

## **Curriculum Overview.**

### **Intent**

Physical Education at Blue Hills Federation develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include games, dance, fitness, cross-country, swimming and water safety, athletics, outdoor adventure activities, team building and problem solving activities. Physical Education at BHF promotes a love for exercise and competition through an understanding of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Moreover, we empower the children to make informed choices about physical activity throughout their lives.

### **Implementation**

Physical Education is delivered throughout carefully planned lessons each week, with the three pillars of progression at the heart of the planning process. In KS1, pupils master basic fundamental movements; running, jumping, throwing and catching, participate in team games attacking / defending and perform dances, and begin to develop basic problem solving skills and team building activities. In KS2 pupils develop these movements further: Run, jump, throw and catch in isolation and in combination. The children play competitive games; attacking / defending; they develop flexibility, strength, technique, control and balance - athletics / fitness and perform dances. Through both KS1 and KS2, children go swimming and develop a key life skill. Throughout the year, they are given the opportunity to develop throughout a number of organised competitive sporting festivals. All children are given the opportunity to attend an afterschool sports club continuing to promote and support physical activity of all children that attend. Children in KS2 have the opportunity to attend two different residential and outdoor activity centres. Each year, a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any many other sporting activities.

### **Impact**

Through high quality teaching, which is fun and engaging, children will gain a broad and in-depth breadth of physical competences alongside learning how to lead a healthy and active lifestyle. The children learn to take responsibility for their own health and fitness through a range of skills developed across the curriculum. Children will experience a wide range of sports and activities through PE lessons and will then be confident to compete against their peers and children from other schools. Children will gain the social skills to work as a team and also reflect on their own performance whilst using the correct vocabulary. Children will experience winning and losing and how to behave in each situation, which will develop their knowledge of their own emotions. These lessons and experiences are all aligned to meet and run alongside the school's key 'values', Trust and Truth, Perseverance and Resilience, Love and Respect, Family and Friendship, Joy and happiness, and Thankfulness.

**EYFS**

| Autumn  | Spring   | Summer   |
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| <p><b>EYFS Disciplinary Knowledge:</b><br/> <b>Introduction to PE Unit 1.</b><br/>                     Explore negotiating spaces safely. Explore running, jumping, changing direction, hopping, travelling and balancing. Explore gross motor skills. Following rules and taking turns.</p> <p><b>Fundamentals Unit 1</b><br/>                     Explore running and stopping. Explore changing direction safely. Explore balancing whilst stationary and on the move. Begin to explore jumping, take-off and landing safely. Explore hopping on both feet. Explore skipping as a travelling action.</p>   | <p><b>EYFS Disciplinary Knowledge</b><br/> <b>Gymnastics.</b><br/>                     Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.</p> <p><b>Dance.</b><br/>                     Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.</p>   | <p><b>EYFS Disciplinary Knowledge</b><br/> <b>Ball Skills Unit 1 / Unit 2.</b><br/>                     Explore rolling and stopping a rolling ball. Explore throwing, bouncing and catching a ball. Explore dribbling with feet and hands. Explore kicking a ball.</p> <p><b>Games Unit 1 / Unit 2</b><br/>                     Explore throwing at a target. Explore and experience tagging games. Explore playing by the rules and keeping score. Explore striking a ball. To explore working as a team and your roll in a team. Explore playing games against a partner.</p>   |
| <p><b>EYFS Substantiative Knowledge</b><br/> <b>Introduction to PE Unit 1.</b><br/>                     Know to look where the spaces are and to move safely around different spaces. Know to have to apply a brake stop and change direction if others are in the space. Know to be aware of their surroundings. Know that the rules and taking turns are so that they are safe and that everyone gets an equal chance to learn.</p> <p><b>Fundamentals Unit 1.</b><br/>                     Know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip.</p> | <p><b>EYFS Substantiative Knowledge</b><br/> <b>Gymnastics.</b><br/>                     Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.</p> <p><b>Dance</b><br/>                     Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others, I sit quietly and clap at the end.</p> | <p><b>EYFS Substantiative Knowledge</b><br/> <b>Ball Skills.</b><br/>                     Know that a ball rolls in the direction you point your hand. Know that you must watch the ball as you track it and scoop with two hands to collect the ball. Know that keeping the ball close will help with control. Know how high to bounce the ball to dribble with your hands. Know to have the ball close to your feet to stay in control.</p> <p><b>Games Unit 1 / Unit 2</b><br/>                     Know that overarm throw needed for long distance and underarm for a shorter distance. Know to be aware of the space in tagging games and to change direction regularly. Know that rules and keeping score is for the games to be played safely and fairly. Know that there are winners and losers and also ties. Know to point my hand at my target when striking a ball.</p> |

**Disciplinary Knowledge.**

|  | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
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| <p><b>Invasion Games</b></p> <p>(Tag<br/>Rugby/Football/Netball/Hoc<br/>key/Handball/Basketball)</p> | <p>Sending &amp; receiving: explore s&amp;r with hands and feet to a partner.</p> <p>Dribbling: explore dribbling with hands and feet.<br/>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner.</p> | <p>Sending &amp; receiving: developing s&amp;r with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball.</p> | <p>Sending &amp; receiving: explore s&amp;r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p> | <p>Sending &amp; receiving: develop passing techniques appropriate to the game with increasing success.<br/>Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop</p> | <p>Sending &amp; receiving: develop control when s&amp;r under pressure.</p> <p>Dribbling: dribble with some control under pressure.</p> <p>Space: explore moving to create space for themselves and others in their team.</p> <p>Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Defending: develop tracking and marking with increased success.<br/>Explore intercepting a ball using one and two hands.</p> | <p>Sending &amp; receiving: s&amp;r consistently using a range of techniques with increasing control under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent</p> <p>Defending: use a variety of defending skills (tracking,</p> |

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|  |  |   |  | defending one on one and begin to intercept.  |  | interception, jockeying) in game situations.  |
| <p><b>Net/Wall Games</b><br/>(Tennis /Table Tennis/Volleyball)</p>                 | <p>Hitting: explore hitting a dropped ball with a racket.</p> <p>Feeding: throw a ball over a net to land into the court area.</p> <p>Rallying: explore sending a ball with hands and a racket.</p> <p>Footwork: use the ready position to move towards a ball.</p>      | <p>Hitting: develop hitting a dropped ball over a net.</p> <p>Feeding: accurately underarm throw over a net to a partner.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p> | <p>Shots: explore returning a ball using shots such as the forehand and backhand.</p> <p>Rallying: explore rallying using a forehand.</p> <p>Footwork: consistently use and return to the ready position in between shots.</p>                                   | <p>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>Rallying: develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: begin to use appropriate footwork patterns to move around the court.</p> | <p>Shots: develop the range of shots used in a variety of games.</p> <p>Serving: develop the range of serving techniques appropriate to the game.</p> <p>Rallying: use a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate effective footwork patterns to move around the court.</p> | <p>Shots: demonstrate increased success and technique in a variety of shots.</p> <p>Serving: serve accurately and consistently.</p> <p>Rallying: successfully apply a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p> |
| <p><b>Striking &amp; Fielding Games</b><br/>(Cricket/Rounders/Danish Longball)</p> | <p>Striking: explore striking a ball with their hand and equipment.</p> <p>Fielding: develop tracking and retrieving a ball.</p> <p>Throwing: explore technique when throwing over and underarm.</p> <p>Catching: develop co-ordination and technique when catching.</p> | <p>Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: develop co-ordination and technique when throwing over and underarm.</p>                                 | <p>Striking: begin to strike a bowled ball after a bounce with different equipment.</p> <p>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>Throwing: use overarm and underarm throwing in game situations.</p> | <p>Striking: develop batting technique with a range of equipment.</p> <p>Fielding: develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p>   | <p>Striking: explore defensive and driving hitting techniques and directional batting.</p> <p>Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</p> <p>Throwing: demonstrate good technique when using a variety of</p>                          | <p>Striking: strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: use a wider range of fielding skills with increasing control under pressure.</p> <p>Throwing: consistently demonstrate good technique in throwing skills under pressure.</p>   |

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|                                     |  | Catching: catch with two hands with some co-ordination and technique.  | Catching: catch with some consistency in game situations.  | Catching: begin to catch with one and two hands with some consistency in game situations.  | throws under pressure.<br><br>Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.  | Catching: consistently demonstrate good technique in catching skills under pressure.   |
| Target Games<br>(Dodgeball/Bowling) | <p>Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target.</p>                                | <p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p> | <p>Throwing: explore throwing at a moving target.</p> <p>Catching (dodgeball): begin to catch whilst on the move.</p> <p>Striking: begin to strike a ball with accuracy and balance.</p>               | <p>Throwing: throw with increasing accuracy at a target.</p> <p>Catching (dodgeball): catch with increasing consistency.</p> <p>Striking: strike a ball with increasing consistency.</p> | <p>Throwing: demonstrate clear technique and accuracy when throwing at a target.</p> <p>Catching (dodgeball): demonstrate good technique and consistency in catching skills.</p> <p>Striking: develop a wider range of striking techniques and begin to use them under pressure.</p> | <p>Throwing: throw with increasing control under pressure.</p> <p>Catching (dodgeball): catch with increasing control under pressure.</p> <p>Striking: use a variety of striking techniques with control and under pressure.</p> |
| Fitness                             | <p>Agility: change direction whilst running.</p> <p>Balance: explore balancing in more challenging activities with some success.</p> <p>Co-ordination: explore co-ordination when using equipment.</p> | <p>Agility: demonstrate improved technique when changing direction on the move.</p> <p>Balance: demonstrate increased balance whilst travelling along and over equipment.</p>  | <p>Agility: show balance when changing direction.</p> <p>Balance: explore more complex activities which challenge balance.</p> <p>Co-ordination: co-ordinate my body with increased consistency in</p> | <p>Agility: show balance when changing direction at speed.</p> <p>Balance: show control whilst completing activities which challenge balance.</p> <p>Co-ordination: explore</p>          | <p>Agility: demonstrate improved body posture and speed when changing direction.</p> <p>Balance: change my body position to maintain a controlled centre of gravity.</p>   | <p>Agility: change direction with a fluent action and transition smoothly between varying speeds.</p> <p>Balance: show fluency and control when travelling, landing, stopping and changing</p>                                   |

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|                   | <p>Speed: explore running at different speeds.</p> <p>Strength: explore exercises using my own body weight.</p> <p>Stamina: explore moving for longer periods of time and identify how it makes me feel.</p>   | <p>Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.</p> <p>Speed: demonstrate running at different speeds.</p> <p>Strength: demonstrate increased control in body weight exercises.</p> <p>Stamina: show an ability to work for longer periods of time.</p> | <p>a variety of activities.</p> <p>Speed: explore sprinting technique.</p> <p>Strength: explore building strength in different muscle groups.</p> <p>Stamina: explore using my breath to increase my ability to work for longer periods of time.</p> | <p>increased speed when co-ordinating my body.</p> <p>Speed: demonstrate improved sprinting technique.</p> <p>Strength: develop building strength in different muscle groups.</p> <p>Stamina: demonstrate using my breath to maintain my work rate.</p> | <p>Co-ordination: demonstrate increased speed when co-ordinating my body.</p> <p>Speed: apply the best pace for a set distance or time.</p> <p>Strength: demonstrate increased technique in body weight exercises.</p> <p>Stamina: use a steady pace to be able to move for sustained periods of time.</p> | <p>direction.</p> <p>Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>Speed: adapt running technique to meet the needs of the distance.</p> <p>Strength: complete body weight exercises for increased repetitions with control and fluency.</p> <p>Stamina: use my breath to increase my ability to move for sustained periods of time.</p> |
| <p>Gymnastics</p> | <p>Shapes: explore basic shapes straight, tuck, straddle, pike.</p> <p>Balances: perform balances making my body tense, stretched and curled.</p> <p>Rolls: explore barrel, straight and forward roll progressions.</p> <p>Jumps: explore shape jumps including jumping off low apparatus.</p> | <p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p>   | <p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping</p> | <p>Shapes: develop the range of shapes I use in my sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p>                            | <p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Inverted movements: explore progressions of a cartwheel.</p> <p>Balances: explore symmetrical and asymmetrical balances.</p> <p>Rolls: develop control in</p>  | <p>Shapes: combine and perform gymnastic shapes more fluently and effectively.</p> <p>Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand.</p> <p>Balances: explore counter balance and counter tension.</p>  |

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|      |  | Jumps: explore shape jumps and take off combinations.  | into shape jumps with control.  | Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.<br><br>Jumps: develop control in performing and landing rotation jumps.  | the straight, barrel, forward, straddle and backward roll.<br><br>Jumps: select a range of jumps to include in sequence work.   | Rolls: develop fluency and consistency in the straddle, forward and backward roll.<br><br>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.   |
| Yoga | <p>Balance: perform balances and poses making my body tense, stretched and curled.</p> <p>Flexibility: explore poses and movements that challenge my flexibility.</p> <p>Strength: explore strength whilst transitioning from one pose to another.</p> <p>Strategy: recognise my own feelings in response to a task or activity.</p> | <p>Balance: remember, copy, and repeat sequences of linked poses.</p> <p>Flexibility: show increased awareness of extension in poses.</p> <p>Strength: demonstrate increased control in performing poses.</p> <p>Strategy: explore controlling my focus and sense of calm.</p> | <p>Balance: demonstrate increased control when in poses.</p> <p>Flexibility: explore poses and movement in relation to my breath.</p> <p>Strength: explore arm balances with some control.</p> <p>Strategy: develop my ability to stay still and keep my focus.</p> | <p>Balance: explore using my breath to maintain balance within a pose.</p> <p>Flexibility: demonstrate increased extension in poses.</p> <p>Strength: demonstrate increased control and strength when in a pose.</p> <p>Strategy: engage with mindfulness activities with increased focus.</p> | <p>Balance: use my breath to maintain balance within an individual and partner pose.</p> <p>Flexibility: develop flexibility by connecting movement with breath.</p> <p>Strength: demonstrate increased control and strength when in and transitioning between poses.</p> <p>Strategy: explore methods I can use to control how I feel.</p> | <p>Balance: link combinations of poses for balance with increased control in transition.</p> <p>Flexibility: confidently transition from one pose to another showing extension connected to breath.</p> <p>Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p>Strategy: explore methods to control how I feel with some success.</p> |

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| <p>Cross Country</p> | <p>Endurance: explore moving for longer periods of time and identify how it makes me feel.</p>  | <p>Endurance: show an ability to work for longer periods of time</p>   | <p>Endurance: explore using my breath to increase my ability to work for longer periods of time.</p>  | <p>Endurance: demonstrate using my breath to maintain my work rate.</p>   | <p>Endurance: use a steady pace to be able to move for sustained periods of time.</p>  | <p>Endurance: use my breath to increase my ability to move for sustained periods of time.</p>   |
| <p>OAA</p>           | <p>Problem solving: suggest ideas in response to a task.</p> <p>Navigational skills: follow a path and lead others.</p> <p>Communication: communicate simple instructions and listen to others.</p>                                       | <p>Problem solving: begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a simple diagram/map.</p> <p>Communication: work co-operatively with a partner and a small group</p> | <p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.</p> <p>Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.</p> <p>Communication: follow and give instructions and accept other peoples' ideas.</p> | <p>Problem solving: plan independently and in small groups, implementing a strategy with increased success.</p> <p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others.</p> | <p>Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Navigational skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success.</p> | <p>Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p> |
| <p>Dance</p>         | <p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea.</p> <p>Space: explore pathways within my performance.</p> | <p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and</p>  | <p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p>  | <p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: change dynamics confidently within a performance to express changes in character.</p>  | <p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use</p>   | <p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or</p>  |



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|                  | <p>Relationships: begin to explore actions and pathways with a partner.<br/>Performance: perform on my own and with others to an audience.</p>  | <p>travelling actions to include levels.<br/><br/>Relationships: explore working with a partner using unison, matching and mirroring.<br/><br/>Performance: develop the use of facial expressions in my performance.</p> | <p>Relationships: develop an understanding of formations.<br/><br/>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>   | <p>Space: confidently use changes in level, direction and pathway.<br/><br/>Relationships: use action and reaction to represent an idea.<br/><br/>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>                                   | <p>direction and patterning to express different dance styles.<br/><br/>Relationships: confidently use formations, canon and unison to express a dance idea.<br/><br/>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>      | <p>in a small group.<br/><br/>Space and relationships: use a variety of compositional principles when creating my own dances.<br/><br/>Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>                       |
| <p>Athletics</p> | <p>Running: explore running at different speeds.<br/><br/>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.<br/><br/>Throwing: explore throwing for distance and accuracy</p> | <p>Running: develop the sprinting action.<br/><br/>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.<br/><br/>Throwing: develop overarm throwing for distance.</p> | <p>Running: develop the sprinting technique and apply it to relay events.<br/><br/>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.<br/><br/>Throwing: explore the technique for a pull throw.</p> | <p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.<br/><br/>Jumping: develop technique when jumping for distance.<br/><br/>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p> | <p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.<br/><br/>Jumping: explore technique and rhythm in the triple jump.<br/><br/>Throwing: develop technique and power in javelin and shot put.</p> | <p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.<br/><br/>Jumping: develop power, control and technique in the triple jump.<br/><br/>Throwing: develop power, control and technique when throwing discus and shot put.</p> |

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| <b>Swimming</b> | Strokes: can swim over a 10m distance with a buoyancy aid.                            | Strokes: begin to use arms and legs together, more effectively across the water unaided.  | Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.   | Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.                 | Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m. | Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. |
|                 | Breathing: can submerge confidently in the water.                                     | Breathing: begin to explore breathing in sync with my kicking action.                     | Breathing: begin to explore front crawl breathing technique.  | Breathing: demonstrate improved breathing technique in front crawl.   | Breathing: explore underwater breaststroke breathing technique over a distance of 25m.           | Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.                  |
|                 | Water safety: become aware of water safety and explore floating on my front and back. | Water safety: demonstrate awareness of water safety and float on my front and on my back. | Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water. | Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. | Water safety: explore safety techniques to include the H.E.L.P and huddle positions.             | Water safety: perform a variety of survival techniques.   |

The disciplinary skills will be visited throughout the topics studied within each year.

### Substantive Knowledge

|   | Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
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| <b>Invasion Games</b><br><i>Rugby/Football/Netball/Hockey/Handball/Basketball</i> | <p>Sending &amp; receiving: know to look at my partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is</p> | <p>Sending &amp; receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where</p> | <p>Sending &amp; receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> | <p>Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that</p> | <p>Sending &amp; receiving: know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control.</p> | <p>Sending &amp; receiving: understand and make quick decisions about when, how and who to pass to.</p> <p>Dribbling: choose</p> |

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|  | <p>called dribbling.</p> <p>Space: understand that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that staying with a partner makes it more difficult for them to receive the ball.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p> | <p>defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: understand and apply simple tactics for attack and defence.</p> <p>Rules: know how to score points and follow simple rules.</p> | <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them.</p> | <p>protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p> | <p>Dribbling: know that dribbling in different directions will help to lose a defender.</p> <p>Space: know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p> | <p>the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <p>Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p> |
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| <p>Net/Wall Games (Tennis/Badminton/Table Tennis)</p> | <p>Hitting: know to use the centre of the racket for control.</p> <p>Feeding: know to use an underarm throw to feed to a partner.</p> <p>Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.</p> <p>Footwork: know that using a ready position will help me to move in any direction.</p> <p>Tactics: know that tactics can help us to be successful when playing games.</p> <p>Rules: know that rules help us to play fairly.</p> | <p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p> <p>Rallying: know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Footwork: know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Tactics: understand that applying simple tactics makes it difficult for my opponent.</p> <p>Rules: know how to score points and follow simple rules.</p> | <p>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.</p> <p>Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.</p> <p>Footwork: know that moving to the middle of my court will enable me to cover the most space.</p> <p>Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.</p> <p>Rules: know the rules of the game and begin to apply them.</p> | <p>Shots: understand when to play a forehand and a backhand and why.</p> <p>Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p> <p>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p> | <p>Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</p> <p>Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a</p> | <p>Shots: understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved my opponent to the back of the court.</p> <p>Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.</p> <p>Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.</p> <p>Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.</p> <p>Tactics: understand</p> |
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|  |   |   |   |  | <p>variety of net and wall games whilst playing and officiating.</p>   | <p>when to apply some tactics for attacking and/or defending.</p> <p>Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p>  |
| <p><b>Striking &amp; Fielding Games</b><br/>(Cricket/Rounders/Danish Longball)</p> | <p>Striking: understand that the harder I strike, the further the ball will travel.</p> <p>Fielding: know that throwing the ball back is quicker than running with it.</p> <p>Throwing: know which type of throw to use to throw over longer distances.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p> | <p>Striking: understand the role of a batter. Know that striking quickly will increase the power.</p> <p>Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> | <p>Striking: know that striking to space away from fielders will help me to score.</p> <p>Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p> <p>Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>Catching: know to move my feet to the ball.</p> <p>Tactics: know that using simple tactics</p> | <p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of</p> | <p>Striking: understand that stance is important to allow me to be balanced as I hit.</p> <p>Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p> <p>Throwing: understand where to throw the ball in relation to where a batter is.</p> <p>Catching: understand when to use a close catch technique or deep catch technique.</p> <p>Tactics: understand the need for tactics</p> | <p>Striking: understand that the momentum and power for striking a ball comes from legs as well as arms.</p> <p>Fielding: know which fielding action to apply for the situation.</p> <p>Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's</p> |

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|  |  | <p>Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Rules: know how to score points and follow simple rules.</p>   | <p>will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p>Rules: know the rules of the game and begin to apply them.</p>   | <p>catching.</p> <p>Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>                  | <p>and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>  | <p>score.</p> <p>Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.</p> <p>Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>  |
| <p>Target Games (Dodgeball/Bowling/Curling/Boccia)</p> | <p>Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p> | <p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.</p> <p>Striking: know to finish with my object/hand/foot pointing at my target.</p> <p>Tactics: understand and apply simple tactics.</p> <p>Rules: know how to score points and follow simple rules.</p> | <p>Throwing: know to throw slightly ahead of a moving target.</p> <p>Catching (dodgeball): know that beginning in a ready position will help me to react to the ball.</p> <p>Striking: know that using a bigger swing will give me more power.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome</p> | <p>Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</p> <p>Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p> | <p>Throwing: know to aim low to make it difficult for an opponent to catch.</p> <p>Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch.</p> <p>Striking: know that aligning my body and equipment before striking will help me to be balanced.</p> <p>Tactics: understand</p> | <p>Throwing: know who to throw at and when to throw in order to get opponents out.</p> <p>Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball.</p> <p>Striking: know which skill to select for the situation.</p> <p>Tactics: know how to create and apply a</p> |

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|                |   |  | <p>e.g. spread out so that we are harder to aim for.<br/>Rules: know the rules of the game and begin to apply them.</p>   | <p>Striking: know that using a smooth action will help to increase accuracy.<br/><br/>Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game.<br/><br/>Rules: know and understand the rules to be able to manage our own game.</p> | <p>the need for tactics and identify when to use them in different situations.<br/><br/>Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p>  | <p>tactic for a specific situation or outcome.<br/>Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>  |
| <p>Fitness</p> | <p>Agility: understand that bending my knees will help me to change direction.<br/><br/>Balance: know that looking ahead will help me to balance.<br/><br/>Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.</p> | <p>Agility: know using small quick steps helps me to change direction.<br/><br/>Balance: understand that I can squeeze my muscles to help me to balance.<br/><br/>Co-ordination: understand that some skills require me to move body parts at different times such as skipping.<br/><br/>Speed: know that I take</p> | <p>Agility: understand how agility helps us with everyday tasks.<br/><br/>Balance: understand how balance helps us with everyday tasks.<br/><br/>Co-ordination: understand how co-ordination helps us with everyday tasks.<br/><br/>Speed: understand that leaning slightly forwards helps to increase speed.</p> | <p>Agility: know that keeping my elbows bent when changing direction will help me to stay balanced.<br/><br/>Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities.<br/><br/>Co-ordination: understand that if I begin in a ready position I can react</p>                               | <p>Agility: understand that to change direction I push off my outside foot and turn my hips.<br/><br/>Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes.<br/><br/>Co-ordination: understand that people will have varying levels of co-</p> | <p>Agility: understand that agility requires speed, strength, good balance and co-ordination.<br/><br/>Balance: know where and when to apply force to maintain control and balance.<br/><br/>Co-ordination: understand that co-ordination also requires good balance and know how to achieve this.</p> |

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|                   | <p>Speed: understand that if I swing my arms it will help me to run faster.</p> <p>Strength: understand that exercise helps me to become stronger.</p> <p>Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</p> | <p>shorter steps to jog and bigger steps to run.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Stamina: know that I need to run slower if running for a long period of time.</p> | <p>Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p> <p>Stamina: understand how stamina helps us in other life activities.</p> | <p>quicker.</p> <p>Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Strength: understand that strength comes from different muscles and know how I can improve my strength.</p> <p>Stamina: understand that I need to pace myself when running further or for a long period of time.</p> | <p>ordination and that I can get better with practice.</p> <p>Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster.</p> <p>Strength: know the muscles I am using by name.</p> <p>Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p> | <p>Speed: know that speed can be improved by training and know which speed to select for the distance.</p> <p>Strength: understand that I can build up my strength by practicing in my own time.</p> <p>Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.</p> |
| <p>Gymnastics</p> | <p>Shapes: understand that I can improve my shapes by extending parts of my body.</p> <p>Balances: know that balances should be held for 5 seconds.</p> <p>Rolls: know that I can use different shapes to roll.</p> <p>Jumps: know that</p>                      | <p>Shapes: know that some shapes link well together.</p> <p>Balances: understand that squeezing my muscles helps me to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p>                  | <p>Shapes: understand how to use body tension to make my shapes look better.</p> <p>Balances: understand that I can make my balances look interesting by using different levels.</p> <p>Rolls: understand the safety considerations when performing more</p>                                       | <p>Shapes: understand how shapes can be used to improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and</p>   | <p>Shapes: understand that shapes underpin all other skills.</p> <p>Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Balances: understand</p>  | <p>Shapes: know which shapes to use for each skill.</p> <p>Inverted movements: understand that spreading my weight across a base of support will help me to balance.</p> <p>Balances: know where and when to</p>  |



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|             | <p>landing on the balls of my feet helps me to land with control.</p> <p>Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p> | <p>Jumps: understand that looking forward will help me to land with control.</p> <p>Strategy: know that if I use shapes that link well together it will help my sequence to flow.</p>              | <p>difficult rolls.</p> <p>Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p>Strategy: know that if I use different levels it will help to make my sequence look interesting.</p> | <p>others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting.</p> | <p>how to use contrasting balances to make my sequences look interesting.</p> <p>Rolls: understand that I need to work within my own capabilities and this may be different to others.</p> <p>Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p>Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p> | <p>apply force to maintain control and balance.</p> <p>Rolls: understand that I can use momentum to help me to roll and where that momentum comes from.</p> <p>Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.</p> <p>Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p> |
| <p>Yoga</p> | <p>Balance: know that if I focus on something still it will help me to balance.</p> <p>Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks.</p>                            | <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints.</p> | <p>Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance.</p> <p>Flexibility: know that if I move as I breathe out I can stretch a</p>  | <p>Balance: understand that if I move with my breath it will help me to balance.</p> <p>Flexibility: understand which body parts I am trying to extend in different poses.</p>  | <p>Balance: understand that I need to apply force to maintain balance in a partner pose.</p> <p>Flexibility: understand that I can improve my flexibility when</p>   | <p>Balance: know where and when to apply force to maintain control and balance.</p> <p>Flexibility: know which of my muscles require more practice to increase my flexibility.</p>  |

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|               | <p>Strength: know that I can use my strength to move slowly and with control.</p> <p>Strategy: understand that yoga can make me feel happy.</p>   | <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Strategy: understand that I can use yoga to make me feel calm.</p>  | <p>little bit further.</p> <p>Strength: understand that I need to use different muscles for different poses.</p> <p>Strategy: know that I can use my breath to focus.</p>   | <p>Strength: understand that people have different levels of strength.</p> <p>Strategy: understand that mindfulness is a personal journey.</p>  | <p>moving with my breath.</p> <p>Strength: know the muscles I am using by name.</p> <p>Strategy: understand that there are different techniques I can use to control how I feel.</p>  | <p>Strength: understand that I can build up my strength by practicing in my own time.</p> <p>Strategy: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.</p>                    |
| Cross Country | <p>Endurance: understand that when I move for a long time it can make me feel hot and I breathe faster.</p>   | <p>Endurance: know that I need to run slower if running for a long period of time.</p>   | <p>Endurance: understand how endurance helps us in other life activities</p>  | <p>Endurance: understand that I need to pace myself when running further or for a long period of time.</p>  | <p>Endurance: understand that keeping a steady breath will help me to move for longer periods of time.</p>  | <p>Endurance: know which exercises can develop stamina and understand that it can be improved by training over time.</p>  |
| OAA           | <p>Problem solving: know that working collaboratively with others will help to solve challenges.</p> <p>Navigational skills: know that deciding which way to go before starting will help me.</p> <p>Communication: know that using short</p> | <p>Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: understand that the map tells us what to do.</p> <p>Communication: know to use encouraging words when speaking to a partner or group to help</p> | <p>Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.</p> <p>Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.</p> | <p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.</p> | <p>Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>Navigational skills: use a key to identify objects and locations.</p> | <p>Problem solving: understand that being able to solve problems is an important life skill.</p> <p>Navigational skills: understand why having good navigational skills are important.</p> <p>Communication: know that good</p> |

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|              | <p>instructions will help my partner e.g. start/stop.</p> <p>Reflection: identify when I am successful and make basic observations about how to improve.</p> <p>Rules: know that rules help us to play fairly.</p>                                       | <p>them to trust me.</p> <p>Reflection: verbalise when I am successful and areas that I could improve.</p> <p>Rules: know how to follow and apply simple rules.</p>  | <p>Communication: know to take turns when giving ideas and not to interrupt each other.</p> <p>Reflection: reflect on when and why I am successful at solving challenges.</p> <p>Rules: know that using the rules honestly will help to keep myself and others safe.</p>                       | <p>Communication: understand that there are different types of communication and that I can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: understand the importance of working with integrity.</p> | <p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p> | <p>communication skills are key to solving problems and working effectively as a team.</p> <p>Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.</p> |
| <p>Dance</p> | <p>Actions: understand that actions can be sequenced to create a dance.</p> <p>Dynamics: understand that I can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> | <p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> | <p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand</p> | <p>Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be</p>  | <p>Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Dynamics: understand that different dance styles utilise selected dynamics to express mood.</p> <p>Space: understand</p>  | <p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through</p>   |

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|                  | <p>Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p> | <p>Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p> <p>Strategy: know that if I practice my dance my performance will improve.</p> | <p>that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p> | <p>used to express a certain character, mood or idea.</p> <p>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea.</p> | <p>that space relates to where my body moves both on the floor and in the air.</p> <p>Relationships: understand that different dance styles utilise selected relationships to express mood.</p> <p>Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p> | <p>my dance idea.</p> <p>Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>Performance: understand how a leader can ensure our dance group performs together.</p> <p>Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p> |
| <p>Athletics</p> | <p>Running: understand that if I swing my arms it will help me to run faster.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my</p>   | <p>Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p>  | <p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping: know that if I jump and land in</p>   | <p>Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p>   | <p>Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer</p>   | <p>Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: understand that a run up builds speed and power and enables me to jump</p>   |

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|                 | <p>knees it will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Rules: know that rules help us to play fairly.</p>  | <p>Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Rules: know how to follow simple rules when working with others.</p>  | <p>quick succession, the momentum will help me to jump further.</p> <p>Throwing: understand that the speed of the movement helps to create power.</p> <p>Rules: know the rules of the event and begin to apply them.</p>   | <p>Jumping: understand that transferring weight will help me to jump further.</p> <p>Throwing: understand that transferring weight will help me to throw further.</p> <p>Rules: know and understand the rules to be able to manage our own events.</p>                    | <p>distances.</p> <p>Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Throwing: know how to transfer my weight in different throws to increase the distance.</p> <p>Rules: understand and apply rules in a variety of events using official equipment.</p> | <p>further.</p> <p>Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Rules: understand and apply rules in events that pose an increased risk.</p>   |
| <p>Swimming</p> | <p>Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers.</p> <p>Breathing: know that I need to take a big breath before submerging.</p> <p>Water safety: understand that floating can help me to stay safe.</p> | <p>Strokes: understand that moving my arms quickly will help me to pass through the water.</p> <p>Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.</p> <p>Water safety: understand that floating uses less energy than swimming.</p> | <p>Strokes: know that lifting my hips will help me to stay afloat whilst swimming.</p> <p>Breathing: know that turning my head to the side to breathe will allow me to swim with good technique.</p> <p>Water safety: know that treading water enables me to keep upright and in the same space.</p> | <p>Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Water safety: know</p> | <p>Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p> <p>Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</p>  | <p>Strokes: understand that making my body streamlined helps me to glide through the water.</p> <p>Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise</p> |

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|  | <p>Rules: know that walking on poolside helps to keep me safe.</p> | <p>Rules: know how to safely enter and exit the pool.</p> | <p>Rules: know that the water should be clear of swimmers before entering.</p> | <p>what to do if I fall in the water.</p> <p>Rules: understand the water safety rules.</p> | <p>Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</p> <p>Rules: understand rules in and around water.</p> | <p>oxygen when swimming.</p> <p>Water safety: know which survival technique to use for the situation.</p> <p>Rules: understand that different environments have different rules to keep us safe around water.</p> |
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