

Our Lady of Lourdes – Physical Education Curriculum Intent

The intent of our Physical Education Curriculum is to support our pupil's physical, emotional and academic development by placing activity and sport at the centre of our school community.

We aim to support our children to become physically literate through the development of a healthy and active lifestyle. To do this we aim to equip our children with basic transferable physical skills focussing on developing balance, movement, co-ordination, agility, strength, creativity and stamina across the curriculum.

By basing our Physical Education curriculum in our Catholic faith we hope to support the creation of a co-operative, motivated and resilient community of learners which celebrates success and learns from setbacks. Based in mutual respect and a focus on teamwork we hope to instil in our children a love of competition which will lead to lifelong participation in sport.

We believe that the impact of physical activity on our pupil's lives is immeasurably positive with benefits including weight loss, improved cognitive function and development, reduce levels of stress, anxiety and depression and improved mental, social and emotional wellbeing.

Physical – Live

Balance, strength, speed, agility, movement, skill, co-ordination, physical literacy, healthy active lifestyle, lifelong participation

Moral – Love

Respect, community, teamwork, co-operation, passion, motivated, competition, support, celebration, lifelong participation

Academic – Learn

Creativity, skill, passion, challenge, adaptability, knowledge, resilience, competition, versatility



Purpose of this document

This document outlines the expected progression of skills for children from Our Lady of Lourdes in PE from Reception to Year 6. The document is organised into Key Stages, with each Key Stage beginning with text from the national curriculum. Subsequently, the document is organised into termly blocks for each year group showing the areas of PE focused on throughout the academic year. Each year groups sections are split into two, one showing the work carried out with class teachers the other showing the work carried out with Mr Hoad our specialist PE teacher. For each term every year group has a list of key skills and vocabulary which will be imbedded within every child's learning during that term. The expectations for Greater Depth are highlighted in blue.

Year group described in this section.

Autumn term - Dance (R - Motor control/gymnastics)						
Reception	Balance	Movement	Co-ordination	Agility	Creativity	Stamina
	<p>Motor control describes our regulation of, and control over our own physical movement this includes our reflexes as well as all directed movement. The autumn term in reception initially focusses on motor skills as the most fundamental building block of PE and physical activity which leads into an introduction into gymnastics. Across this term children will be supported to:</p> <ul style="list-style-type: none"> - Form basic physical shapes - children may be asked to copy a shape demonstrated by an adult, copy an image of a shape or create a representation of a shape - this links to EVF5 mathematics (active learning). - Developing and exploring different forms of travel focussing on variation, co-ordination and stamina - walking, running, crawling, rolling, jumping, etc. At this stage children should be encouraged to try out different forms of travel in a safe and supportive environment. - Explore motion and movement within different contexts (active learning) using equipment and various parts of the body. This should lead intrinsically towards sequences of movement and travel utilising various parts of their bodies. Encouraged to explain the movements they have made and to repeat the sequence. - Games and roleplay should be used in early year groups to stimulate interest and passion for PE. A focus on balance games is key - bench bridge, tightrope walking, stepping stones, etc. - Some elements of performance/demonstration should be introduced - i.e. 'Can anyone show me how they could hop across this mat?' 					
Mr Hoad	Movement Introduction to team games					

Description of learning covered by Mr Hoad with this year group in this term.

Term and sport/activity described in this section.

Key skills and vocabulary referred to and embedded in this unit of learning (links back to the Keys Stage objectives)

Highlighted blue sections relate to Greater Depth expectations.



Key stage 1

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 pattern**



Autumn term - Dance (R - Motor control/gymnastics)						
Reception	Balance	Movement	Co-ordination	Agility	Creativity	Stamina
	<p>Motor control describes our regulation of, and control over our own physical movement this includes our reflexes as well as all directed movement. The autumn term in reception initially focusses on motor skills as the most fundamental building block of PE and physical activity which leads into an introduction into gymnastics. Across this term children will be supported to:</p> <ul style="list-style-type: none"> - Form basic physical shapes - children may be asked to copy a shape demonstrated by an adult, copy an image of a shape or create a representation of a shape - this links to EYFS mathematics (active learning). - Developing and exploring different forms of travel focussing on variation, co-ordination and stamina - walking, running, crawling, rolling, jumping, etc. At this stage children should be encouraged to try out different forms of travel in a safe and supportive environment. - Explore motion and movement within different contexts (active learning) using equipment and various parts of the body. This should lead intrinsically towards sequences of movement and travel utilising various parts of their bodies. Encouraged to explain the movements they have made and to repeat the sequence. - Games and roleplay should be used in early year groups to stimulate interest and passion for PE. A focus on balance games is key - bench bridge, tightrope walking, stepping stones, etc. - Some elements of performance/demonstration should be introduced - i.e. 'Can anyone show me how they could hop across this mat?' 					
Mr Hoad	Movement Introduction to team games					



Year 1	Balance	Movement	Co-ordination	Agility	Creativity	Co-operative
	<p>Reflection and assessment based on the Reception expectations to support children who may struggle. In year 1 children will build upon their skills and understanding from Reception to begin to develop dance sequences and more co-ordinated performances. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Think about and describe how the body feels before, during and after exercise. - Become more familiar with equipment and apparatus as well as the safe use and rules around these. - Observe, copy and talk about movements - children may be asked to copy a movement or action demonstrated by an adult or copy an image or film. The adult should link this movement to a stimulus - music. Children should be challenged to remember these movements and link them together in subsequent lessons to create longer dance sequences. - Begin to improvise independently to create simple dances - these dances should be performed using a range of actions and body parts with co-ordination, balance and awareness of space. Children should be challenged and supported to alter movement and direction with speed and agility. - Independently create a simple sequence of actions, movements or travel to create a short dance routine in response to music - link to earlier taught movements. - Observe and discuss what they and others have done, what they performed, how they performed, etc - discussion should focus on successes but suggest some improvements. 					
Mr Hoad	Team Games/ movement/ collecting/ balancing bean bags, etc.					
Year 2	Balance	Movement	Co-ordination	Agility	Creativity	Co-operative
	<p>Reflection and assessment based on the year 1 expectations to support children who may struggle. In year 2 children will build upon their skills and understanding from the previous year to continue to develop dances and performances. Across this term children should be supported to:</p>					



	<ul style="list-style-type: none"> - Recognise and describe how the body feels during and after different physical activities - discuss why this may be. Discussion around how to stay healthy - link to wider curriculum. - Observe, copy and talk about movements - children may be asked to copy a movement or action demonstrated by an adult or copy an image or film. Increasingly complex movements linked to music. Demonstrate high quality movements to others and hold positions. - Create independent dance sequences in response to music which demonstrate changes in speed, level and action, and which are increasingly co-ordinated and controlled. Children will be encouraged to perform using a range of transitions and types of travel within dances - rolling, hopping, crawling, etc. - Create and hold positions whilst balancing on different parts of the body as well as on equipment and use stretching and curling to develop flexibility in movements and dance routines. - Work in small groups using simple choreographic devices such as unison, canon and mirroring - previously demonstrated and described by adults. Use this to begin showing contrasts (such as small/tall, straight/curved and wide/narrow) and changes in their performance in relation to changes in the music. - Perform, observe and discuss their own and others' dance sequences - what went well, what can be improved - what can be borrowed from others performances to improve your own, etc.
Mr Hoad	Team Games-passing/ ball skills/ collecting/ retrieving



Spring term - Gymnastics (R - Dance)						
Reception	Balance	Movement	Co-ordination	Agility	Creativity	Co-operative
	<p>The spring term in Reception is focussed on dance and the development of co-ordinated movement, this can and should be linked to the motor-control learning from last term. Across this term children will be supported to:</p> <ul style="list-style-type: none"> - Think about and describe how the body feels when still and when exercising. - Reflect on and reinforce previous work on shape, balance, movement and travelled explored in the autumn term - How could these be used in dance movements? - Observe, copy and talk about movements - children may be asked to copy a movement or action demonstrated by an adult or copy an image or film. The adult should link this movement to a stimulus - music. Demonstrate the ability to create and suggest movements based on a stimulus. - Produce single movements/actions in response to music - children should demonstrate control and co-ordination in these movements. - Develop their movements/actions based on changes in the music - speed of movement, regularity of movement, style of movement based on music types - can lead to discussion. - Create a short movement sequence which demonstrates their own creativity based on the music which demonstrates transitions between different heights, speeds or directions. - Discuss what they and others have done, what they performed, how they performed, etc - discussion should be focussed on successes. 					
Mr Hoad	Games- net/ wall skills					



Year 1	Balance	Movement	Co-ordination	Agility	Creativity	Stamina
	<p>Reflection and assessment based on the above reception expectations to support those children who may need it.</p> <p>In year 1 children will build upon their skills in gymnastics with less focus on the development of core motor skills. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Form increasing complex physical shapes - letters, animals, objects - children may be asked to copy a shape demonstrated by an adult, copy an image or create their own representation of a shape. - Explore different levels (high, middle, low) of action and movement as well as different speeds of actions and movement. - Develop the use of various forms of travel to link different shapes, positions, actions or movements - children encouraged to create or vary their forms of travel - high movement, middle movement, low movement. - Create a sequence of movement individually which can be remembered and repeated as well as explained or demonstrated to adults. - Most movement within a sequence should be clearly co-ordinated and controlled with some demonstration of balance. Balance and agility should be demonstrated during movements, holding positions and transitions. - Use different contexts and apparatus to vary direction, speed and movement. - Think about and choose a movement or action based on a feeling or stimulus - music, images, film, etc. through this introduce children to the notion of beginning, middle and end in physical sequences - Link to Year 1 English (active learning) 					
Mr Hoad	Games- net/ wall skills					
Year 2	Balance	Movement	Co-ordination	Agility	Creativity	Stamina
	Reflection and assessment based on the above year 1 expectations to support children who may need it.					



	<p>In year 2 children will build upon their skills in gymnastics with an increasing focus on sequences and continuous movement between shapes, actions or positions. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Continue the development of the range of physical shapes they can make - focus on specific gymnastic shapes and language - bridge, lunge, handstand, tuck, etc. Children may be asked to copy a shape demonstrated by an adult or copy a visual aid - image or film. - Practice the use of different levels (high, middle, low) of action and movement as well as different speeds of actions and movement. Children should be able to explain their choices - Why is it the most appropriate form of movement? - Explore travel further. Children will be expected to vary the type, speed, level (high, middle, low) and direction of movement whilst demonstrating stamina and co-ordination in their efforts to produce a fluent and smooth sequence of travel across apparatus and mats. - Demonstrate and develop the use of jumping and flight within a sequence linked to other forms of movement or action. - Develop a sequence of movement based on a stimulus - music, images, film, etc. Within this sequence children will be expected to demonstrate co-ordinated and balanced variations in movement, shape, speed, direction and levels. - Begin working with partners to develop and compose sequences of gymnastic movement that can be remembered and repeated as well as demonstrated or explained to adults and other children. - Begin to analyse own and others performances suggesting improvements and focussing on successes. - Understand how to exercise safely and describe how the body feels during different activities.
Mr Hoad	Games- net/ wall skills



Summer term - Athletic skills						
Reception	Balance	Movement	Co-ordination	Strength	Competition	Speed
	<p>The summer term in Reception is focussed on the introduction of basic athletic skills including running, jumping and throwing skills this will lead into sports day near the end of the summer term. Across this term children will be supported to:</p> <ul style="list-style-type: none"> - Run in different ways (sprinting, jogging, etc.) over different distances and for different reasons - games, races, ect. - Jump in a range of ways (hopping, standing jump, running jump, etc.) and will be taught how best to land safely - children may be asked to copy an adult demonstration or follow a film. Children will be encouraged to consider what sort of jump is best for jumping high, over a longer distance or accurately. - Throw a range of objects (various sized balls, beanbags, vortexes, etc.) initially focussing on accuracy using an underarm throwing technique. Moving on to look at throwing over a longer distance - introduced through games including shot putt with a small, light ball. Children will be encouraged to consider the most appropriate throw for different games/situations. - Catch a range of objects (various sized balls, beanbags, etc.). Children will be taught how to catch successfully through demonstration and practice. - Control their body (speed, direction, turning, power used), when performing a sequence of movements. - Participate in simple games often with an element of self-competition - personal bests. 					
Mr Hoad	Games- strike and field skills					
Year 1	Balance	Movement	Co-ordination	Strength	Competition	Speed
	Reflection and assessment based on the above Reception expectations to support children who may need it.					



	<p>In year 1 children will build upon their athletic skills with an increased focus on speed, accuracy and distance. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Vary their speed when running selecting the most appropriate running style and pace for a variety of purposes, activities and games. Develop further the skill of successfully changing direction when jogging and sprinting maintaining control as they change direction. - Perform different types of jumps (hopping, standing jump, running jump, skipping, etc.) reinforcing safe and controlled landing techniques. Develop these jumping skills into short jumping sequences jumping as high and/or as far as possible. - Throw a variety of objects (various sized balls, beanbags, etc.) underarm and overarm with increasing accuracy over a range of distances. Develop throwing techniques to use more power and cover more distance. Begin to perform learnt skills with some control (shot putt, rolling, catching, kicking, etc.) - Engage in competitive activities and team games. Children will be introduced to concepts of opponent, team-mate, personal best and leadership. - Watch, discuss and describe performances begin to consider how these could be improved - focus on success. 					
Mr Hoad	Games- strike and field skills					
Year 2	Balance	Movement	Co-ordination	Strength	Competition	Speed
	<p>Reflection and assessment based on the above year 1 expectations to support children who may need it. In year 2 children will build upon their athletic skills with a continued focus on running, jumping and throwing whilst developing elements of competition. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Run at different paces, describing the difference between them and explaining why they chose a particular pace in a given situation. - Use a variety of different stride lengths and styles to travel at different speeds and to change direction whilst running. Run with basic techniques to maintain control and pace when running in a straight line or following a curved line. 					



	<ul style="list-style-type: none"> - Perform and compare different types of jumps (long jump, high jump, standing jump, running jump, etc.) Combine different jumps together with some fluency and control to create a coherent sequence of jumps. Jump over an increasing distance from a standing position with accuracy and control. - Investigate and discuss the best jumps to cover different distances and heights and choose the most appropriate jumps to cover different distances. - Throw different types of equipment (balls, beanbags, Frisbees, etc.) in different ways experimenting to improve accuracy and distance. Throw with accuracy at targets over different heights and distances (targets, buckets, cones, people, etc.). Perform learnt skills with increasing control (rolling, kicking, catching, etc.). - Compete against self and others in games, races and activities. - Watch and describe performances and use what they see to improve their own performances. Discuss differences between their work and that of others.
Mr Hoad	Games- strike and field skills

<u>Physical - Live</u> Balance, strength, speed, agility, movement, skill, co-ordination, physical literacy, healthy active lifestyle, lifelong participation
<u>Moral - Love</u> Respect, community, teamwork, co-operation, passion, motivated, competition, support, celebration, lifelong participation
<u>Academic - Learn</u> Creativity, skill, passion, challenge, adaptability, knowledge, resilience, competition, versatility



Key stage 2

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, badminton, 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**.



Autumn term - Dance						
Year 3	Balance	Technique	Flexibility	Strength	Creativity	Control
	<p>Reflection and assessment based on the year 2 expectations to support children who may need it. In year 3 children will build upon their skills and understanding from the previous year to continue to develop dances and performances. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Recognise and describe how exercising feels and the effects it has on my body including how it is valuable to my fitness and health - wider curriculum. - Develop and create linked sequences of movement which demonstrate control and fluency and which can be remembered, repeated, evaluated and improved. - In groups or independently create a dance/sequence of movement that conveys a mood, feeling or idea in response to a stimulus - music or film. - Plan imaginative actions and movements based on a stimulus - music or film - developing the use of a wide range of controlled and fluent movement at different heights, speeds and using different directions within one sequence. - Explain and apply basic safety principles in preparing for exercise and discuss the importance of developing physical strength and flexibility through stretching in dancing. - Work in small groups to comment on and evaluate their own and other's work as well as to suggest ways to refine and improve performances. 					
Mr Hoad	Team Games, Tag Rugby, Danish Handball, session-hockey			Team Games- Netball, passing/ ball skills/ collecting/ retrieving		
Year 4	Balance	Technique	Flexibility	Strength	Creativity	Control



	<p>Reflection and assessment based on the year 3 expectations to support children who may need it. In year 4 children will build upon their skills and understanding from the previous year to continue to develop creative and planned dances and performances. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Begin to understand and explain how exercising effects their bodies and how exercise, activity and movement are valuable to their fitness and health - wider curriculum. - Develop and create increasingly complex linked sequences of movement which demonstrate control, co-ordination and fluency and which can be remembered, repeated, evaluated and improved. - In groups and independently create a dance/sequence of movement that conveys a range of moods, feelings or ideas in response to a stimulus - music or film. - Plan imaginative and expressive actions and movements based on a stimulus - music or film - developing the use of a wide range of controlled and fluent movement at different heights, speeds and using different directions within one sequence. - Develop the role of group/pair work in dance sequences - mirroring, contrast, unison, etc. - to create different effects including adding depth and texture to their performance. - Explain and apply safety principles in preparing for exercise and discuss the importance of developing physical strength and flexibility through stretching in dancing. - Work in small groups to comment on and evaluate their own and other's work as well as to suggest ways to refine and improve performances - 'magpie' good ideas from other groups. 					
Mr Hoad	Team Games, Tag Rugby, Danish Handball, 1 session- hockey		Team Games- Netball, passing/ ball skills/ collecting/ retrieving/ groups/ running/ team races			
Year 5	Balance	Technique	Flexibility	Strength	Creativity	Control
	Reflection and assessment based on the year 4 expectations to support children who may need it.					



In year 5 children will build upon their skills and understanding from the previous year to continue to develop creative and planned dances and performances. Across this term children should be supported to:

- Begin to understand and explain how exercising effects their bodies and how exercise, activity and movement are valuable to their fitness and health - wider curriculum (science).
- **Design, develop and describe** increasingly complex linked sequences of movement which demonstrate **control**, co-ordination and fluency and which can be remembered, repeated, evaluated and improved - children will take part in **longer duration dances** as well as dances developed **and improved** over multiple sessions.
- In groups and independently **create** a dance/sequence of movement that conveys a range of moods, themes, feelings or ideas in response to a stimulus - music or film. **Challenge to tell a story through dance.**
- Plan imaginative and expressive actions and movements based on a stimulus - music or film - developing the use of a wide range of **controlled** and fluent movement at different heights, speeds and using different directions within one sequence.
- Develop the role of **group/pair work** in dance sequences - mirroring, contrast, unison, etc. - to create various effects and to add contrast, depth and texture to performances.
- Explain and apply safety principles in preparing for exercise and discuss the importance of developing **physical strength** and **flexibility** through stretching in dancing.
- Work in small **groups** to comment on and **evaluate** their own and other's work as well as to suggest ways to refine and improve performances - 'magpie' good ideas from other groups.

Mr Hoad	Team Games, Cricket, Netball, 1 session-hockey	Team Games- Netball, Handball/ techniques/ throwing/ catching/ movement				
Year 6	Balance	Technique	Flexibility	Strength	Creativity	Control



	<p>Reflection and assessment based on the year 5 expectations to support children who may need it. In year 6 children will build upon their skills and understanding from the previous year to continue to develop creative and planned dances and performances. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Understand and explain how exercising effects their bodies and how exercise, activity and movement are valuable to their fitness and health - wider curriculum (science). - Plan/compose complex linked sequences of movement which demonstrate control, co-ordination and fluency and which can be remembered, repeated, evaluated and improved - children will take part in longer duration dances as well as dances developed and improved over multiple sessions. - In groups and independently create an expressive dance/sequence of movement that conveys a range of moods, themes, feelings or ideas in an original or imaginative way - some choice will be offered to the children in their music/film. - Plan imaginative and expressive actions and movements based on a stimulus - music or film - developing the use of a wide range of controlled and fluent movement with a particular focus on adapting heights, speeds and direction during performances (drawing on work in gymnastics). - Develop the role of group/pair work in dance sequences - mirroring, contrast, unison, etc. - to create various effects and to create contrast, texture and depth in performances. - Explain and apply safety principles in preparing for exercise and discuss the importance of developing physical strength and flexibility through stretching in dancing. - Work in small groups to comment on and evaluate their own and other's work analysing technique and modifying their own performances based on this - 'magpie' good ideas from other groups. 	
Mr Hoad	Team Games, Cricket, Netball, 1 session-hockey	Team Games- Netball, Handball/technique/ throwing/ catching/ movement



Spring term - Gymnastics						
Year 3	Balance	Speed	Flexibility	Strength	Creativity	Co-ordination
	<p>Reflection and assessment based on the year 2 expectations to support children who may need it. In year 3 children will build upon their skills in gymnastics with an increasing focus on sequences and continuous movement between shapes, actions or positions. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Continue to explore physical movement and shapes focussing on flexibility and balance including using different parts of their bodies to find and maintain a balanced posture. - Focus on specific gymnastic language - bridge, lunge, handstand, tuck, etc. Children may be asked to copy a shape or movement demonstrated by an adult or copy a visual aid - image or film. - Explore travel as part of a sequence of movement in a variety of ways, including flight, by transferring weight to generate power in movements - swinging arms, legs and hips in standing jumps or hops - both with and without additional equipment. - Show a kinaesthetic awareness in order to move in a clear, fluent and expressive manner incorporating changes in level, speed and direction in order to produce an impactful routine. - Plan, perform and repeat increasingly long and complex sequences of movement. Within this sequence children will be expected to demonstrate co-ordinated and balanced variations in movement, shape, speed, direction and levels. 					



	<ul style="list-style-type: none"> - Work in pairs or small groups to develop and compose longer and more complex sequences of gymnastic movement that can be remembered and repeated as well as demonstrated or explained to others. - Discuss and analyse their own and others performances suggesting improvements and borrowing ideas from other groups. - Understand and explain how to exercise safely - including discussion around landing correctly and using equipment safely. Describe how the body feels during different activities - why this is and the effect exercise has on our bodies. 					
Mr Hoad	Games- invasion skills football			Games- strike and field games		
Year 4	Balance	Speed	Flexibility	Strength	Creativity	Co-ordination
	<p>Reflection and assessment based on the year 3 expectations to support children who may need it. In year 4 children will build upon their skills in gymnastics with an increasing focus on sequences and continuous movement between shapes, actions or positions. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Continue to explore physical movement and shapes focussing on flexibility, balance and strength including using different parts of their bodies to find and maintain a balanced posture (work in pairs or small groups). Focus on specific gymnastic language - bridge, lunge, handstand, tuck, etc. Children may be asked to copy a shape or movement demonstrated by an adult or copy a visual aid - image or film. - Explore travel as part of a sequence of movement in a variety of ways, including flight, by transferring weight to generate power in movements - swinging arms, legs and hips in standing jumps or hops - using floor mats as well as working at height using benches or additional apparatus. 					



	<ul style="list-style-type: none"> - Show a kinaesthetic awareness in order to move in a clear, fluent and expressive manner incorporating changes in level, speed and direction in order to produce an impactful routine (independent, group and pair work). - Plan, perform and repeat increasingly long and complex sequences of movement. Within this sequence children will be expected to demonstrate co-ordinated and balanced variations in movement, shape, speed, direction and levels. - Work in pairs or small groups to develop and compose longer and more complex sequences of gymnastic movement that can be remembered and repeated as well as demonstrated or explained to others. This routine will be developed and refined over several sessions. - Discuss and analyse their own and others performances suggesting improvements and borrowing ideas from other groups. - Understand and explain how to exercise safely - including discussion around landing correctly and using equipment safely. Describe how the body feels during different activities - why this is and the effect exercise has on our bodies. 					
Mr Hoad	Games- invasion skills hockey			Games- invasion skills hockey		
Year 5	Balance	Speed	Flexibility	Strength	Creativity	Co-ordination
	<p>Reflection and assessment based on the year 4 expectations to support children who may need it. In year 5 children will build upon their skills in gymnastics with an increasing focus on sequences and continuous movement between shapes, actions or positions. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Create, discover and explore physical shapes and movements which are strong, fluent and expressive as well as building stamina and balance by holding or maintaining these for longer periods of time - Children may be asked to copy a shape or movement demonstrated by an adult, copy a visual aid or develop their own shapes or movement. 					



	<ul style="list-style-type: none"> - Plan, practice and present complex and well-executed sequences of gymnastic movement which include elements of: travel, balances, swinging, springing, flight, rotations, bending, stretching, twisting, and gestures. - In individual, pair and group work include set pieces or freeze frames with a variety of speeds, directions, levels and body rotations particularly during floor performances. - Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). - In isolation as well as incorporated into sequences and performances remember, practise and refine the gymnastic techniques (listed above). This may be carried across several sessions. - Discuss and analyse their own and others performances suggesting improvements and borrowing ideas from other groups. - Understand and explain how to exercise safely - including discussion around landing correctly and using equipment safely. Describe how the body feels during different activities - why this is and the effect exercise has on our bodies. 					
Mr Hoad	Games- invasion skills mini rugby			Games- invasion skills mini rugby		
Year 6	Balance	Speed	Flexibility	Strength	Creativity	Co-ordination
	<p>Reflection and assessment based on the year 5 expectations to support children who may need it. In year 6 children will build upon their skills in gymnastics with an increasing focus on sequences and continuous movement between shapes, actions or positions. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Create, discover and explore physical shapes and movements which are strong, fluent and expressive as well as building stamina and balance by holding or maintaining these for longer periods of time (both in isolation and as part of a sequence of movement) - Children may be asked to copy a shape or movement demonstrated by an adult, copy a visual aid or develop their own shapes or movement. 					



	<ul style="list-style-type: none"> - Plan, practice and present complex and well-executed sequences of gymnastic movement which include elements of: travel, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures and linking skills. - In individual, pair and group work include set pieces and freeze frames with a variety of speeds, directions, levels and body rotations evident in floor performances and when using apparatus. - Demonstrate good kinaesthetic awareness (placement and alignment of body parts is well co-ordinated and fluent as part of well-rehearsed actions). - In isolation as well as incorporated into sequences and performances create, record, remember, practise and refine the gymnastic techniques (listed above). This may be carried across several sessions. - Discuss and analyse their own and others performances suggesting improvements and borrowing ideas from other groups. - Understand and explain how to exercise safely - including discussion around landing correctly and using equipment safely. Describe how the body feels during different activities - why this is and the effect exercise has on our bodies. 	
Mr Hoad	Games- invasion skills netball	Games- invasion skills netball



Summer term - Athletic skill (4 - Swimming)						
Year 3	Balance	Speed	Flexibility	Strength	Competition	Stamina
	<p>Reflection and assessment based on the above year 2 expectations to support children who may need it. In year 3 children will build upon their athletic skills with a continued focus on running, jumping and throwing whilst developing elements of competition. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Discuss and select an appropriate pace to run a range of distances, varying their pace depending on the distance required - daily mile. - Experiment with a variety of different stride lengths and styles to travel at different speeds and for different reasons - in pairs and groups. Run with basic techniques to maintain control and pace when running in a straight line or following a curved line. - Build up stamina to be able to sprint at full speed over a short distance of up to 60 metres. - Perform and compare different types of jumps (long jump, high jump, standing jump, running jump, etc.) Combine different jumps together with some fluency and control to create a coherent sequence of jumps - long jump/triple jump. - Safely jump over an increasing distance from a standing position with accuracy and control. Investigate and discuss the best jumps to cover different distances and heights and choose the most appropriate jumps to cover different distances. - Throw different types of equipment (balls, beanbags, Frisbees, etc.) using a range of techniques experimenting to improve accuracy and distance. - Throw with accuracy at targets over different heights and distances (targets, buckets, cones, people, etc.). - Compete against self and others in games, races and activities - group competitions, class contests and personal bests. - Watch and describe performances and use what they see to improve their own performances. Talk about differences between their work and that of others - magpie good ideas/techniques. 					
Mr Hoad	Games- net/ wall skills			Games- net/ wall skills		



Year 4	Balance	Speed	Flexibility	Strength	Competition	Stamina
	Year 4 will be taking swimming lessons during this term led by specialist instructors.					
Mr Hoad	Games- net/ wall skills			Games- strike and field skills		
Year 5	Balance	Speed	Flexibility	Strength	Competition	Stamina
	<p>Reflection and assessment based on the above year 4 expectations to support children who may need it. In year 5 children will build upon their athletic skills with a continued focus on running, jumping and throwing whilst developing elements of competition. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Discuss and select an appropriate pace to run varying their pace depending on the distance required, surface covered and desired outcome (both individually and as a pair/group). - Experiment with a variety of different stride lengths and styles to travel at different speeds and for different reasons - in pairs and groups. Run using various techniques to maintain control and pace when running in a straight line, following a curved line or changing direction quickly. - Build up stamina to be able to sprint and clear low hurdles over a short distance of up to 60 metres. - Perform different types of jumps demonstrating control in take-off and landings (long jump, high jump, standing jump, running jump, etc.) Combine different jumps together with some fluency and control to create a coherent sequence of jumps - long jump/triple jump. - Safely jump over an increasing distance from a standing start or from a run with accuracy and control. Investigate and discuss the best jumps to cover different distances and heights - high jump. - Practice throwing different types of equipment (balls, beanbags, Frisbees, etc.) for accuracy and distance refining and perfecting techniques and body shape to increase both accuracy and distance covered. - Compete against self and others in games, races and activities - group competitions, class contests and personal bests. Target set for yourself to improve performances. 					



	<ul style="list-style-type: none"> - Watch and describe performances and use what they see to improve their own performances. Talk about differences between their work and that of others - magpie good ideas/techniques. 					
Mr Hoad	Games- net/ wall skills Short tennis			Games- field and strike skills, Kwik Cricket		
Year 6	Balance	Speed	Flexibility	Strength	Competition	Stamina
	<p>Reflection and assessment based on the above year 5 expectations to support children who may need it. In year 6 children will continue to develop their athletic skills with a continued focus on running, jumping and throwing whilst developing elements of competition. Across this term children should be supported to:</p> <ul style="list-style-type: none"> - Discuss and select an appropriate pace to run varying their pace depending on the distance required, surface covered and desired outcome (both individually and as a pair/group) dynamically assessing outcomes and responding appropriately. - Practice, refine and perfect running styles and techniques to travel at different speeds over a range of surfaces and distances - in pairs and groups. Run using various well-executed techniques to maintain control, balance and pace when running in a straight line, following a curved line or changing direction quickly. - Build up stamina to be able to sprint and clear low hurdles over a short distance of up to 80 metres. - Perform different types of jumps demonstrating control in take-off and landings (long jump, high jump, standing jump, running jump, etc.) Combine different jumps together with some fluency and control to create a coherent sequence of jumps - long jump/triple jump. - Safely jump over an increasing distance from a standing start or from a run with accuracy and control. Investigate and discuss the best jumps to cover different distances and heights - high jump. 					



	<ul style="list-style-type: none"> - Practice throwing different types of equipment (balls, beanbags, Frisbees, etc.) for accuracy and distance refining and perfecting techniques and body shape to increase both accuracy and distance covered. - Compete against self and others in games, races and activities - group competitions, class contests and personal bests. Target set for yourself and others to improve performances. - Watch and describe performances and use what they see to improve their own performances. Talk about differences between their work and that of others - magpie good ideas/techniques. 	
Mr Hoad	Games- net/ wall skills tennis	Games- strike and field rounders and cricket

<u>Physical - Live</u> Balance, strength, speed, agility, movement, skill, co-ordination, physical literacy, healthy active lifestyle, lifelong participation, flexibility,
<u>Moral - Love</u> Respect, community, teamwork, co-operation, passion, motivated, competition, support, celebration, lifelong participation
<u>Academic - Learn</u> Creativity, skill, passion, challenge, adaptability, knowledge, resilience, competition, versatility, evaluate, analyse

