

# Bruche Primary School

## Physical Education

# Curriculum INTENT

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

**PHYSICAL DEVELOPMENT:** □ Gross Motor Skills □ Fine Motor Skills

**Educational Programme:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Early Learning Goals:**

**ELG Gross Motor Skills** - Negotiate space and obstacles safely, with consideration for themselves and others □ Demonstrate strength, balance and coordination when playing □ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**ELG Fine Motor Skills** - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases □ Use a range of small tools, including scissors, paint brushes and cutlery □ Begin to show accuracy and care when drawing.

**Autumn**

**Spring**

**Summer**

**Learning Priorities:** [Linked to Development Matters 2021](#)

Autumn 1 Super Me and Super You	Autumn 2 Time for Change	Spring 1 Animals in Winter	Spring 2 Wonderful Water / Rainforest	Summer 1 Growing	Summer 2 Near and Far
<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Develop an understanding of the importance of physical exercise</li> <li>Daily routine</li> <li>Climb on large and small equipment</li> <li>Balance on a bench, strip of wood or beam</li> <li>Travel confidently in a variety of different ways and adjust speed to avoid obstacles</li> <li>Negotiate space effectively</li> <li>Find a space</li> <li>Manage my own personal hygiene such as washing my hands and brushing my teeth.</li> <li>Explore and manipulate a range of different materials including malleable materials</li> </ul>		<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Travel across balancing equipment using different body parts.</li> <li>Demonstrate control, coordination and strength when taking part in activities including balancing/gymnastics</li> <li>Demonstrate good posture</li> <li>Give my opinion about a movement or actions and explain what is good and what can be improved.</li> <li>Talk about the importance of exercise and sleep</li> <li>Throw and catch ball of varying size with accuracy</li> </ul>		<b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>Ride a balance bike effectively and with control</li> <li>Explain a healthy diet and different food combinations</li> <li>Demonstrate control, coordination and strength when taking part in activities including sports/team games/swimming</li> <li>Take part in team games both indoors and outdoors</li> <li>Demonstrate skills and techniques to the rest of my class.</li> <li>Move in time to music and change my movements in response to what I hear</li> <li>Identify the effects of exercise on the body – what changes do you notice to your body</li> </ul>	
<b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>Sensory exploration</li> <li>Use a variety of mark making tools with control.</li> </ul>		<b>Fine Motor Skills</b>		<b>Fine Motor Skills</b>	

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<ul style="list-style-type: none"> <li>o Small equipment / resources - small world / construction</li> <li>o Hand-eye coordination</li> <li>o Small motor skills</li> <li>o Range of tools (competence / safety)</li> <li>o Cutlery</li> <li>o Drawing</li> <li>o Tripod grip</li> <li>o Foundations handwriting style</li> <li>o Fluency in writing</li> </ul>	<ul style="list-style-type: none"> <li>o Hold my pencil with a dominant hand and write recognisable letters for all set one sounds.</li> <li>o Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>o Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>o Write with a clear tripod grip and create accurately formed letters ready for joining.</li> <li>o</li> </ul>
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Children in reception have lots of opportunities to reinforce their developing physical skills through the provision provided both indoors and out. □ In addition to this they have a weekly PE session in the main school hall which covers, fundamental movement skills, dance, games and gymnastics apparatus work with our school sports coach.

## Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time □ engage in competitive sports and activities □ lead healthy, active lives.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

School Swimming and Water Safety								
<b><u>Award 1</u></b> <i>With or without float equipment or support:</i>	<b><u>Award 2</u></b> <i>With or without float equipment:</i>	<b><u>Award 3</u></b> <i>Without floats equipment or support:</i>	<b><u>Award 4</u></b> <i>Without float equipment or support:</i>	<b><u>Award 5</u></b> <i>Without float equipment or support:</i>	<b><u>Award 6</u></b> <i>Without float equipment or support:</i>	<b><u>Safe Self Rescue Award</u></b> <i>Without float, in clothing, in order without pause:</i>	<b><u>End of LKS2 Expectations</u></b>	<b><u>End of UKS2 Expectations</u></b>
Enter the water safely	Enter the water safely	Fully submerge to pick up an object.	Jump into water, submerge, surface and swim back to the point of entry (min. depth 1m).	Jump in, submerge, surface and swim back to point of entry (at least full reach depth).	Perform three different shaped jumps into deep water, including a straddle jump.	Enter the water using a fall in entry. Float on the back or scull. Tread water for 20 seconds with one arm in the air and shout for help. Swim 15m on front, rotate and swim 15m on back to a floating object. Take up the Heat Escape Lessening Position (H.E.L.P). Swim 10m retaining a floating object. Take up the Huddle position. Swim using a long arm front paddle (survival stroke) to the side. Climb out from water of at least full reach depth without using the steps. Discuss as a group when these skills might be used	Children should be competent and confident in the water.  Children use a variety of arm and leg actions to propel themselves through the water.  Children should participate in games to develop an understanding of	Children should swim competently, confidently and proficiently over a distance of at least 25metres.  Children should use a range of strokes effectively, for example front crawl, backstroke and breaststroke.  Children should perform a safe self rescue in different
Move forwards, backwards and sideways for a distance of 5m, feet may be on or off the floor.	Move from a horizontal floating position on the front and return to standing.	Perform a tuck float and hold for 5 seconds.	Push and glide towards the pool floor with arms extended.	Perform a horizontal stationary scull on the back.	Perform a head first scull for 5m.			
Scoop the water and wash face, be comfortable water showered from overhead.	Move from a horizontal floating position on the back and return to standing.		Perform a sequence of 3 changing shapes, whilst floating on the surface.	Kick 10m backstroke. Kick 10m front crawl. Kick 10m butterfly or breaststroke on front or back.	Two out of the following three must be completed:			
Blow bubbles a minimum of 3 times, with nose and mouth submerged.	Push and glide on the front in a horizontal position, to or from the pool wall.	Push from a wall and glide on the front with arms extended.	Push & glide on the front with arms extended and log roll onto back.	Travel on back and log roll 180 degrees onto front. Travel on front and log roll 180 degrees onto back.	Swim 10m front crawl, backstroke or breaststroke.			
Take part in a movement games. Give examples of 2 pool rules.	Push and glide on the back in a horizontal position from the pool wall.	Push from a wall and glide on the back (optional with arms extended).	Push & glide on back with arms extended and log roll onto front.		Tread water for 30 seconds.			

Travel on the back for 5m. Travel on the front for 5m.	Perform a rotation from the front to the back, then return to standing. Perform a rotation from the back to the front, then return to standing.	Travel 5m on front, perform a tuck to rotate onto back & return to side. Travel 10m on the front with feet off the pool floor.	Swim 10m, own choice of stroke.	Perform a handstand or forward somersault, tucked in the water. Swim 25m own choice of stroke.	to selfrescue in different water based situations.	buoyancy and propulsion.	water-based situations.
		Travel 10m on the back with feet off the pool floor.					

## Example of Skill progression from transferable fundamental to sport specific skill

Y1-Y6

Y6-Defensive positioning to prevent the opponent receiving the ball.

Y5-Reading cues to anticipate the pass

Y5-Reading cues to anticipate the flight of the ball

Y4-Close body positioning

Y4-Side on body position

Y4-Light on toes

Y3-Defending when the ball is turned over

Y3-Intercept pass between two opponent's

Y2-Catching

Y2-Change direction whilst maintaining balance

Y1-Running

Y1-Jumping

Y1-Hopping

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Year 1: PE skills progression

**KS1: Subject content**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending □  
perform dances using simple movement patterns

**Self-evaluating Performance** Watch and describe performances.

Begin to say how they could improve.

<p><b>Game related Skill acquisition-</b> Using hitting skills in a game.  Practise basic striking, sending and receiving.  Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching.  Travel with a ball in different ways.  Travel with a ball in different directions (side to side, forward and backwards with control and fluency)  Pass the ball to another player in a game.  Use kicking skills in a game.  Use different ways of travelling in different directions or pathways.  Run at different speeds.  Begin to use space in a game.  Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or defending a space.  Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games.  Use simple attacking skills such as dodging to get past a defender.  Use simple defensive skills such as marking a player or defending a space.  Engage in competitive activities and team games.</p>	<p><b><u>Game related vocabulary</u></b>  Actions  Throw  Catch  Pass  Receive  Bounce  Roll  Dribble  Hit  Space  Move  Safety  Looking  stopping  control  target aiming  Warm up  Cool down  team work</p>
<p><b><u>Dance related skill acquisition</u></b> Copy and repeat actions.  Put a sequence of actions together to create a motif.  Vary the speed of their actions.</p>	<p><b><u>Dance related vocabulary</u></b>  Compose ,Perform Performance , Pattern , Express , Dance phrase , Explore , Direction , Pathways , Music , Travel, Slide, spinning, turning, rolling, jump, spring, speeds, levels,</p>

Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently and create a simple dance.

evaluate, tension, control, extension, warm up, cool down, timing, beats

### KS1 – End points

#### Fundamental Movement Skills

End of unit- Children should be able to:

- I can demonstrate some control when striking.
- I can demonstrate how to move into a space using a variety of movements.
- I can explain how we can move in a variety of ways.
- I can select and apply a range of skills.
- I can demonstrate how to select and apply equipment safely.

#### Target Games

Participants learn about and practise aim and accuracy as they send an object toward targets different distances away. Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Tactical problems related to target games include shot selection, judging distance, preventing points, and protecting the shot. Examples of target games include golf, archery, bowling, curling and boccia.

End of unit- Children should be able to:

- Aim and reach a variety of targets; into, onto, at with confidence and control
- Demonstrate underarm throwing when aiming at targets with varying degrees of accuracy. □ Use positional and descriptive language to support success in target games □ Demonstrate consistency and accuracy in bouncing, kicking, throwing.
- To use simple strategies when playing target games.

#### Dance

In this unit children explore basic body actions, eg jumping and turning, and use different parts of their body to make movements. They create and repeat short dances inspired by themes such as clowns, penguins and folk dance. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.

End of unit-

- explore basic body actions; begin to make single movements and combine movements using different parts of the body; □ practise moving expressively and clearly;
- try to choose movements that reflect the dance idea; with help, remember, repeat and link movement phrases and dances;
- recognise when they feel out of breath when dancing; recognise and describe some body actions and some expressive and dynamic qualities of movement

**Team Games**

They outline the basic principles and tactics of attack and defence; giving pupils the opportunity to join in throughout. This topic provides a link to the key invasion games in KS2 By the end of this unit:

All children should be able to:

- identify useful spaces for passing and receiving a ball;
- defend a goal or space;

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- indicate their intentions to their teammates;
- attempt to evade defenders;
- identify strengths and areas in which they could improve.

...some children will be able to:

- use space effectively and intentionally;
- use both attacking and defending skills at the same time during a team game;
- identify ways they can improve.

...most children will be able to:

- begin to use space well to pass and receive a ball;
- mark a player by staying close to them;
- attempt to intercept a ball between other players;
- use eye contact to indicate their intentions to their teammates;
- evade defenders by quickly changing direction.

**Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."**

<b>Attacking and defending</b>	<p>In this unit children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</p> <p>End of unit-</p> <ul style="list-style-type: none"><li>• throw and catch with control to keep possession and score 'goals'</li><li>• be aware of space and use it to support team-mates and cause problems for the opposition;</li><li>• know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills □ explain why it is important to warm up and cool down; say when a player has moved to help others □ apply this knowledge to their own play</li></ul>
<b>Athletics</b>	<p>In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> <p>End of unit-</p> <ul style="list-style-type: none"><li>• run at fast, medium and slow speeds, changing speed and direction;</li><li>• link running and jumping activities with some fluency, control and consistency</li><li>• make up and repeat a short sequence of linked jumps;</li><li>• take part in a relay activity, remembering when to run and what to do.</li><li>• throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed</li></ul>

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Year 2: PE skills progression

**KS1: Subject content**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

**Self-evaluating Performance**

- Watch and describe performances and use what they see to improve their own performance.
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- Talk about their differences between their work and that of others.

**Game related Skill acquisition-**

Strike or hit a ball with increasing control.  
 Learn skills for playing striking and fielding games.  
 Position the body to strike a ball.  
 Throw different types of equipment in different ways, for accuracy and distance.  
 Throw, catch and bounce a ball with a partner.  
 Use throwing and catching skills in a game.  
 Throw a ball for distance.  
 Use hand-eye coordination to control a ball.  
 Vary types of throw used.  
 Bounce and kick a ball whilst moving.  
 Use kicking skills in a game.  
 Use dribbling skills in a game.  
 Know how to pass the ball in different ways.  
 Use different ways of travelling at different speeds and following different pathways, directions or courses.  
 Change speed and direction whilst running.  
 Begin to use and choose the best space in a game.  
 Begin to use and understand the terms defending and attacking. Use at least one technique to attack or defend to play a game successfully.  
 Understand the importance of rules in games.

**Game related vocabulary**

- Throw, Catch
- Pass, Receive
- Bounce
- Roll
- Control
- Dribble
- Hit
- Space
- Move
- Safety
- Looking
- Stopping
- Evaluate
- controlling
- defender
- attackers
- Rules
- Warm up
- Cool down
- Calling
- Signalling
- team work

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Use at least one technique to attack or defend to play a game successfully.	
<b><u>Dance related skill acquisition</u></b> <ul style="list-style-type: none"> <li>- Copy, remember and repeat actions.</li> <li>- Create a short motif inspired by a stimulus.</li> <li>- Change the speed and level of their actions.</li> <li>- Use simple choreographic devices such as unison, canon and mirroring.</li> <li>- Use different transitions within a dance motif.</li> <li>- Improve the timings of their actions.</li> </ul>	<b><u>Dance related vocabulary</u></b> <ul style="list-style-type: none"> <li>- Compose</li> <li>- Perform Performance</li> <li>- Pattern</li> <li>- Express</li> <li>- Dance phrase</li> <li>- Explore</li> <li>- Direction</li> <li>- Pathways</li> <li>- Music</li> <li>- Travel</li> <li>- Slide</li> <li>- Spinning</li> <li>- Turning</li> <li>- Rolling</li> <li>- Jump</li> <li>- Spring</li> <li>- Speeds</li> <li>- Levels</li> <li>- Evaluate</li> <li>- Tension</li> <li>- Control</li> <li>- Extension</li> <li>- Warm up</li> <li>- Cool down</li> <li>- Timing</li> <li>- Beats</li> </ul>

**Fundamental  
Movement  
Skills**

End of unit- Children should be able to:

- I can demonstrate some control when striking.
- I can demonstrate how to move into a space using a variety of movements.
- I can explain how we can move in a variety of ways.
- I can select and apply a range of skills.
- I can demonstrate how to select and apply equipment safely.

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**Target  
Games**

Participants learn about and practise aim and accuracy as they send an object toward targets different distances away. Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Tactical problems related to target games include shot selection, judging distance, preventing points, and protecting the shot. Examples of target games include golf, archery, bowling, curling and boccia.

End of unit- Children should be able to:

- Aim and reach a variety of targets; into, onto, at with confidence and control
- Demonstrate underarm throwing when aiming at targets with varying degrees of accuracy. □ Use positional and descriptive language to support success in target games □ Demonstrate consistency and accuracy in bouncing, kicking, throwing.
- To use simple strategies when playing target games.

<b>Dance</b>	<p>In this unit children explore basic body actions, eg jumping and turning, and use different parts of their body to make movements. They create and repeat short dances inspired by themes such as clowns, penguins and folk dance. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p> <p>End of unit-</p> <ul style="list-style-type: none"> <li>• explore basic body actions; begin to make single movements and combine movements using different parts of the body; □ practise moving expressively and clearly;</li> <li>• try to choose movements that reflect the dance idea; with help, remember, repeat and link movement phrases and dances;</li> <li>• recognise when they feel out of breath when dancing; recognise and describe some body actions and some expressive and dynamic qualities of movement</li> </ul>
<b>Team Games</b>	<p>They outline the basic principles and tactics of attack and defence; giving pupils the opportunity to join in throughout. This topic provides a link to the key invasion games in KS2 By the end of this unit:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> <li>• identify useful spaces for passing and receiving a ball;</li> <li>• defend a goal or space;</li> </ul>
<p><b>CORE VALUES:</b>                      <b>CHILDREN FIRST</b>                      <b>RESILIENCE</b>                      <b>PIONEERING</b></p>	

	<ul style="list-style-type: none"> <li>• indicate their intentions to their teammates;</li> <li>• attempt to evade defenders;</li> <li>• identify strengths and areas in which they could improve.</li> </ul> <p>...some children will be able to:</p> <ul style="list-style-type: none"> <li>• use space effectively and intentionally;</li> <li>• use both attacking and defending skills at the same time during a team game;</li> <li>• identify ways they can improve.</li> </ul> <p>...most children will be able to:</p> <ul style="list-style-type: none"> <li>• begin to use space well to pass and receive a ball;</li> <li>• mark a player by staying close to them; attempt to intercept a ball between other players;</li> <li>• use eye contact to indicate their intentions to their teammates;</li> <li>• evade defenders by quickly changing direction.</li> </ul>
<b>Attacking and defending</b>	<p>In this unit children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</p> <p>End of unit-</p> <ul style="list-style-type: none"> <li>• throw and catch with control to keep possession and score 'goals'</li> <li>• be aware of space and use it to support team-mates and cause problems for the opposition;</li> <li>• know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills</li> <li>• explain why it is important to warm up and cool down; say when a player has moved to help others</li> <li>• apply this knowledge to their own play</li> </ul>
<b>Athletics</b>	<p>In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> <p>End of unit-</p> <ul style="list-style-type: none"> <li>• run at fast, medium and slow speeds, changing speed and direction;</li> <li>• link running and jumping activities with some fluency, control and consistency</li> <li>• make up and repeat a short sequence of linked jumps;</li> <li>• take part in a relay activity, remembering when to run and what to do.</li> <li>• throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed</li> </ul>

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Year 3: PE skills progression

**KS2: Subject content**

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.

**Self-evaluating Performance**

- Watch, describe and evaluate the effectiveness of a performance.
- Describe how their performance has improved over time.

**Game related Skill acquisition-**

Demonstrate successful hitting and striking skills.  
 Develop a range of skills in striking and fielding.  
 Practise the correct batting technique and use it in a game.  
 Strike the ball for distance.  
 Throw and catch with greater control and accuracy.  
 Practise the correct technique for catching a ball and use it in a game.  
 Perform a range of catching and gathering skills with control.  
 Catch with increasing control and accuracy.  
 Throw a ball in different ways (e.g. high, low, fast, slow)  
 Move with the ball in a variety of ways with some control.  
 Use two different ways of moving with a ball in a game.  
 Pass the ball in two different ways in a game situation with some success.  
 Know how to keep and win back possession of the ball in a team game.

**Game related vocabulary**

Dribble  
 Send  
 Pass  
 Receive  
 Calling  
 Signalling  
 Space  
 Movement  
 scoring High  
 Low  
 Tactics  
 Space

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**Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."**

Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game.  
Use fielding skills to stop a ball from travelling past them.  
Apply and follow rules fairly.  
Understand and begin to apply the basic principles of invasion games.

Opponent  
target  
throw catch  
Evaluate  
feed  
aiming  
striking  
hitting  
Rules Overarm  
under arm  
fielding  
Net games  
chasing  
rolling barrier  
space  
movement  
scoring  
Warm up  
Cool down  
team work

**Dance related skill acquisition**

- Begin to improvise with a partner to create a simple dance.
- Create motifs from different stimuli.
- Begin to compare and adapt movements and motifs to create a larger sequence.
- Perform with some awareness of rhythm and expression.

**Dance related vocabulary**

- Turn
- Gesture
- Jump
- Travel
- Express
- Explore
- Mimic
- Mime
- Timing
- Music
- Flow
- Movement
- Patterns
- Motif
- Beats

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**RESILIENCE**

**PIONEERING**

		<ul style="list-style-type: none"><li>- Rhythm</li><li>- Machinery</li><li>- Robotic</li><li>- Aesthetic</li><li>- Dynamic</li><li>- Transition</li><li>- Rotation</li><li>- Performance</li><li>- Perform</li><li>- Warm up</li><li>- Cool down</li><li>- Evaluate</li></ul>
KS2– End points		
Fundamental Movement Skills	<div><div></div><div>By the end of lower KS2 each child should be proficient in demonstrating a Static balance, Sprint Run, Vertical Jump and Catching, these must be able to be performed in isolation and combination. Children should show creativity and control in these four fundamentals as well as developing and practicing the other eight.</div></div>	

<b>OAA</b>	<p>In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities in some adventure games. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges and learn how to work safely in a range of situations.</p> <p>End of unit- Continue use maps and diagrams to orientate themselves and to travel around a simple course; respond when the task or environment and the challenge increases; start to plan sensible responses to physical challenges or problems, talking and working with others in their group; recognise some of the physical demands that activities make on them; identify parts of the work that were successful; respond to feedback on how to go about work differently.</p> <p>complete simple tasks with support and guidance; use some physical skills well; follow other people's plans and approaches; recognise alternative approaches when others suggest them; cooperate in putting these approaches into practice; help prepare for activities; make some comments on how well activities were completed</p>
<b>Dance</b>	<p>In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings</p>

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

	<p>and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p> <p>End of unit- demonstrate some basic skills; perform movements with control; try to show a sense of dynamics and expressive qualities when dancing; contribute basic ideas to the structure of a dance; come up with basic responses to a stimulus; show some understanding of why they need to warm up and cool down; use simple words to describe and interpret dance</p>
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**Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."**

<b>Net/wall Games</b>	<p>This unit lays the foundations for future net/wall games units, in which children will transfer their skills and tactics to games that involve using a range of equipment to strike a ball after it has bounced or on the volley. They will play games on bigger courts with higher nets, using balls that bounce higher and move faster, and will learn other net/wall games, eg badminton, squash and volleyball. They will also spend time developing effective serving techniques and tactics use forehand shots increasingly well in the games they play; ; use the skills they prefer with competence and consistency;; start to choose and use some tactics;</p> <p>play cooperatively with a partner; apply rules consistently and fairly; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices</p>
<b>Invasion Games</b>	<p>In this unit children learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals. They start by playing small, uneven-sided games, and move on to even-sided games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.<sup>4</sup></p> <p>End of unit- play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack; understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm-up routines; watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p>
<b>Athletics</b>	<p>In this unit children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy. End of unit- understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language</p>

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

Year 4: PE skills progression

**KS2: Subject content**

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.

**Self-evaluating Performance**

- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
- 
- Modify their use of skills or techniques to achieve a better result.

**Game related Skill acquisition-**

Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.

Accurately serve underarm.

Build a rally with a partner.

Use at least two different shots in a game situation.

Use hand-eye coordination to strike a moving and stationary ball.

Develop different ways of throwing and catching.

Move with the ball using a range of techniques showing control and fluency.

Pass the ball with increasing speed, accuracy and success in a game situation.

Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.

**Game related vocabulary**

- High
- Low
- Space
- Opponent
- target
- throw
- catch
- feed
- aiming
- Chest pass
- agility
- push pass

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

**Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."**

Make the best use of space to pass and receive the ball.  
Use a range of attacking and defending skills and techniques in a game.  
Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game.

Adapt rules to alter games.

-

- Bounce pass
- Opponent
- Movement
- Accurate
- dodging
- Control
- Signalling
- Evaluate
- Tactics
- Overarm
- under arm
- Rules
- Warm up
- Cool down

#### **Dance related skill acquisition**

Identify and repeat the movement patterns and actions of a chosen dance style.

Compose a dance that reflects the chosen dance style.

Confidently improvise with a partner or on their own.

Compose longer dance sequences in a small group.

Demonstrate precision and some control in response to stimuli.

Begin to vary dynamics and develop actions and motifs in response to stimuli.

Demonstrate rhythm and special awareness.

Change parts of a dance as a result of self-evaluation.

#### **Dance related vocabulary**

Unison

Flow

Choreograph

Bouncy

Formation

Canon

Explore

Audience

Narrative

Character

Transition

Mirroring

Music

Beats

Rhythm matching Gestures Performance Perform

Warm up

Cool down Evaluate

Stimuli

	Improvise
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CORE VALUES: CHILDREN FIRST RESILIENCE PIONEERING

**LKS2 – End points**

**Fundamental  
Movement  
Skills**

- By the end of lower KS2 each child should be proficient in demonstrating a Static balance, Sprint Run, Vertical Jump and Catching, these must be able to be done in isolation and combination. Children should show creativity and control in these four fundamentals as well as developing and practicing the other eight.

**OAA**

In this unit children learn how to read and follow different maps and symbol trails. They also take part in a range of trust and communication activities, and in some adventure games. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.

End of unit- Continue use maps and diagrams to orientate themselves and to travel around a simple course; respond when the task or environment changes and the challenge increases; start to plan sensible responses to physical challenges or problems, talking and working with others in their group; recognise some of the physical demands that activities make on them; identify parts of the work that were successful; respond to feedback on how to go about their work differently.

complete simple tasks with support and guidance; use some physical skills well; follow other people's plans and approaches; recognise alternative approaches when others suggest them; cooperate in putting these approaches into practice; help prepare for activities; make some comments on how well activities were completed

<b>Dance</b>	<p>In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</p> <p>End of unit- demonstrate some basic skills; perform movements with control; try to show a sense of dynamics and expressive qualities when dancing; contribute basic ideas to the structure of a dance; come up with basic responses to a stimulus; show some understanding of why they need to warm up and cool down; use simple words to describe and interpret dance</p>
<b>Net/wall Games</b>	<p>This unit lays the foundations for future net/wall games units, in which children will transfer their skills and tactics to games that involve using a range of equipment to strike a ball after it has bounced or on the volley. They will play games on bigger courts with higher nets, using balls that bounce higher and move faster, and will learn other net/wall games, eg badminton, squash and volleyball.</p>
<p>They will also spend time developing effective serving techniques and tactics</p> <div> <div>OBJ</div> <div>PIONEERING</div> <div>OBJ</div> <div>CHILDREN</div> <div>OBJ</div> <div>OBJ</div> </div>	

	<p>use forehand shots increasingly well in the games they play; ; use the skills they prefer with competence and consistency;; start to choose and use some tactics;</p> <p>play cooperatively with a partner; apply rules consistently and fairly; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices</p>

<b>Invasion Games</b>	<p>In this unit children learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals. They start by playing small, uneven-sided games, and move on to even-sided games. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.<sup>4</sup></p> <p>End of unit- play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack; understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm-up routines; watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p>
<b>Athletics</b>	<p>In this unit children concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> <p>End of unit- understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language</p>

**Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."**

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Year 5: PE skills progression

**KS2: Subject content**

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.

**Self-evaluating Performance**

Choose and use criteria to evaluate own and others performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.

### Game related Skill acquisition-

Use different techniques to hit a ball.

Identify and apply techniques for hitting a tennis ball.

Explore when different shots are used.

Develop a backhand technique and use it in a game.

Practise techniques for all strokes.

Consolidate different ways of throwing and catching and know when each is appropriate in a game.

Use a variety of ways to dribble in a game with success.

Use ball skills in various ways, and begin to link together.

Pass a ball with speed and accuracy using appropriate techniques in a game situation.

Keep and win back possession of the ball effectively in a team game.

Demonstrate an increasing awareness of space.

### Game related vocabulary

Chest pass

push pass

space

opponent target

movement accurate

control signalling

balance strength

agility

Throw

Send

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

**Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."**

Choose the best tactics for attacking and defending.  
Shoot in a game.  
Use fielding skills as a team to prevent the opposition from scoring.

Know when to pass and when to dribble in a game.

Devise and adapt rules to create their own game.

Receive  
Catch  
Calling  
dodging  
Striking  
Hitting  
Fielding  
Chasing  
Rolling  
Movement team  
work Overarm  
under arm scoring  
Evaluate  
Health  
Fitness  
Well-being Tactical  
Warm up  
Cool down

**Dance related skill acquisition**

Identify and repeat the movement patterns and actions of a chosen dance style.  
 Compose individual, partner and group dances that reflect the chosen dance style.  
 Show a change of pace and timing in their movements.  
 Develop an awareness of their use of space.  
 Demonstrate imagination and creativity in the movements they devise in response to stimuli.  
 Use transitions to link motifs smoothly together.  
 Improvise with confidence, still demonstrating fluency across the sequence.  
 Ensure their actions fit the rhythm of the music.  
 Modify parts of a sequence as a result of self or peer evaluation.

**Dance related vocabulary**

Turn  
 Gesture  
 Jump  
 Stillness  
 Travel  
 Expression  
 Clarity  
 Mimic  
 Mime  
 Formation  
 Explore Relationship Timing  
 Music  
 Movement Patterns  
 Motif  
 Music  
 Beats  
 Rhythm Machinery Performance Perform  
 Robotic  
 Action

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

Reaction  
Warm up  
Cool down Evaluate Improvise

### Year 5 – End points

#### Fundamental Movement Skills

End of unit-  
By the end of this unit children should be able to have mastered all of the FMS, they should be competent, confident and creative in the way they perform each skill

#### OAA

In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team. In outdoor and adventurous activities as a whole, children follow maps and try to solve physical problems and challenges, and learn how to work safely in a range of situations.

End of unit- work confidently in familiar and changing environments; adapt quickly to new situations; devise and put into practice a range of solutions to problems and challenges; understand clearly the nature of a challenge or problem and what they want to achieve; take a leading role when working with others; prepare efficiently and safely; identify and respond to events as they happen; identify effective performances and solutions; take the lead in planning to improve weaknesses

**Dance**

In this unit children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and express their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. End of unit- children can identify motifs and plan dances creatively and collaboratively in groups; adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; perform different styles of dance clearly and fluently; organise their own warm-up and cool-down exercises; show an understanding of safe exercising; recognise and

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

comment on dances, showing an understanding of style; suggest ways to improve their own and other people's work

<b>Striking and fielding</b>	<p>ABOUT THE UNIT-</p> <p>In this unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored.</p> <p>End of unit- strike a bowled ball; use a range of fielding skills, eg catching, throwing, bowling, intercepting, with growing control and consistency; work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games; recognise the activities and exercises that need including in a warm up; identify their own strengths and suggest practices to help them improve</p>
<b>Invasion Games</b>	<p>ABOUT THE UNIT-</p> <p>In this unit children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games, focusing on just two games throughout the unit, eg football and hockey, netball and rugby, basketball and rugby. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</p> <p>End of unit- use different techniques for passing, controlling, dribbling and shooting the ball in games; apply basic principles of team play to keep possession of the ball; use marking, tackling and/ or interception to improve their defence; play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending; plan practices and warm ups to get ready for playing safely; recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance</p>
<b>Athletics</b>	<p>In this unit children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</p> <p>As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> <p>End of unit- choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria</p>

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Year 6: PE skills progression

**KS2: Subject content**

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.

**Self-evaluating Performance**

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

**Game related Skill acquisition-**

Hit a bowled ball over longer distances.

Use good hand-eye coordination to be able to direct a ball when striking or hitting.

Understand how to serve in order to start a game.

Throw and catch accurately and successfully under pressure in a game.

Show confidence in using ball skills in various ways in a game situation and link these together effectively.

Choose and make the best pass in a game situation and link a range of skills together with fluency. E.g. passing and receiving the ball whilst moving.

**Game related vocabulary**

- Dribble Pass
- Invasion
- Signal
- Receive
- Tackle
- Defend
- Attack
- Accuracy
- team work
- strategy
- agility

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

**Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."**

Keep and win back possession of the ball effectively and in a variety of ways in a team game.

Demonstrate a good awareness of space.

Think ahead and create a plan of attack or defence.

Apply knowledge of skills for attacking and defending.

Work as a team to develop fielding strategies to prevent the opposition from scoring.

Follow and create complicated rules to play a game successfully.

Communicate plans to others during a game.

Lead others during a game.

-

- space
- control
- dodging
- technique
- Throw
- Send
- Catch
- Calling
- Striking
- Hitting
- Fielding
- Chasing
- Rolling
- Bowling
- Overarm
- under arm
- space movement scoring
- Fitness
- Well-being
- Evaluate
- Warm up
- Cool down

**Dance related skill acquisition**

. Identify and repeat the movement patterns and actions of a chosen dance style.  
 Compose individual, partner and group dances that reflect the chosen dance style.  
 Use dramatic expression in dance movements and motifs.  
 Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence.  
 Combine flexibility, techniques and movements to create a fluent sequence.  
 Move appropriately and with the required style in relation to the stimulus.  
 Show a change of pace and timing in their movements.  
 Move rhythmically and accurately in dance sequences.  
 Improvise with confidence, still demonstrating fluency across their sequence.  
 Dance with fluency and control, linking all movements and ensuring that transitions flow.  
 Demonstrate consistent precision when performing dance sequences.

**Dance related vocabulary**

Turn  
 Gesture Jump  
 stillness  
 travel expression  
 Combine  
 clarity  
 mimic mime  
 Explore timing  
 movement  
 Structure  
 Fluent patterns

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

Modify some elements of a sequence as a result of self and peer evaluation.	Music motif music beats Performance Perform rhythm Fitness Health and well being Warm up Cool down Evaluate Improvise
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### UKS2 – End points

<b>Fundamental Movement Skills</b>	End of unit- By the end of this unit children should be able to have mastered all of the FMS, they should be competent, confident and creative in the way they perform each skill.
<b>OAA</b>	<p>In this unit children develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments. Throughout, there is an emphasis on building trust and working as a team. In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations.</p> <p>End of unit- work confidently in familiar and changing environments; adapt quickly to new situations; devise and put into practice a range of solutions to problems and challenges; understand clearly the nature of a challenge or problem and what they want to achieve; take a leading role when working with others; prepare efficiently and safely; identify and respond to events as they happen; identify effective performances and solutions; take the lead in planning to improve weaknesses</p>

<b>Dance</b>	In this unit children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. End of unit- compose motifs and plan dances creatively and collaboratively in groups; adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style
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**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

of dance they use; perform different styles of dance clearly and fluently; organise their own warm-up and cool-down exercises; show an understanding of safe exercising; recognise and comment on dances, showing an understanding of style; suggest ways to improve their own and other people's work

<b>Striking and fielding</b>	<p>ABOUT THE UNIT-</p> <p>In this unit children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored.</p> <p>End of unit- strike a bowled ball; use a range of fielding skills, eg catching, throwing, bowling, intercepting, with growing control and consistency; work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games; recognise the activities and exercises that need including in a warm up; identify their own strengths and suggest practices to help them improve</p>
<b>Invasion Games</b>	<p>ABOUT THE UNIT-</p> <p>In this unit children improve their defending and attacking play. They start to play even-sided mini-versions of invasion games, focusing on just two games throughout the unit, eg football and hockey, netball and rugby, basketball and rugby. In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.</p> <p>End of unit- use different techniques for passing, controlling, dribbling and shooting the ball in games; apply basic principles of team play to keep possession of the ball; use marking, tackling and/ or interception to improve their defence; play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending; plan practices and warm ups to get ready for playing safely; recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance</p>
<b>Athletics</b>	<p>In this unit children focus on developing their technical understanding of athletic activity. They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.</p> <p>As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p>

**CORE VALUES:**

**CHILDREN FIRST**

**RESILIENCE**

**PIONEERING**

End of unit-

choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria

