ball</p> <p>Athletics: Colour match (^y1 Colour match) Developing skills throwing actions throw a variety of equipment from sitting, kneeling and standing positions. Use power from legs when throwing Throw soft, hard, slow and fast</p>	<p>OAA: Shipwrecked (coach) Developing skills Moving safely move quickly around obstacles use all parts of their body to climb, cross and go under obstacles. Understand map symbols in relation to apparatus Use map to find a location</p> <p>Making and applying decisions To plan effectively To make accurate maps/routes</p> <p>Evaluating and improving Safe practice Move safely and avoid hazards Work safely as an individual/team lift and carry equipment and apparatus safely.</p> <p>Fit for the challenge identify the muscles used for different aspects of the task sustain attention for longer</p> <p>Food, water and warmth Understand need for food, water and warmth for survival</p> <p>Developing physical and mental capacity lift and carry equipment and apparatus safely- and identify what injuries could happen during task- identify when they needed control, strength, fitness, felt puffed out.</p> <p>Drawing a route Draw a route across the island using symbols to mark landmarks, potential hazards and where they found supplies. Understand scale from map to gym size</p> <p>Fit for life</p>
----------------------	--	---	---	--	--	---	--

	<p>3 touch ball Played through football Developing skills Send and receive a ball with a partner both stationary and on the move. Pass a ball in a straight line, in a diagonal line, around a square and across a square.</p> <p>Use a variety of kicking techniques including instep and outstep and laces. receiving techniques including stopping with one foot on top of ball, instep control. 30s to pass stationary and moving, against opposition call and signal identifying and creating space</p> <p>Making and applying decisions Make space from attacker and signal to teammates. Change tactics (att + def) e.g. intercepting</p> <p>Applying games skills play a variety of games 3 v 1 and 4 v 1. Focussing on moving away from a defender and creating space.</p> <p>Stamina for games 'stamina' (the ability to keep going). to know running around helps to build up stamina by strengthening the heart muscles, ensuring a healthy heart and lungs.</p> <p>Body changes Describe how they feel before, during and after exercise.</p> <p>3 Touch Ball Send and receive, partner, stationary, diagonal, technique, control, opposition, signal, identifying,</p>	<p>Piggy in Middle Developing skills Throwing and catching throw using overarm technique both fast and slow (distance) Throw using underarm both fast and slow (accuracy) make a target with hands, watch ball, cup and cushion ball when catching. Throw whilst looking at a target and step through with arm following through in the direction of the travelling ball. Making space</p> <p>Moving in games Dodge & swerve to avoid players. understand how distance effects sending & receiving the ball.</p> <p>Making and applying decisions Tactical choices throw ball then make space To know when it is good for a slow or fast paced pass. Communicate with players. Mark effectively</p> <p>Develop tactics Scoring and following rules develop a fair scoring method</p> <p>Warming up to recognise the way their heartbeat, breathing and temperature change during a warm-up. to know by being active it helps grow, develop and work well. identify what parts of the body they use when playing games</p> <p>Heart Rate recognise how heart rate changes during and after exercise e.g. fast and loud.</p> <p>Vocabulary: piggy in the middle- pace, active, technique, distance, accuracy, target, cushion ball, travelling, communicate, temperature, active,</p>	<p>Develop range of gymnastic movement and actions on the floor and apparatus (travelling, still and balancing) link a body shape or a balance to a travelling action. use apparatus safely</p> <p>Making and applying decisions Choose, use and vary simple compositional ideas in a sequence develop short sequences on their own of 'unlike' actions, using; shapes, e.g. twisted, long, wide, pathways, e.g. zigzag, speed, e.g. fast, slow, levels e.g. high, low, directions, e.g. forward, large and small body parts, holding different body parts high. Use imaginative ways of using apparatus by performing combinations of movements, balances and body shapes. Use simple sequences of different actions, using the floor and a variety of apparatus. Perform sequences that have beginning, middle and ends. Ways to remember sequence Modify routines from own thoughts and feedback from others.</p> <p>Developing physical and mental capacity Recognise and describe body feelings before/during exercise</p> <p>Gymnastics ass' level 1-2 Hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn, twisted, curled, wide, narrow, medium, backwards, sideways, angular, under, through, towards, in front, behind, over</p>	<p>Respond to different stimuli e.g. hot weather - lazy vary the speed, strength, energy and tension of their movements, and to use different levels and directions. Then with a partner</p> <p>Making and applying compose and perform short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas with clear beginning, middle & end. practise, link and repeat movements and phrases with control, coordination and an awareness of space. use different dynamic and spatial qualities, e.g. travelling slowly up and down, turning quickly and lightly around the space, jumping in different directions with a partner. use actions with different directions, levels, speed and tension to interpret the mood and idea of the dance. describe how they feel when listening to different music e.g. soft, calm classical music; loud, electric beats; African drumming. make dance phrases that reflect the rhythmic & dynamic qualities of the music.</p> <p>Developing physical and mental capacity To know dance is healthy describe how their breathing, body temperature and heart rate change when moving quickly and standing still. understand the link between changes when they are dancing at different speeds, rhythms and different lengths of time.</p> <p>Vocabulary How does it feel? -Stimulus, levels-high/medium/low, curved, zigzag, sweaty, heart rate, cool-down</p>	<p>Evaluate differences in throwing between small and big movements throwing using different arm actions – right arm, left arm, both arms, underarm, overarm, rolling. to throw and catch using different throws.</p> <p>Exploring equipment throwing a variety of equipment differently (e.g. beanbags, quoits, large balls, tennis balls). Use appropriate ways to hold each piece of equipment (e.g. a large ball with two hands throw each piece of equipment as far as they can using different techniques</p> <p>Making and applying decisions Selecting techniques Throw different equipment high, low, near, far, forwards, backwards and sideways. Hit a target Identify which throws makes it go highest and which makes it go furthest. Identify which throw meets desired outcome.</p> <p>Selecting equipment To know the heavier an object, the more force is needed to throw it far or high. To know how a ball bounces.</p> <p>Warming up to recognise and understand when and why their heart beats/ and breathing increase To know they get hotter due to muscles working</p> <p>Cooling down to recognise what happens to their bodies when they are cooling down.</p> <p>Vocabulary: colour match Evaluate, quoits</p>	<p>Developing skills perform a body weight squat competently perform a chest to overhead with good technique. perform the plank and Standing Lunge</p> <p>developing physical and mental capacity to push themselves to the point where they are being physically active on a moderate to vigorous level e.g. (out of breath, hot, sweaty, cannot speak in full sentences) understand what the 'rate of perceived exertion 'is and how to push themselves to the point where they are being physically active on a moderate to vigorous level. Know when to stop and rest Perform movements with stability and control Encourage each other</p> <p>Vocabulary: Shipwrecked Obstacles, apparatus, location, effectively, accurate maps, routes, muscles, survival, control, strength, fitness, felt puffed out, landmarks</p> <p>Fit for life Weight, squat, competently, chest to overhead, technique, Plank, standing lunge, physically active, moderate, vigorous, sweaty, perceived exertion, movements, stability, control, encourage</p>
--	--	---	--	---	--	--

<p>Year 3</p>	<p>On the Attack (delivered through football ^Y2's 3 touch ball) Passing techniques Pass stationary and moving. Pass using the instep of their strongest foot. Place non-kicking foot by the side of the ball and to swing kicking leg at the ball.</p> <p>Passes into practice look up to assess who to & how to pass. pass accurately-changing direction and speed of passes Dribble the ball around obstacles</p> <p>Making and applying decisions Keeping possession make space by spreading out. use (non)verbal communication Scoring goals Identify best position for shooting Identify best positions to receive the ball to enable them to shoot. shoot using accuracy over power</p> <p>Making plans create tactics to help them win the game with team members having different roles Plan runs and signals when ready to receive the ball</p> <p>Developing physical and mental capacity Warming up for the game understand which parts of the body need warming up create a suitable warm up</p> <p>Body talk Describe what is happening to their bodies before, during and after exercise.</p> <p>Mini Tennis ^target baggers</p>	<p>Games: Run the loop (previously taught by GW) Builds on kick rounders, differentiate by size of bats</p> <p>Developing skills Starting to strike strike using hand then bat bowl successfully striker to aim at space fielders to position in lie with ball, retrieve and send ball with pace.</p> <p>Quick runs and safe catching Develop speed and accuracy to develop quick runs Develop fielding techniques of catching, throwing and communication</p> <p>Making and applying decisions To strike to score To position to intercept the ball</p> <p>Developing physical and mental capacity Look at charts showing scales of change in body temperature, skin colour, breathing and heart rate and evaluate themselves. Take pulse on neck</p> <p>Resting heart rate Measure resting heart rate. Develop a warm up with gradual increase in intensity</p> <p>Vocabulary Run the loop Strike, bat, bowl, successfully, striker, space, fielders, position, retrieve, send, technique, intercept, communication, body temperature, breathing, heart rate, increase intensity,</p>	<p>Gymnastics Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement To develop and perform actions, e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands. Enhance movements e.g. extended feet, hands, arms, legs. link different balances, moving in and out of positions of stillness transfer weight smoothly from one part of the body to another Explore combinations on floor, mats and apparatus, and find different ways of using a shape, balance or travel.</p> <p>Making and applying decisions select appropriate actions and use simple compositional ideas. vary actions on the floor and on apparatus. to copy a partner's sequence on the floor and using apparatus, use easy combinations of contrasting actions to choose combinations that work in their sequence.</p> <p>Developing physical and mental capacity describe the short-term effects of exercise to know which parts of the body are important for gymnastics compare and contrast breathing and heart rates when resting and exercising. Know the importance of suppleness and strength To work safely</p> <p>Vocabulary- Gymnastics inverted, contrasting, flow</p>	<p>Dance Round the clock use different parts of their body and to vary levels and speeds to compose a short movement phrase based on clock mechanisms or movements.</p> <p>Varying movements Exaggerate, change speed, movement, rhythm, turn and jump</p> <p>Making and applying decisions Create a diary dance Show different activities through movement and mime. to make the dance expressive by showing how they felt during each activity (e.g. happy, sad, angry). Use music to add imagination</p> <p>Focusing on a point in time Create a short dance to represent a given time of the day (each group should focus on a different time). Perform dance in unison, canon, mirror and matched. create a tableau – a 'still moment'</p> <p>Developing physical and mental capacity</p> <p>Warming up Know a warm up for each joint Create a warm-up for dance</p> <p>Create an activity diary</p> <p>Vocabulary Dance: Round the clock Levels, speed, compose, movements, mechanisms, mime, imagination, unison, canon, mirror, matched, tableau</p>	<p>Athletics: QCA pass the baton _ delivered by coach – to bring planning with them 21.4.23</p> <p>Athletics (off up and away) Developing skills Anticipate space to run into to run and turn quickly and to follow different pathways or tracks.</p> <p>Throw left-handed, right-handed, two handed, underarm and overarm Jump e.g. one foot to the other foot, two feet to two feet, one foot to the same foot, one foot to two feet, two feet to one foot. Linking together</p> <p>Making and applying decisions increase distance and accuracy of throws identify which throws and jumps are best for a situation</p> <p>Developing physical and mental capacity Understand breathing differences before, during and after events Identify positive feelings after persevering when tired</p> <p>Athletics Run, catch, hop, skip, step, direction; forwards, backwards, sideways, throw; high, low, far, near, straight, aim, drop, bounce, fast, medium, slow, safely</p>	<p>OAA North Park OAA Resources To use a map to find a letter, Number or symbol To work out problems from clues To understand the purpose of a map Identify features on a map Identify features in local area and Locate on map Look at a photograph and predict what will be found in its locality</p> <p>Vocabulary OAA Map, photograph, location, problem-solving</p> <p>OAA Search and rescue Developing skills to work together to communicate with others</p> <p>Understanding maps Direct around terrain using a map orientate the map so that the features on the map relate to the features that they can see understand symbols to plan a route identify hazards on a map</p> <p>Making and applying decisions Planning routes Identify advantages and disadvantages of varied routes</p> <p>Tracking and building Track a route Select appropriate equipment (e.g. bridge building) To try different routes</p> <p>Developing physical and mental capacity</p>
----------------------	---	---	---	---	--	--

	<p>Developing skills To use different ways to send a ball, (e.g. Underarm throw, using their hand then racquet to strike the ball) Vary ways to hit a ball with racquet to retrieve and stop a ball. Catch a bouncing object to watch, track and get body in line with a ball.</p> <p>Movement Skills move forwards, sideways and backwards efficiently.</p> <p>Scoring and following rules to invent a scoring system. understand and create fair rules.</p> <p>Making and applying decisions Tactical choices To recognise what constitutes a good feed (fast, slow, high, low) Accurately feed a ball to partner. To position when receiving to maximise chance of intercepting the ball before it bounces twice.</p> <p>Playing against opponents Change the speed & direction of ball to make it harder for opponent To identify the differences between helping a partner and playing against someone. Tactics to outwit their opponents.</p> <p>Warming up Use controlled joint movements, activities that gradually raise temperature and whole body stretches. To recognise their heart beat before exercise (slow, quiet) compared to after exercise (quick, louder)</p> <p>Developing physical and mental capacity</p>	<p>Games – Target baggers (^Y2 piggy in the middle) Developing skills Send a ball using different techniques (e.g. underarm, overarm, one handed, two handed, hard, soft, high, low) Throw accurately at a target, away from opponent To retrieve, intercept, stop and catch a ball to watch, track and get in line with a ball.</p> <p>Movement Skills move forward, sideways and backwards efficiently. to run efficiently to retrieve an object</p> <p>Making and applying decisions Tactical choices To explore different ways of throwing a ball and which method suits which desired outcome. Discuss what makes the game difficult for each child and how they have made it difficult for their opponent. To know where to position themselves to maximise chance of intercepting and returning the ball. Discuss as a class and create effective ways to defend and attack. Playing against opponents and evaluate performance. To know the difference to working with their partner as opposed to playing against an opponent. To explore different ways to make it difficult for their opponent to score. Encourage them to 'think' before they 'act'.</p> <p>Developing physical and mental capacity Stamina for games To understand the term</p>	<p>combinations, half-turn, sustained, explosive</p> <p>Gymnastics Balancing act Developing skills Balances on small body parts use small body part balances use combinations of hands, feet, elbows, knees and head. to extend toes, legs, arms and increase tension in their body. balance with feet higher than their head (e.g. a headstand with two hands and head making a triangular base). perform balances on apparatus. Use three balances, varying the number of body parts used and levels.</p> <p>Travelling and balances travel using the same small body parts that they used when balancing (e.g. 3 hands and 1 foot – one-footed bunny hop). Hold a four-point balance, travel in it, then to make a three-point balance. Then: three-point balance, travel into two point Use above combinations on apparatus changing level and direction</p> <p>Actions and apparatus to roll, jump and travel in different ways. Then, concentrate on different levels and directions. Perform on suitable apparatus.</p> <p>Making and applying decisions Entrances and exits To transfer body weight into or out of balances so that other actions can be performed</p> <p>Devising sequences to devise, internalise and teach an interesting and</p>		<p>Safe travel travel safely and identify hazards avoid hazards lift, carry and use equipment safely. Ensure bridge is safe</p> <p>Fit for the challenge How does the challenge affect their bodies Identify how to conserve energy Identify how to maintain concentration.</p> <p>OAA where am I? Developing skills To develop communication</p> <p>Understanding maps • to identify terrain Orientate map Understand symbols on map to create a suitable route</p> <p>Making and applying decisions Planning routes on a map</p> <p>Tracking and building Track route during activity Work as a team to construct e.g., bridge Identify best routes Use skills on a new map</p> <p>Developing physical and mental capacity</p> <p>Safe travel Identify hazards and move safely as a team lift, carry & use equipment safely.</p> <p>Fit for the challenge Identify how their bodies work, conserve energy, reduce mental fatigue</p> <p>Vocabulary: OAA where am I? maps, diagrams, symbols, scale, orienteering, orientate,</p>
--	---	--	--	--	---

		<p>Mental approach to describe how playing this game makes them feel</p> <p>Vocabulary Mini Tennis Catch, tracking, aiming, controlling, scoring, rally, feed</p> <p>Games On the Attack football: Stationary, swing, accurate, dribble Obstacle, (non)verbal communication</p>	<p>To know types of physical activity that require stamina. To know running around helps to build up stamina by strengthening the heart muscles, ensuring a healthy heart and lungs.</p> <p>Body Changes to describe what their body feels like before, during and after exercise. To count their heart beats To compare different activities on their bodies</p> <p>Mental approach To be determined even when losing.</p> <p>Basketball</p> <p>Vocabulary Target baggers Court, target, net, defending making it difficult for the opponent, tactics, scoring points, stamina</p> <p>Basketball- awaiting planning</p>	<p>exciting sequence making it even (e.g. balance into action, balance, action). Use apparatus- respond to feedback</p> <p>Developing physical and mental capacity Fitness for gymnastics</p> <ul style="list-style-type: none"> Using pictures of gymnastics in balances identify parts of the body which need to be supple and strong. <p>Safe practice</p> <ul style="list-style-type: none"> lift, carry and use apparatus safely. share and use space safely. <p>Gymnastics Balancing Act Combinations, travelling, sequence, entrance, exit</p>		<p>controls, plan on your own and in pairs, plan - do – think about – try again, review – talk about an activity and decide how to do it better</p> <p>Swimming By end of Y6 be able to- Swim 25m unaided Perform a range of recognised strokes Perform a safe rescue</p>
--	--	--	--	--	--	---

<p>Year 4</p>	<p>End zone - hockey Developing skills</p> <p>Passing and Receiving Grip hockey stick correctly Pass ball stationary – then on move Stop, control and dribble- then through obstacles</p> <p>Making & applying decisions Keeping Possession Identify and create space Communicate verbally and non-verbally</p> <p>Scoring Goals recognise the best positions for shooting. E.g. Slightly to the left or right of the goal and not too far away. Recognise good positions to receive the ball Improve shot accuracy</p> <p>Developing physical and mental capacity Create a warm up based on tag.</p> <p>Body Talk link what happens to their heart and breathing during different activities.</p> <p>End Zone Keep possession, keep control Make and use space Support Pass Goals Rules Tactics Michael Jacques</p> <p>Mini tennis 2 (^y3 mini-tennis 1)</p> <p>Developing skills Sending a ball use a shake hands grip and keep the racket horizontal to help control the ball. Ready position being feet apart and weight forward, standing on balls of their feet.</p>	<p>Games boundary line Developing skills Starting to Strike establish an effective grip, side on stance, backswing and step. To strike a ball effectively To run between cones effectively To retrieve a ball quickly Aim for space When fielding, get body in line with ball to stop it Throw at a pace each to catch</p> <p>Fielding Skills develop an underarm throwing technique, ways of stopping a moving ball and close catching skills. (Use assortment of balls)</p> <p>Making and applying decisions Striking to score explore different ways of striking the ball (quickly, gently) hit the ball into space explore different ways of stopping and catching (close up) the ball identify ways of making it difficult for an opponent</p> <p>Intercepting the ball explore fielding positions/tactics that will limit the amount of points scored by the batter</p> <p>Developing physical and mental capacity Change in the body Show the children how to take their pulse in their neck. Notice changes in their body (pulse rate, body temperature, skin colour and breathing). Warming up devise a gradual- increasing warm up designed to raise the heart rate Mental approach support their team with positive feedback and ideas of how to improve during the game.</p>	<p>Dance Indian delight Developing skills</p> <p>Ideas and inspiration Watch professional Indian classical dance and note size of steps, directions, levels, speeds, parts of body used, costumes, music. Use ideas from video in own dance to Indian music</p> <p>ensure use of heels, turns, step slides, diagonal pathways and the importance of focus.</p> <p>Exploring movements Create movements from still photographs Use and create hand gestures in the dance</p> <p>Making and applying decisions</p> <p>Developing dance perform three movements linked (e.g. with a slide and turn or a travel and jump). exploring timing (canon and unison), use of space and direction. Teach their dance (e.g. breaking it down into sections, naming sections, counting beats).</p> <p>Changing the order Teach a set piece, pupils to change order of movements and select new linking movements</p> <p>Developing physical and mental capacity To know warming up prepares the body and mind Create a suitable warm up Create a simple movement that includes a stretch Introduce cool downs</p>	<p>Dance ‘what’s so funny?’ Developing skills create character and narratives in response to a range of stimuli Describe movements used to create humour, horror, suspense on film use actions, along with dynamic and spatial qualities, to communicate character and narrative, e.g. expressing character of Popeye might involve strong, powerful gestures and balances, boxing poses at different levels, exaggerated and stylised actions and gestures changing levels, shape and speed. Use a wide range of actions, dynamics, directions, levels and relationships</p> <p>Making and applying decisions use simple choreographic principles to create motifs and narrative create dance motifs that bring out character and dramatic effect, e.g. a House of Fun character- giggle, giggle, stamp, stamp, kick, balance, tumble, splat! communicate character and narrative when moving on their own, partner and in a group. Sequence and link logically vary dance phrases using canon, unison, repetition, and change of direction, level, speed and pathway. Perform with audience in mind</p> <p>Developing physical and mental capacity Describe, interpret and evaluate their own and others’ dances focussing on shape, action, and dynamic and rhythmic phrasing.</p> <p>Gymnastics Developing skills</p>	<p>Athletics: Furthest five 9.6.23 - coaching Developing skills Learning basic jumps Perform 1-1 jumps (left foot to left foot, right foot to right foot).1-2 jumps (left foot to both feet, right foot to both feet).2-2 jumps (both feet to both feet). 2-1 jumps (both feet to left foot, both feet to right foot).1-other jumps (left foot to right foot, right foot to left foot). Link two basic jumps together. record the distances reached by different combinations.</p> <p>Run-ups, take-offs and landings using a standing start and a two or three step run-up. evaluate which run-up is most effective for them. Explore different take-offs and landings (e.g. one foot or two feet). link a take-off jump (e.g. one foot to one foot) with a good landing jump (e.g. one foot to two feet).</p> <p>Making and applying decisions Recognise the benefits of taking off from one foot rather than two. explore making different shapes in the air (e.g. star, pike) and to find out which shapes are best for jumping for distance. Identify best jump for distance, take-offs and landings. jump for distance using hopping, leaping and jumping.</p> <p>Organising, judging and Recording Know to use a take-off line for jumping, how to measure, Developing physical and mental capacity Body changes record the changes their bodies go through using a</p>	<p>OAA Communication challenge Developing skills communicate and work effectively with other in order to complete a task. develop trust with partner through games complete paired trails over and around obstacles, carrying equipment, then one blindfolded listen carefully to instructions give clear instructions</p> <p>Making and applying decisions learn to follow simple routes and trails, orientating themselves plan and discuss how to successfully complete a trail adapt from experience</p> <p>Developing physical and mental capacity Identify feelings emotionally and physically and any hazards.</p> <p>Safely across Developing skills To use communication to work as a team Making and applying decisions Take varied roles in a group to complete tasks follow simple routes and trails adapt to an increase in difficulty of the core task make plans and communicate</p> <p>Developing physical and mental capacity Explore moods and feelings of themselves and others- how to recognise, what can they do to intervene. Recognise a healthy mind is important, too</p> <p>vocabulary communication challenge</p>
----------------------	--	---	--	---	--	--

		<p>Retrieving a ball watch, track and get in line with ball. Move sideways and backwards</p> <p>Making and applying decisions explore sending the ball at different speeds and heights. Develop tactics to win Ensure rules are fair</p> <p>Developing physical and mental capacity Give the children equipment e.g. cones, tag belts etc and ask them to make up a warm up game.</p> <p>Body Talk link what happens to their heart and breathing during different activities.</p> <p>Vocabulary Mini tennis Court, Target, Net Striking, Hitting Defending Making it difficult for the opponent Tactics Scoring points</p>	<p>Games boundary line batting, fielding, wicket, tee, boundary, innings, wicketkeeper, score</p>	<p>Using energy To know muscles use energy. Identify muscles used in dances- compare with sports</p> <p>Dance Indian delight steps, directions, levels, costumes, hand gestures, canon, unison, linking movements,</p>	<p>develop counter-balances (pushing together and counter-tension (pulling apart) Work safely with a partner Develop to use balances on apparatus Part-weight bearing balances front and back supports Teach the children the base options: square, on all fours (knees under hips and hands under shoulders); on knees (bottom on feet, feet together at ankles); lying arms straight up (shoulders on floor); base in front/back support. Select actions they could use in their sequence, including rolls, jumps and travelling.</p> <p>Making and applying decisions Choosing actions and balances pair balance that is face to face after a unison movement to be in position partners stand one in front of the other and perform one after the other (in canon). Use balances on varied levels- apparatus, floor, mats</p> <p>Developing physical and mental capacity In a pair, create warm-up routines that raise the body temperature, increase breathing and heart rate, mobilise the joints, and stretch the body. use music that has a medium to fast beat. Stretching muscles - (hamstrings, calf and groin), arms (biceps and triceps), annotate the muscle groups on a picture of the body.</p> <p>Vocabulary dance – what’s so funny? Character, narrative, costumes, props, describe, analyse, interpret, evaluate, communication, gesture,</p>	<p>rating system or a scale. recognise the short-term effects of exercise on their bodies. count their heartbeat. Identify how different activities make them feel more or less tired.</p> <p>Vocabulary Furthest five continuously, combinations, take-off, landings, benefits, star, pike, distance, measure Athletics (faster, higher, further) Developing skills Run short and long distance Develop pace by timed runs Develop jumps e.g. one foot to same foot (hop) one foot to the other foot (step) one foot to two feet, two feet to two feet, two feet to one foot, as single jumps and then in simple combinations.</p> <p>Throw using slinging (as in discus), pushing (as in shot) and pulling actions (as in javelin and overarm throw).</p> <p>Making and applying decisions Identify they are better at running at a high speed for shorter times and distances than for longer ones. Use best throwing method for activity To identify differences in jumps e.g. length and height. Create an athletic event judging, measuring, recording and ensuring fairness.</p> <p>Developing physical and mental capacity Count heartbeats. Identify demands of varied activities Stay safe during throwing activities</p>	<p>Safety, Responsibility, Communication, Challenges, problem solving, plan alone, in pairs, Plan - do – think about – try again, Review – talk about an activity and decide how to do it better</p> <p>Safely across Safety, Responsibility, Communication, Challenges, problem solving, Plan in groups, Plan - do – think about – try again, Review – talk about an activity and decide how to do it better</p> <p>Fit for life – Previously GW) Developing skills perform a body weight squat competently and a chest to overhead with good technique. Children to be able to perform the plank and Standing Lunge Children to be able to perform Mountain Climbers and torso twists with good technique.</p> <p>Developing physical and mental capacity push themselves to the point where they are being physically active on a moderate to vigorous level. (out of breath, hot, sweaty, cannot speak in full sentences). understand the link between Functional Movements and Everyday Life Tasks. begin to understand some Anatomy that controls the movements within lesson. when to stop and rest (when form becomes poor). social skills when working as a team. fully understand what the ‘rate of perceived exertion ‘is and how to push themselves to the point where they are being physically active on a moderate to vigorous level.</p>
--	--	---	--	--	---	---	--



					words to describe choreographic devices, e.g. unison, canon, repetition, action and reaction, question and answer, myths, legend, mobilise joints, diet	To persevere Vocabulary Athletics sprint, jog, pace, throwing action, power, stamina, speed, safety, relay, time, measure, record	understand how to perform movements with stability and control. Vocabulary Fit for life Vigorous, moderate, squat, lunge, plank, technique Swimming By end of Y6 be able to- Swim 25m unaided Perform a range of recognised strokes Perform a safe rescue
--	--	--	--	--	---	--	---

<p>Year 5</p>	<p>Games: Calling the shots Ball skills dribbling different types of ball with control. Challenge: to try increasing their speed and accuracy. Then timed around cones pass accurately, with control and speed tackle safely by watching the ball carefully and knowing when to intercept or tag opponent mark an opponent</p> <p>Skills into practice Create space Signal for the ball Develop attack and defence skills</p> <p>Making and applying decisions To lose a defender by timing Choosing to pass or dribble Identify different attacking strategies Shadow an opponent Defending and attacking as a unit</p> <p>Developing physical and mental capacity Devise suitable warm up (<i>building on previous years' warm up</i>)</p> <p>Games, fitness and health Know how to become fitter, how games contribute to overall fitness, health and wellbeing</p> <p>Runners Developing skills Batting techniques Know techniques of batting, including preparation, grip, hit and follow through. Bowling Techniques bowl overarm and vary speed and flight of ball Fielding techniques Experiment different ways of intercepting, stopping, catching and throwing the ball.</p>	<p>Games: Fives and threes Developing skills Ball Skills Pass a ball with control, speed and accuracy Intercept a ball by tracking Marking an opponent Lose an opponent by running into empty space – signal to teammate</p> <p>Making and applying decisions Attacking Skills Develop and use defending and attacking tactics</p> <p>Developing physical and mental capacity to know how the muscles work, (e.g. work by getting shorter, relax by getting longer) and why it is important to stretch them before exercise. Create short warm-up routines that follow basic principles, (e.g. raise the body temperature, mobilise the joints, and stretch muscles). recognise the demands of games, (e.g. speed, strength and stamina.) Play games involving whole team/class (inclusivity)</p> <p>Vocabulary Games: fives and threes keeping possession passing shooting, width, depth, support marking, covering</p> <p>Games: What a racket Developing skills Striking a ball grip the racket correctly. to serve, return both forehand and backhand and to volley. Position body correctly Movement Skills identify the movement skills required for the game and invent their own games to develop these skills.</p>	<p>Games: Zone rounders Developing skills Striking a ball explore different ways of using a bat to strike a ball. hit the ball accurately into spaces, and to different parts of the field, when playing games. position their bodies and their feet to hit the ball accurately.</p> <p>Retrieving a ball bowl accurately to help a partner and, later, to get an opponent out. bowl with an underarm action. place their feet and position their bodies effectively. grip the ball to control it. bowl at different speeds. watch, track and get in line with a ball. Develop their partner</p> <p>Making and applying decisions Striking Skills hitting the ball away from the fielders. gauge when and how far to run around the bases. Fielding Skills work together as a fielding team to cover the area and make it hard for the batter to score. setting a field for the batter's favourite shots. bowl to help their fielders and make it hard for the batter. Evaluating tactics evaluate what they do, and decide what they need to practise.</p> <p>Developing physical and mental capacity The health and benefits of rounders To know the health benefits of playing rounders using the following headings: benefits to your heart; benefits to strength and flexibility; benefits to wellbeing.</p>	<p>Dance machines (or what you did with dance teacher?) Developing skills <i>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</i> Use a stimulus. use language to describe it, e.g. <i>a machine might be jerky, circling, pushing, pulling, shaking.</i> Explore action words through different movements. change the speed, strength and flow of their movements, and the way they use space, e.g. <i>cogs and pistons might move with jerky body parts; fast turning actions from high to low; slow, smooth continuous circling actions.</i> Use whole/individual parts of the body. work with a partner and in small groups to explore different relationships, e.g. pushing and pulling actions going over, under and around each other; circling actions meeting and parting. Making and applying Create and link dance phrases using a simple dance structure or motif (Use dance by chance cards) create dance phrases from exploratory tasks, e.g. <i>show a machine breaking down by exploding, turning, landing and rolling.</i> to achieve the quality of movement needed by demonstrating with your voice, e.g. <i>BANG! S-t-r-e-t-c-h.</i> create longer phrases and link them together. explore movements with a partner, working in unison and in canon. to be aware of their partner when moving in and through space.</p>	<p>Athletics distance challenge Developing skills explore different ways of running, jumping and throwing. Use success criteria to develop criteria for successful Running, jumping and throwing. Recognise the difference between running faster and slower over longer distances. To pace oneself over varied distances demonstrate a range of throwing actions, e.g. <i>push (as in shot), pull (as in overarm throw and javelin), sling (as in discus and hammer),</i> increase speed of release when throwing and quicken feet use a run up to jump, sink their hips and take a long last stride to gain height or distance.</p> <p>Making and applying decisions To know different equipment suits different ways of throwing. plan a run so that they can pace themselves evenly or unevenly. plan how they cover distances as a team to get the best result possible, e.g. <i>running further in a set time or running faster over a set distance.</i> mark a run up for jumping and throwing. when it is best to use a run up. Set targets and record</p> <p>Developing physical and mental capacity understand how stamina, strength and suppleness are used in other areas of physical education and how they benefit the body. To know how to improve their health and fitness.</p>	<p>OAA: Crystal star challenge Developing skills Working as a team Identify and assess key features of effective teamwork Understand importance of assessing and reviewing Develop class assessment sheet for teamwork with six key aspects (e.g. planning and discussing ideas, dividing up jobs, talking to each other, listening to others, supporting each other, finishing on time). Introduce the concept of 'plan do-review' through two short team problem-solving challenges. Orientate using map of school</p> <p>Making and applying decisions Orienteering challenge – find and record checkpoints, Review teamwork using class assessment sheet</p> <p>developing physical and mental capacity Managing risk Identify hazards and develop precautions Develop a risk assessment using 'hazard' and 'control'</p> <p>Equipment requirements Wear suitable clothing for the time of year</p> <p>Vocabulary Crystal star challenge Teamwork, identify, assess, key features, plan, discuss, checkpoints, hazards, precautions,</p> <p>Games Zone Rounders (S&F) strike, accurately, position, opponent, partner, underarm, bowl, grip, in line, develop, fielders, bases, batter,</p>
----------------------	---	---	---	--	---	---

	<p>Making and applying decisions Batting and fielding Tactics recognise space to aim for or to protect, when to run, how hard to hit</p> <p>Bowling tactics practise different bowling techniques and work with fielders.</p> <p>Developing physical and mental capacity To know the health and benefits of cricket using the following headings: benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. Know demands of cricket: running, agility (changing direction), use of shoulders, arms and legs when striking, catching and fielding the ball. Develop warm-up that involves running, agility and throwing/ catching.</p> <p>Vocabulary Calling the shots Dribbling, control, increase, accuracy, intercept, attack, defence, timing, strategies, shadow an opponent, unit,</p> <p>Games: Zone rounders Developing skills Striking a ball explore different ways of using a bat to strike a ball. hit the ball accurately into spaces, and to different parts of the field, when playing games. position their bodies and their feet to hit the ball accurately.</p> <p>Retrieving a ball bowl accurately to help a partner and, later, to get an opponent out. bowl with an underarm action. place their feet and position their bodies effectively. grip the ball to control it.</p>	<p>Making and applying decisions Maintaining a Rally Hitting the ball back and forth at varying heights and speeds – discuss how this helps and hinders their partner Move and striking both backwards and sideways Developing physical and mental capacity The health & benefits of Tennis Create benefits of tennis using headings: benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. The demands of tennis identify demands of tennis in terms of running, agility (changing direction), use of shoulders arms and legs when catching the ball. create a warm-up game in groups of four that involves running, agility, throwing/ catching.</p> <p>Vocabulary What a racket! forehand, backhand, volley, overhead, rally singles, doubles using width, using depth, changing direction, changing speed, defending court, covering court, partner</p> <p>Games: Runners Developing skills Batting techniques Know techniques of batting, including preparation, grip, hit and follow through. Bowling Techniques bowl overarm and vary speed and flight of ball Fielding techniques Experiment different ways of intercepting, stopping, catching and throwing the ball.</p>	<p>The demands of rounders create a warm-up game in groups of four that involves running, agility and throwing/ catching.</p> <p>Gymnastics Developing skills Pair balances (building on previous years)- (pushing against), counter tension (pulling away) and part-weight bearing (front and back supports). Adapt balances using apparatus and more people. Create a group balance Link pair balances into a group balance using handholds, arm links or footholds. use apparatus in a group balance.</p> <p>Adding actions include in their sequence – rolls, jumps and travelling. Use actions to move into and out of balances.</p> <p>Making and applying decisions Compositional principles whole group to work in unison. explore different ways of working in canon (e.g. one then one, two then two, three plus three). Develop timing of canon. work in a small group (e.g. starting together or apart, moving apart or together, moving in the same or different directions and pathways). Use leading and following, meeting and parting, and working side by side as compositional ideas to excite audiences</p> <p>Composing a sequence Act as choreographers to create a sequence using their best actions, pair balances</p>	<p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups create phrases that combine different actions and qualities, e.g. <i>slowly travelling backwards staying low; exploding into the air, collapsing, rolling, getting slower and slower then stopping.</i> remember order by talking through sequence use clear starting and finishing positions. listen & respond to the accompaniment. Developing physical and mental capacity To know warming up and cooling down aids sustained activity over time use dance activities that make them feel warmer, mobilise the joints and stretch the body, e.g. <i>skipping and swing actions; lifting, lowering, circling and shaking joints; holding stretches.</i></p> <p>vocabulary Dance machines Words to describe actions, dynamics, space, relationships. Words to describe group formations; square, circle, line. Partner, copy, repeat, follow, lead. • Unison, canon, repeat. • Structure, Motif • Dance phrase • Improvisation, explore</p>	<p>demonstrate a range of appropriate warm up activities</p> <p>Vocabulary Athletics Race, run up, stride pacing, stamina strength and speed = power suppleness, safety and rules relay, takeover area time, measure, record, set targets</p>	<p>evaluate, tactics, practise, wellbeing, agility,</p> <p>Swimming By end of Y6 be able to- Swim 25m unaided Perform a range of recognised strokes Perform a safe rescue</p>
--	---	---	---	--	---	---

		<p>bowl at different speeds. watch, track and get in line with a ball. Develop their partner</p> <p>Making and applying decisions Striking Skills hitting the ball away from the fielders. gauge when and how far to run around the bases. Fielding Skills work together as a fielding team to cover the area and make it hard for the batter to score. setting a field for the batter's favourite shots. bowl to help their fielders and make it hard for the batter. Evaluating tactics evaluate what they do, and decide what they need to practise.</p> <p>Developing physical and mental capacity The health and benefits of rounders To know the health benefits of playing rounders using the following headings: benefits to your heart; benefits to strength and flexibility; benefits to wellbeing.</p> <p>The demands of rounders create a warm-up game in groups of four that involves running, agility and throwing/ catching.</p>	<p>Making and applying decisions Batting and fielding Tactics recognise space to aim for or to protect, when to run, how hard to hit</p> <p>Bowling tactics practise different bowling techniques and work with fielders.</p> <p>Developing physical and mental capacity To know the health and benefits of cricket using the following headings: benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. Know demands of cricket: running, agility (changing direction), use of shoulders, arms and legs when striking, catching and fielding the ball. Develop warm-up that involves running, agility and throwing/ catching</p> <p>Vocabulary Games Runners- Cricket (S&F) Stance, crease Non-striker, bowler, Leg-side, Offside, Over Innings</p>	<p>and group balance</p> <p>Developing physical and mental capacity Strength and suppleness To know gymnastic improves strength and suppleness (e.g. holding balances and performing actions). Perform strength exercises, such as sit-ups, leg raises and back raises. Identify which muscles they are strengthening stretch their leg muscles (groin, hamstrings and calves). Cooling down down by decreasing the intensity of their exercise. Repeat some of the stretches for muscle groups they have used a lot during the lesson (e.g. calves after lots of jumps).</p> <p>Setting up apparatus to know varied combinations and how to undertake preliminary checks.</p> <p>Vocabulary Gymnastics Pair balance, counter-tension, part-weight bearing, balances, apparatus, handholds, footholds, Sequence, unison, canon, choreographer, groins, hamstring, calves</p>			
--	--	--	--	--	--	--	--

<p>Year 6</p>	<p>Grid rugby & tag rugby (^y5 calling the shots) Developing skills Running & Evasion Activities carry rugby ball in twelve o'clock position. To use evasion skills such as side stepping, body swerve, change of pace. Passing and Receiving Use 'target hands' to catch a ball. pass the ball across body. passing and catching whilst stationary then pass laterally on the move. Ball Placement place and pick up a ball from the floor quickly</p> <p>Making and applying decisions Keeping Possession support the ball carrier. commit a defender and then pass to a support player. be ready to receive the ball. evade a defender. Scoring Goals recognise the space and how to move the ball quickly into that space. Making Plans Develop in-game tactics including position of players</p> <p>Developing physical and mental capacity Principles of warming up Know how the muscles work, (e.g. work by getting shorter, relax by getting longer) and why it is important to stretch them before exercise. Create warm-ups following the basic principles, (e.g. raise the body temperature, mobilise the joints, and stretch muscles).</p> <p>The demands of games recognise the demands of games, (e.g. speed, strength and stamina.)</p>	<p>Games – tennis – long & thin Developing skills Use forehand, backhand and overhead in a rally To hit a target during a rally</p> <p>Making and applying decisions Maintaining a rally at varied distance from the net moving backwards and sideways</p> <p>Developing physical and mental capacity Identify benefits of playing tennis using the following headings: benefits to your heart; benefits to strength and flexibility; benefits to wellbeing. Investigate local sports clubs in the area</p> <p>The demands of tennis • Ask the children to create a warm-up game in groups of four that involves running, agility and throwing/striking.</p> <p>Games long thin or short fat Forehand, backhand, rally,</p> <p>Games: pairs Cricket Developing skills Batting techniques Know different strokes Bowling Techniques Overarm using a range of grips, use accuracy, speed and change flight of the ball Fielding techniques Use different techniques to intercept, stop, catch and throw the ball.</p> <p>Making and applying decisions Batting and fielding Tactics Devise tactics batting, fielding, identify gaps in defence (offending and defending) and when to run Bowling tactics</p>	<p>Games: Wide attack (delivered through basketball) Developing skills Practising and developing techniques organise into teams with positions and roles. identify the skills they need for the game (e.g. sending, receiving and travelling with the ball). anticipate the movements of players and the ball (e.g. the flight path of a netball). use feints and acceleration to outwit their opponents. Investigate attacking techniques (e.g. protecting the ball, controlling the ball, making progress towards the goal). Investigate defending techniques (e.g. marking, shadowing, covering, intercepting and tackling). play complex 'tag' games that require them to run, dodge, swerve and travel with a ball. develop their skills of aiming, estimating distance and power, and throwing, kicking or hitting accurately.</p> <p>Making and applying decisions Talking tactics To know the patterns of play in attack and defence when playing 'Wide attack'. Use the principles of attack: width, speed and support. Use the principles of defence: delay, denial of space, pressure and cover. Understand simple tactics in the game and talk with them about why some tactics that work in 'Wide attack' would not work in another game.</p> <p>Strategies in practice Try all positions and roles to improve their understanding</p>	<p>Gymnastics: Double take- awaiting core task</p> <p>Dance – making the grade Using props Experiment with a chair-sitting and standing on it, under it, next to it and leaning on it. Jump and fall off the chair safely (reach behind with arm, place both arms on floor and pin roll off and out). experiment with moving away from, with and towards the chair individually or in pairs. Responding to stimuli – emotions felt before, during and after an exam. (e.g. worry before, concentration during and happiness after).</p> <p>making and applying decisions Creating dance phrases Choreograph a set dance phrase for one section of the final dance and teach it to the children. Use dance vocabulary such as 'dynamics', 'extension', 'timing', 'control', 'levels', 'fluency' and 'motif'. Create own eight-count phrase for different sections of the dance. Use an exit movement to mark the end of each section of a dance phrase (e.g. hands up, stretching arms, hands on head). Use music to dictate dance phrases and perform</p> <p>developing physical and mental capacity Warming up Create warming up: activity to raise the heart rate, mobility and stretches. develop an activity to raise the heart rate involving a stepping pattern that starts and finishes in the same place.</p>	<p>Athletics: Developing athletes- brought by Coach 21.4.23</p> <p>Athletics distance challenge (build on same activity from Y5) Developing skills explore different ways of running, jumping and throwing. Use success criteria to develop criteria for successful running, jumping and throwing. Recognise the difference between running faster and slower over longer distances. To pace oneself over varied distances demonstrate a range of throwing actions, e.g. push (as in shot), pull (as in overarm throw and javelin), sling (as in discus and hammer), increase speed of release when throwing and quicken feet use a run up to jump, sink their hips and take a long last stride to gain height or distance.</p> <p>Making and applying decisions To know different equipment suits different ways of throwing. plan a run so that they can pace themselves evenly or unevenly. plan how they cover distances as a team to get the best result possible, e.g. running further in a set time or running faster over a set distance. mark a run up for jumping and throwing. when it is best to use a run up. Set targets and record</p>	<p>OAA – beat the clock Developing skills develop keeping the map set and knowing where they are on the map. Team Work Complete activities using and restricting varying modes of communication Orientating Maps Recognise symbols and points of reference e.g. school building. Birds eye view and how objects appear on the map. • Remind them how to orientate/ set the map so that the features on the map relate to the features that they can see, e.g. playground or school field. Relate symbols to map Making and applying decisions solve simple challenges and problems successfully, in pairs and small groups. Orienteering Skills Use basic skills of orientation, including thumbing, use of handrails and route choice.</p> <p>Developing physical and mental capacity recognise and describe how they feel physically and emotionally before, during and after the task. Working safely work safely in each activity identifying hazards lift, carry and use equipment safely.</p> <p>How it feels different roles, supporting each other to complete tasks. Discuss how moods and feelings helped/hindered task vocabulary Beat the clock Maps, diagrams, Orienteering, orientate, plan, review, collaborate</p> <p>Fit for life (^ Y4)</p>
----------------------	---	---	---	---	--	--

		<p>recognise which activities and exercise will help most with their speed, strength and stamina in games. describe the ways they like to warm up. warm up, practise and play safely, and in a way that involves everyone in the class.</p> <p>Vocabulary Grid rugby Keeping possession Passing Running Try Width, Depth Support Marking, Covering Tag</p>	<p>use different bowling techniques as a bowler, work with fielders</p> <p>Developing physical and mental capacity Devising warm ups Develop warm up activities that raise the body temperature gradually and practise cricket skills Know that gentle exercises mobilise the joints and raise body temperature gradually, while stretches prepare the muscles for exercise. Games, fitness and health Know How to become fitter</p> <p>Vocabulary batting, techniques, accuracy, bowling, fielding, intercept, gaps, defence, stance, the crease non-striker bowler leg-side off-side over, innings</p>	<p>of the whole game. see things from other players' perspectives and use this knowledge to outwit them opponents. Anticipate movements due to signs e.g. leaning in one direction</p> <p>Developing physical and mental capacity Improving fitness explain the terms strength, stamina and flexibility and their importance in invasion games. Compare fitness with other sports recognise the fitness and health benefits of playing invasion games. Create warm-ups based on mobility exercises, pulse-raising activities, short, static muscle stretches and dynamic stretches. perform a cool-down that includes pulse lowering activities and stretching of the main muscles used.</p> <p>Vocabulary Games: wide attack Organise, positions, roles, sending, receiving, travelling, anticipate, movements, feints, acceleration, protecting, controlling, aiming, estimating, accurately, dodge, swerve, support, pressure, anticipate, stamina, flexibility, pulse</p>	<p>Muscles and safety to practise rolling safely from the chair by sitting sideways on it, putting their arm on the back, extending their legs, putting their right hand on the floor, pushing into the press-up position, lowering themselves, rolling, tucking their right leg underneath and standing up. Know the muscles and joints they use</p> <p>Vocabulary Dance: making the grade Individually, pairs, stimuli, emotions, choreograph, dynamics, extension, timing, control, levels, fluency, motifs, exit movement</p>	<p>Developing physical and mental capacity understand how stamina, strength and suppleness are used in other areas of physical education and how they benefit the body. To know how to improve their health and fitness. demonstrate a range of appropriate warm up activities</p> <p>Vocabulary Athletics: distance challenge</p> <p>pace oneself, (push, pull, sling shot), increase, release, mark a run up, stamina, fitness, health</p>	<p>Developing skills perform a body weight squat competently and a chest to overhead with good technique. Children to be able to perform the plank and Standing Lunge Children to be able to perform Mountain Climbers and torso twists with good technique.</p> <p>Developing physical and mental capacity push themselves to the point where they are being physically active on a moderate to vigorous level. (out of breath, hot, sweaty, cannot speak in full sentences). understand the link between Functional Movements and Everyday Life Tasks. begin to understand some Anatomy that controls the movements within lesson. when to stop and rest (when form becomes poor). social skills when working as a team. fully understand what the 'rate of perceived exertion' is and how to push themselves to the point where they are being physically active on a moderate to vigorous level. understand how to perform movements with stability and control.</p> <p>Vocabulary Fit for life Vigorous, moderate, squat, lunge, plank, technique</p> <p>Swimming By end of Y6 be able to- Swim 25m unaided Perform a range of recognised strokes Perform a safe rescue</p>
--	--	--	--	---	--	---	--