

KS2 PE



OUR CURRICULUM INTENT

To nurture independent, resilient, inquisitive learners, who have a breadth of knowledge, experiences and skills, with aspiration to succeed in the wider world.

The GOLDEN THREADS of our Intent

Oracy

Diversity

Independence

Long-term Curriculum Map for PE – KS2

Year 3/4/5/6 – Year A

<u>Whole term</u>	<u>First half term</u>	<u>Second half term</u>
Autumn	<u>Session 1 – Games (Invasion – Tag Rugby)</u>	<u>Session 1 - Games (Net/Wall – Badminton/tennis)</u> Nocton
	<u>Session 2 – Gym</u>	<u>Session 2 – Dance</u> <u>Yr 3/4 English Country Dancing</u> <u>Yr 5/6 Egyptian dance (not Val Sabin)</u> <u>OR World of Sport dance (Yr 6 unit)</u> Nocton dance studio
Spring	<u>Session 1 – Indoor athletics/Fitness</u> Nocton	<u>Session 1 – Games (Invasion - Netball)</u>
	<u>Session 2 – Dance</u> <u>Yr 3/4 The Explorers</u> <u>Yr 5/6 The Rainforest</u> Nocton dance studio	<u>Session 2 – Gym</u>

Summer	<u>Session 1 – Athletics</u> + Sports Day prep	<u>Session 1 – Games (Striking and Fielding –</u> <u>(Rounders/Kwik Cricket)</u>
	<u>Session 2 – Athletics</u> + Sports Day prep	<u>Session 2 - Games (Striking and Fielding –</u> <u>(Rounders/Kwik Cricket)</u>

Year 3/4/5/6 – Year B

<u>Whole term</u>	<u>First half term</u>	<u>Second half term</u>
Autumn	<u>Session 1 – Games (Invasion – Football)</u>	<u>Session 1 - Games (Net/Wall - Volleyball)</u> Nocton
	<u>Session 2 – Gym</u>	<u>Session 2 – Dance</u> <u>Yr ¾ The Eagle and The Fish</u> <u>(Yr ¾ The Human Engine 1 lesson at end of unit)</u> <u>Yr 5/6 Volcanoes</u> Nocton dance studio
Spring	<u>Session 1 – Games (Invasion – Hockey)</u> Nocton	<u>Session 1 – OAA</u>
	<u>Session 2 – Dance</u> <u>Yr ¾ Electricity</u> <u>Yr 5/6 Flight from Danger</u> Nocton dance studio	<u>Session 2 – Gym</u>

Summer	<u>Session 1 – Athletics</u> + Sports Day prep	<u>Session 1 – Games (Striking and</u> <u>Fielding – Rounders/Kwik Cricket)</u>
	<u>Session 2 – Athletics</u> + Sports Day prep	<u>Session 1 – Games (Striking and</u> <u>Fielding – Rounders/Kwik Cricket)</u>

Year 3/4/5/6 – Year A

Knowledge and Understanding of Health and Fitness should be present through each PE session and half term unit, as well as providing a focus unit within the year.

It is important that children KNOW that (these are progressive through the year groups):

- It is important to be active for our health and well-being and that changes will occur to our bodies
- Children can describe what happens to their bodies (breathing, body temperature, face can change colour – flushed, heart beats faster)
- Children know and can explain the importance of warming up and cooling down (in advance and at the end of a PE lesson/physical activity)
- Regular exercise improves health; makes you feel good and helps towards maintaining a healthy body weight
- Exercise strengthens bones and muscles (including the heart) and helps keep joints flexible
- Exercise can make you feel good about yourself and about being with others' and that it involves sharing and co-operation
- Large working muscles need a supply of oxygen to keep going and this is provided by breathing faster and increased heart rate
- Temperature increases as working muscles produce energy as heat and the skin becomes moist and sticky in order to cool the body down to avoid overheating

Creative Games Making – This can be included during each Games unit as and when relevant

Observing and Evaluating Performances – This is also an ongoing progressive skill that will be present through each PE lesson and PE unit.

Substantive Knowledge Disciplinary Knowledge

<u>Whole term</u>	<u>First half term</u>	<u>Second half term</u>
Autumn	<u>Session 1 – Games (Invasion – Tag Rugby)</u>	<u>Session 1 - Games (Net/Wall – Badminton/tennis) Nocton</u>
	<p>Yr 3/4 (Yr 3 Unit 1)</p> <p>To develop throwing and catching skill using different apparatus.</p> <ul style="list-style-type: none"> - To know how to pass and receive with hands in different ways - To know how to sequence passing - To know how to signal for the ball - To know how to pass and move to retain possession - To know how to play co-operation and competitive games to apply skills and simple tactics under pressure <p>Yr 5/6</p> <p>To throw and catch effectively within a game situation.</p> <ul style="list-style-type: none"> - Revision of Yr 3/4 learning objectives again where needed - To know how to keep possession – principles of attack (dodge in different directions and at different speeds) 	<p>Yr 3/4 (Yr 3 Unit 3, Yr 4 Unit 1)</p> <p>To feed, throw and hit a shuttlecock or ball.</p> <ul style="list-style-type: none"> - To know how to 'feed'/throw a shuttlecock or ball - To know how to strike a ball/shuttle with reasonable control/accuracy at a target or over a net - To know how to throw/strike ball/shuttle over a range of high, medium, low barriers to show variations in levels, speeds and directions <p>To use appropriate shots for different purposes.</p> <ul style="list-style-type: none"> - To know about appropriate basic shots and use them in different situations - To know simple principles and tactics and use them effectively in a game activity, e.g. a long shot followed by a short one makes the return shot harder for the opponent

	<ul style="list-style-type: none"> - To know how to regain possession – principles of defence (marking and interception) - To know how to advance down the pitch to progress towards opponent's goal 	<p>Begin to understand the rules of net/wall games and play with others.</p> <ul style="list-style-type: none"> - To know how to play competitive small-sided games and show confidence - To know and use rules and keep games going without dispute <p>Yr 5/6 (Yr 5 Unit 1, Yr 6 Unit 2)</p> <p>Revision of Yr 3/4 learning objectives and skills. To receive and send from different angles using appropriate attacking and defensive strategies.</p> <ul style="list-style-type: none"> - To know how to receive from different angles and sending into angles on the court – attacking and defending strategies - To know how to aim and get the ball/shuttle to land in target area and make it difficult for their opponent to return it
	<p style="text-align: center;"><u>Session 2 – Gym</u></p> <p><u>Yr 3/4 - Symmetry/Asymmetry</u> To use different and identify different body positions.</p> <ul style="list-style-type: none"> - To know about symmetry and asymmetry and identify it - To know how to move and balance showing specific planned shapes and variations in speed and level <p>To reflect on a performance and consider how to improve your work.</p> <ul style="list-style-type: none"> - To know how to analyse and say what they liked in a sequence both individually and in twos - To know how to adapt and transfer learned skills onto appropriate apparatus <p><u>Yr 5/6 – Bridges</u> To use balance to create different shapes collaboratively and individually.</p> <ul style="list-style-type: none"> - To know how to balance on different body parts to create bridge shapes both as individuals and with a partner (on different levels) - To know how to work co-operatively with a partner and create a sequence showing planned variations in level, direction and shape (e.g. move into and out of bridges using a roll, a jump or a travelling movement, build a more complex sequence by linking bridge balances using travel, jump and turn) - To know how to make the balances harder to maintain by making the bases smaller 	<p style="text-align: center;"><u>Session 2 – Dance (Topic linked)</u> Nocton dance studio</p> <p>(Select learning objectives from below but do not need to include all every half term. Yr 3/4 must be covered by the end of Yr 4, Yr 5/6 by the end of Yr 6)</p> <p><u>Yr 3/4 English Country Dancing</u> (Learning objectives underlined that the Val Sabin lessons cover for this unit however teachers are able to plan their own lessons that cover the learning objectives below)</p> <p><u>Year 3/4</u> <u>Acquiring and Developing Skills</u> To respond to stimuli using movement to tell a story.</p> <ul style="list-style-type: none"> - <u>To know how to respond to a range of stimuli - know that the ideas initiated by the stimulus can be translated into movement (symbolic), discuss ideas and suggest appropriate movements to explore</u> <p>To perform basic dance actions in combination with increasing control.</p> <ul style="list-style-type: none"> - <u>To know how to perform the basic dance actions with greater control, fluency and co-ordination – know that they can use combinations of movement using the whole body and body parts; display clear movement, body shape, extension, balance and footwork</u> - <u>To know how to copy and perform movements/rhythmic patterns – know they need to perform simple dances with a clear beg/mid/end; show a range of different rhythmic movement patterns from different times, places and</u>

	<p>To sequence movements and transitions effectively.</p> <ul style="list-style-type: none"> - <u>To know about the compositional principles of sequencing and recognise when something is absent</u> <p>To reflect critically on movements and consider how to improve them.</p> <ul style="list-style-type: none"> - <u>To know how to improve the quality and accuracy of their movements with sustained concentration</u> 	<p><u>cultures; show different ways of performing these in different group formations.</u></p> <p>To use expression to add interest to our dances.</p> <ul style="list-style-type: none"> - <u>To know how to perform with expression</u> <p><u>Selecting and Applying Skills and Compositional Ideas</u></p> <p>To select appropriate movements.</p> <ul style="list-style-type: none"> - <u>To know about movements which reflect the dance idea and select appropriate movements</u> - <u>To know about movements that use space, time and weight changes</u> <p>To use appropriate devices to link movements in a sequence.</p> <ul style="list-style-type: none"> - <u>To know how to link movements together in a logical sequence</u> - <u>To know about and use simple compositional devices; unison, canon, repetition, variation, shape the dance with a simple structure</u> <p><u>Evaluate and Improve</u></p> <p>To understand how dance communicates moods, ideas and feelings.</p> <ul style="list-style-type: none"> - <u>To know how dance communicates moods, ideas and feelings by observing other people</u> - <u>To know and use different descriptive language when talking about dance</u> - <u>To know how to construct their own personal responses</u> <p>Yr 5/6 Egyptian dance (teacher's own planning – learning objectives underlined for coverage)</p> <p><u>Acquiring and Developing Skills</u></p> <p>To respond to stimuli and accompaniment with artistic expression.</p> <ul style="list-style-type: none"> - <u>To know how to respond to a range of stimuli and accompaniment – with initial responses, know how to translate ideas into movement, share their ideas with partners/small gps, whole class</u> - <u>To know they have to perform the basic dance actions with increased control, fluency and co-ordination, know how to refine their movement to improve their performance by using practise opportunities, know to focus and project when performing, know they have to remember and perform complete dances with a given structure</u> - <u>To know how to perform with expression – understand and demonstrate the intention of the dance using space/dynamics and relationships appropriately</u>
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		<p>(to achieve mood, feeling, idea, character), demonstrate an awareness of value of other dancers within the dance</p> <p>To use rhythmic patterns to copy and perform movements.</p> <ul style="list-style-type: none"> - To know about rhythmic patterns and copy and perform these movements – to know simple dances need a clear beg/mid/end and to demonstrate this - To know and perform set dances from different times, places and cultures <p>Selecting and Applying Skills and Compositional Ideas</p> <p>To develop motifs using a range of compositional devices.</p> <ul style="list-style-type: none"> - To know how to develop motifs (demonstrate the ability to add different actions; change and vary space/dynamics/relationships/rhythms; use of a range of compositional devices etc - To know about contrasting/complementary movements and use appropriately <p>To plan and perform sequences with others.</p> <ul style="list-style-type: none"> - To know and show how to work collaboratively in small groups - To know how to develop their work in the context of the whole dance (know about improvising; know how the ideas translate into movement, know where their composition fits in the whole dance; discuss as a group/class how a dance should be structured) <p>Evaluate and Improve</p> <p>To observe, reflect upon and comment on the work of others and ourselves.</p> <ul style="list-style-type: none"> - To observe each other, themselves and professional artists - To know how to comment upon composition, identify/suggest ways of improving - To know about ideas/intention/meaning and suggest own personal view - To know and comment on the use of costume, set, props, music, actions of the dancers when viewing short professional pieces
<p>Spring</p>	<p><u>Session 1 – Indoor athletics/Fitness</u> Nocton</p> <p>Yr 3/4 To run at different speeds.</p> <ul style="list-style-type: none"> - To know and show how to run at different speeds smoothly and with consistency <p>To name and perform different jumps.</p> <ul style="list-style-type: none"> - To know and show how to perform different combinations of jumps, showing control, co-ordination and consistency <p>To name and perform a range of throwing techniques.</p>	<p><u>Session 1 – Games (Invasion - Netball)</u></p> <p>Yr 3/4 – (Yr 4 Unit 3) To send, pass, throw with balls of different sizes, textures and weights with increasing control and accuracy.</p> <ul style="list-style-type: none"> - To know how to send, pass, throw with balls of different sizes, textures and weight, to develop and extend control, accuracy and consistency - To know and show how to send and receive in different ways, keeping possession <p>To use spatial awareness to effect decision making in a game situation.</p> <ul style="list-style-type: none"> - To know and show their spatial awareness and decision-making

<ul style="list-style-type: none"> - To know and show how to throw a range of objects into a target area consistently <p>To understand different paces are required for different activities.</p> <ul style="list-style-type: none"> - To know about pacing so they can keep going and maintain the quality of their actions - To know that different events make different demands on the body - To know about body temperature and identify when the body is cool, warm, hot and record it <p>To reflect on our own and others' performances.</p> <ul style="list-style-type: none"> - To know about specific aspects of running, throwing and jumping and suggest ways of improving when watching performances - To know that there are different throwing, running and jumping styles and be able to choose the appropriate one for different situations <p>Yr 5/6</p> <p>To continue to practise and develop learning objectives covered in Year 3/4. Plus:</p> <p>To use rhythm to navigate obstacles with speed.</p> <ul style="list-style-type: none"> - To know about and use rhythm when running over obstacles <p>To perform relay techniques.</p> <ul style="list-style-type: none"> - To know and practise the technique of relay take-over 'upsweep' - To know and develop the technique of drive and speed <p>To develop our use of different throws for a range of purposes.</p> <ul style="list-style-type: none"> - To know and use the throwing styles of push (shot), sling (discuss) and pull (javelin) <p>To further develop our use of pace in different events.</p> <ul style="list-style-type: none"> - To know and show how to run over longer distances <p>To further develop our jump technique using a run up.</p> <ul style="list-style-type: none"> - To know the technique of jumping and adding short run up. 	<ul style="list-style-type: none"> - To know and show how to dodge, mark, signal and intercept and understand 'possession' <p>To use game tactics to affect the progress of the game.</p> <ul style="list-style-type: none"> - To know/consolidate pass and move and forward progression down the pitch - To know what to do to be a co-operative member of the team and communication - To know and develop principles and tactics for attack and defence across the activities. <p>Yr 5/6</p> <p>To use key elements of passing and moving when in possession of the ball.</p> <ul style="list-style-type: none"> - To know about and develop key elements of pass and move - To know how to keep possession – principles of attack (dodge in different directions and at different speeds) - To know how to regain possession – principles of defence (marking and interception) - To know how to advance down the pitch to progress towards opponent's goal - To know how to move, receive, pivot and pass - To know how to pass accurately and quickly in different directions and signal for the ball <p>To develop attacking/defensive strategies to regain possession of the ball or work towards a goal scoring opportunity.</p> <ul style="list-style-type: none"> - To know how to play a range of games to develop team co-operation and attacking/defending strategies. Common principles of invasion play to be reinforced.
<p style="text-align: center;"><u>Session 2 – Dance</u> Nocton dance studio</p> <p>(Select learning objectives from below but do not need to include all every half term. Yr 3/4 must be covered by the end of Yr 4, Yr 5/6 by the end of Yr 6)</p> <p><u>Year 3/4 The Explorers</u></p>	<p style="text-align: center;"><u>Session 2 – Gym</u></p> <p><u>Yr 3/4 – Balance</u></p> <p>To create stable balances using different body parts.</p> <ul style="list-style-type: none"> - To know which different body parts to balance on and use these body parts and know which combinations produce the most stable bases - To know how to balance and show specific planned shapes <p>To consider transition into a sequence of balances.</p> <ul style="list-style-type: none"> - To know how to move into and from balances with control and accuracy

Acquiring and Developing Skills

To respond to a range of stimuli within dance.

- To know how to respond to a range of stimuli - know that the ideas initiated by the stimulus can be translated into movement (symbolic), discuss ideas and suggest appropriate movements to explore

To perform basic dance actions with control and expression, and use combinations of movements to create an effect.

- To know how to perform the basic dance actions with greater control, fluency and co-ordination – know that they can use combinations of movement using the whole body and body parts; display clear movement, body shape, extension, balance and footwork
- To know how to perform with expression

To copy and perform rhythmic patterns and movements.

- To know how to copy and perform movements/rhythmic patterns – know they need to perform simple dances with a clear beg/mid/end; show a range of different rhythmic movement patterns from different times, places and cultures; show different ways of performing these in different group formations.

Selecting and Applying Skills and Compositional Ideas

To select and apply skills and compositional ideas to create dance sequences.

- To know about movements which reflect the dance idea and select appropriate movements
- To know about movements that use space, time and weight changes
- To know how to link movements together in a logical sequence
- To know about and use simple compositional devices; unison, canon, repetition, variation, shape the dance with a simple structure

Evaluate and Improve

To evaluate and improve dance with increasing confidence.

- To know how dance communicates moods, ideas and feelings by observing other people
- To know and use different descriptive language when talking about dance
- To know how to construct their own personal responses

Year 5/6 The Rainforest

Acquiring and Developing Skills

To respond to a range of stimuli and accompaniment in a group or individually.

- To know how to respond to a range of stimuli and accompaniment – with initial responses, know how to translate ideas into movement, share their ideas with partners/small gps, whole class

- To know how to create a sequence on balance showing planned variations in shape, speed and levels

Yr 5/6 – Matching and Mirroring

To use a selection of contrasting, matching and mirroring balances and movements.

- To know and demonstrate contrasting, matching and mirroring balances and movements

To use a range of spatial relationships with a partner.

- To know and use different spatial relationships with a partner, e.g. follow a leader, side-by-side, face to face, back to back, meeting and parting

To work in pairs to create, practise and evaluate a dance sequence.

- To know how to work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence

To adapt and transfer sequences.

- To know how to adapt and transfer sequences from floor to apparatus

	<ul style="list-style-type: none"> • To know they have to perform the basic dance actions with increased control, fluency and co-ordination, know how to refine their movement to improve their performance by using practise opportunities, know to focus and project when performing, <u>know they have to remember and perform complete dances with a given structure</u> • <u>To know how to perform with expression – understand and demonstrate the intention of the dance using space/dynamics and relationships appropriately (to achieve mood, feeling, idea, character), demonstrate an awareness of value of other dancers within the dance</u> • To know about rhythmic patterns and copy and perform these movements – <u>to know simple dances need a clear beg/mid/end and to demonstrate this</u> • To know and perform set dances from different times, places and cultures <p><u>Selecting and Applying Skills and Compositional Ideas</u> To develop motifs using a range of compositional devices in a group or individually.</p> <ul style="list-style-type: none"> - <u>To know how to develop motifs (demonstrate the ability to add different actions; change and vary space/dynamics/relationships/rhythms; use of a range of compositional devices etc</u> - To know about contrasting/complementary movements and use appropriately - To know and show how to work collaboratively in small groups - <u>To know how to develop their work in the context of the whole dance (know about improvising; know how the ideas translate into movement, know where their composition fits in the whole dance; discuss as a group/class how a dance should be structured)</u> <p><u>Evaluate and Improve</u> To confidently evaluate and improve your work and the work of others.</p> <ul style="list-style-type: none"> - <u>To observe each other, themselves and professional artists</u> - <u>To know how to comment upon composition, identify/suggest ways of improving</u> - To know about ideas/intention/meaning and suggest own personal view - To know and comment on the use of costume, set, props, music, actions of the dancers when viewing short professional pieces 	
Summer	<u>Session 1/2 – Athletics + Sports Day prep</u>	<u>Session 1/2 – Games (Striking and Fielding – (Rounders/Kwik Cricket)</u>

Select learning objectives from below but do not need to include all every half term. Yr 3/4 must be covered by the end of Yr 4, Yr 5/6 by the end of Yr 6. Underlined learning objectives can be the focus for Year A.

To reflect on your own performance.

- To know that athletics is about beating your 'personal best'

Yr 3/4

Throwing

To throw safely and with increasing control.

- To know about safety for self and others' and the basic principles of throwing
- To know and show how changes in throwing actions can be affected by varying the amount of effort, speed, level, direction and distance
- To know about and use various throwing actions, e.g. pushing, pulling and slinging
- To know that the co-ordinated use of the arms, trunk and legs will affect the speed and distance of the throw
- To know that the force applied to a throwing implement will affect its speed
- To know what to look for regarding how well a throw has been performed and describe using appropriate language

To evaluate the work of others and suggest improvement.

- To know how to positively critique a partner's work by observing a partner and explain how it might be improved

Jumping

To jump and land safely and with control.

- To know about and demonstrate safe landings and the basic principles of jumping
- To know about and show the five basic jumps stationary and on the move in control
- To know how to demonstrate combination jumps performed in a rhythmical way
- To know the action needed when jumping for height
- To know which foot must be placed forward at the start of a four pace run up in order to jump from their strongest foot
- To know which three basic jumps are used in athletics

To evaluate the work of others and suggest improvement.

Focus upon mostly one sport in Yr A and another in Yr B (dependent upon matches planned into competition timetable)

Yr 3/4 (Yr 3 Unit 4, Yr 4 Unit 4)

To strike a ball with increasing confidence.

- To know how to strike a ball in a controlled manner and with consistency

To receive a ball with increasing confidence.

- To know how to receive a ball from one direction and strike it into or field it from another direction

To field a ball effectively and return it with accuracy.

- To know how to field and intercept a ball and return it accurately (throwing – underarm, overarm, high, low, fast, slow)

To use tactics and relevant skills in a game situation.

- To know and use appropriate skills and simple tactics in a small game activity (experiencing all the roles – fielder, batsperson, bowler)

To reflect on personal performance and the performance of others.

- To know when they have seen a good performance/technique or what needs to be improved

Yr 5/6 (Yr 5 Unit 4, Yr 6 Unit 1)

To demonstrate the skills of bowling, striking and fielding with increasing control and accuracy.

- To know about and apply the skills of bowling, striking and fielding
- To know and show the throwing skill considering distance, speed and accuracy
- To know about different aspects of fielding (e.g. fielding a ball coming towards, attacking a ball coming towards, chase to field – support another fielder)
- To know about and experience all roles in a small-sided striking/fielding game

To follow the rules of a game, using appropriate skills and tactics.

- To know they have to play to rules and adapt basic tactics to use them in a range of games (to play a wide range of striking and fielding games and transfer common principles – Yr 6)

- [To know how well a jump has been performed and describe using appropriate language](#)
- [To know how to observe a partner's work and explain how it can be improved](#)

Running

To run safely and with effective technique over different events and distances.

- [To know about and show safety for self and other's and the basic principles of running, as an individual, in a team, in relays and over obstacles](#)
- [To know and show how to walk/jog/run in various directions and speeds in a controlled manner](#)
- [To know and show how the changes in height, arm, leg, head and foot movement can affect the walking/jogging/running response](#)
- To know how to discover and use their leading leg when running over obstacles
- To know about using a suitable running rhythm over obstacles
- To know that the back foot at the start of the race will be the lead leg over an obstacle
- To know how to complete a shuttle relay change over as both the incoming and outgoing runner

To evaluate the work of others and suggest improvement.

- [To know how to describe how well a partner is performing a running action and offer suggestions for improvement if necessary.](#)

Yr 5/6

Throwing

To complete a variety of throws with control and understanding of safety.

- [To know the basic throwing actions of push, pull, fling, heave](#)
- [To know the core principles of throwing and correct throwing stance \(transference of weight from back to front foot and strong release position and strong braced side\)](#)
- To know how the co-ordinated use of the arms, trunk and legs will affect the speed and distance of the throw
- [To know and use the sequence of events in a throw correctly \(legs first, arms last, low to high, slow to fast, strong to weak\)](#)
- To know which throwing events use push, pull or heave techniques and know how the different equipment suits different styles

To reflect on feedback given and use it effectively to improve the quality of performance.

- [To know we have to accept advice and use it in a reflective way to improve the quality of their work](#)

Jumping

To perform a range of jumps, safely and efficiently using correct technique.

- [To know the principles of jumping for height and length](#)
- [To know that to jump long, height is required](#)
- [To know that 'good' jumps need to have head up, torso erect, an even rhythm and flat footed landings](#)
- To know how to use a run-up with control and consistency to increase the jumping distance
- To know that the last stride will help increase distance and height
- To know they need to start consistently from their own special starting position and to mark out a run-up

To evaluate skills and reflect on feedback given, using it to improve the quality of a performance.

- [To know how to observe, analyse and evaluate skills and use correct technical language](#)
- To know we need to accept advice and use it in a reflective way to improve the quality of their work.

Running

To run efficiently and effectively for a variety of events and purposes.

- [To know and show how to run at a steady pace when running at different speeds](#)
- [To know about the different effects produced by standing starts/falling starts/reaction starts](#)
- [To know about and describe what is required to make a fast start](#)
- To know about and show an effective relay takeover technique

To evaluate skills and reflect on feedback given, using it to improve the quality of a performance.

- To know how to observe, analyse and evaluate another person or team when running and use correct technical language
- [To know how to accept advice and use it in a reflective way to improve the quality of their work](#)

Year 3/4/5/6 – Year B

<u>Whole term</u>	<u>First half term</u>	<u>Second half term</u>
<p style="text-align: center;">Autumn</p>	<p style="text-align: center;"><u>Session 1 – Games (Invasion – Football)</u></p> <p><u>Yr 3/4 (Yr 3 Unit 1 and Yr 4 Unit 3)</u> To dribble, pass and receive with feet (with control)</p> <ul style="list-style-type: none"> - Know the ball can be kicked with the top of the foot and the inside of the foot - Top of the foot - Know to stand with the non-kicking foot by the side of the ball, pointing in the direction of the kick - Kick the ball with the top of the foot (laces) - Know that the foot follows through in the direction of the kick - Inside of the foot – same as above but the kick itself is with the flat, inside surface of the foot, the toe turns outwards. - Know that to dribble keep the ball on the ground and close to the feet as move - Know to keep the ball in contact with the feet for as long as possible – encourage the use of the inside arch of the feet - Know to use the space well by stopping and changing direction - Know the children must look where they are going - Know to control the ball with the foot by making a ‘wedge’ between the ground and the foot to trap the ball OR withdraw the foot backwards as the ball touches it to make the ball slow down <p>To travel with the ball</p> <ul style="list-style-type: none"> - See above <p>To sequence passing</p> <ul style="list-style-type: none"> - Know to make the pass and move - Know that it is important to plan the move before the pass, deliver the pass accurately, move immediately into the new space, signal clearly if a return pass is desired <p>To signal for the ball (signal and move into a space to receive the ball), dodge, mark and intercept</p>	<p style="text-align: center;"><u>Session 1 - Games (Net/Wall - Volleyball)</u></p> <p style="text-align: center;">Nocton</p> <p><u>Yr 3/4 (Yr 3 Unit 1 and Yr 4 Unit 1)</u> To ‘feed’/throw a ball To strike a ball with reasonable control/accuracy at a target or over a net</p> <ul style="list-style-type: none"> - Know for sending a ready position is required on the balls of feet, correct positioning, correct preparation - Know how to hit a ball into the air with hands (dig) - Know to watch the ball, clasp hands holding arms out straight in front of them, face the ball with one foot in front of the other in opposition, bend knees slightly, hands start low in front of the body, swing up to strike the ball upwards and follow through with arms - Know how to hit a ball into the air with hands from above the head (volley or set) - Know to face the ball with one foot in front of the other in opposition, knees slightly bent, hands are held above head with palms up, move body underneath the ball and push the ball into the air with fingertips, straighten knees to help with the push into the air and follow through with arms. <p>To self-feed, feed from a partner, co-operative hitting over a ‘net’</p> <ul style="list-style-type: none"> - Know how to underarm serve with the hand - Face the direction of the hit with one foot in front of the other in opposition, hold the ball in front of the body with left hand, right hand held back (opposite for left handed strike), throw the ball into the air and the swing the straight arm forward to strike underneath the ball with the heel of the hand – fingers clenched, follow through with arms <p>To throw/strike ball over a range of high, medium, low barriers to show variations in levels, speeds and directions</p> <ul style="list-style-type: none"> - See above

	<ul style="list-style-type: none"> - Know what signalling for the ball means - Know how to signal for the ball without the opposition knowing <p>To pass/receive the ball on the move to retain possession</p> <ul style="list-style-type: none"> - See above <p>To keep possession and progress down the pitch towards the goal</p> <ul style="list-style-type: none"> - Know to communicate with the team members around them - Know to take their time - Know to pass to a team member in the best space and to one that is unmarked - Know to pass accurately - Know to move to another space to support the person with the ball <p>To understand which skills and tactics to apply during a competitive game and play in small side games using different formations (e.g. 3 v 1, 3 v 2, 3 v 3, 4 v 4)</p> <ul style="list-style-type: none"> - Know what a tactic is and what tactics can be applied whilst playing football <p>To understand the rules that must be applied to the game and ensure they are playing within the rules</p> <ul style="list-style-type: none"> - Know the rules of the activity and the rules of football <p>To consider how aspects of their game can be improved</p> <ul style="list-style-type: none"> - Know the key teaching points for the skill being taught - Know how to improve the skill being taught - Know how to improve the application of the skill within an activity/game (when//where/how to complete the necessary skills) <p><u>Yr 5/6 (Yr 5 Unit 3)</u></p> <p>To dribble, kick and control the ball with feet</p> <ul style="list-style-type: none"> - As above plus: - Know how to kick a ball with the outside of the foot - Know that the non-kicking foot is slightly to the side and that the ball is struck with the outside of the foot - Know to extend the ankle and foot. - Know how to perform a toe end kicking pass - Know to have both feet behind the ball, to stretch out the kicking leg and to extend the ankle and foot <p>To tackle safely and develop the skill of shielding the ball</p>	<ul style="list-style-type: none"> - Know that the correct footwork, preparation and positioning is required - Know how to alter the direction of the dig, volley or serve with feet/body position <p>To throw/hit a variety of balls from one court to another to develop mobility and tactical awareness</p> <ul style="list-style-type: none"> - See above and use with relation to targets <p>To understand the appropriate basic shots and use them in different situations</p> <ul style="list-style-type: none"> - See above for the basic shots <p>To understand simple principles and tactics and use them effectively in a game activity, e.g. a long shot followed by a short one makes the return shot harder for the opponent</p> <ul style="list-style-type: none"> - Know to watch the ball all the time - Know to keep on the balls of feet ready to move in any direction - Know for 1 v 1 it is important to control the centre of the court - Know to anticipate the opponent's reactions <p>To plan and combine skills to play 1 v 1 net games co-operatively with a partner and then try to make it difficult to return the shots</p> <ul style="list-style-type: none"> - See above - Know to get your body into the correct starting position to allow for control of hitting - Know that for competitive rallying it is important to: try to wrong foot the opponent, vary the speed of return, vary the height of return, vary the length of return, return at different angles and aim for the corners <p>To use rules and keep games going without dispute</p> <ul style="list-style-type: none"> - Know the rules in order to play fairly <p><u>Yr 5/6 (Yr 5 Unit 1 and Yr 6 Unit 2)</u></p> <p>Include key Volleyball striking skills from Yr 3/4</p> <ul style="list-style-type: none"> - See above <p>To demonstrate a range of different volleyball shots and execute these with intent on the volley</p> <ul style="list-style-type: none"> - To know the three shots (bump, volley and spike) and begin to execute these effectively. <p>To direct a ball onto an opponent's court at different speeds, heights and angles and explain why they are doing it</p> <ul style="list-style-type: none"> - Know to change the speeds, heights and angles of shots to aim to beat their opponent
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	<ul style="list-style-type: none"> - Know how to tackle safely by blocking the movement of the ball with the inside of the tackling foot, lean forward into the tackle and watch the ball and keep the tackling foot turned sideways <p>To pass and move – receive the ball on the move</p> <ul style="list-style-type: none"> - Know to plan the move before the pass, deliver the ball accurately, move immediately to a new space, maintain balance <p>To develop possession play and advance down the pitch to progress towards their opponent’s goal</p> <ul style="list-style-type: none"> - Know when attaching an opponent’s goal the ball must be moved towards it, always try to pass to a team member who is nearer to the goal than yourself, when the pass has been made continue to move forward towards your opponent’s goal to be available for another pass <p>To support play</p> <ul style="list-style-type: none"> - Know to not be far away from the person with the ball, move into a good position to receive the ball, make sure you are not marked, or dodge/signal for the ball <p>To use space to help their team and use a variety of tactics to keep the ball (e.g. changing speed and direction) when working as a team in various small-sided kicking games</p> <ul style="list-style-type: none"> - Know to move into a space to receive the ball and do not get too close to other members of your team - Know when in defence, control the space by ‘closing down’ an opponent - Know when in attack, move and take your marker with you to create space for your team <p>To play co-operatively as a team applying attacking and defending strategies. Common principles of play are reinforced.</p> <ul style="list-style-type: none"> - Know defensive strategies, e.g. defensive marking – as soon as you lose possession mark an opponent, don’t let them get too far away, don’t mark them too closely, keep ‘goal-side’ of the opponent; try to anticipate for an intercept, don’t commit yourself too soon - Know attacking strategies, e.g. deception – look one way and run the other, point one way and go another, feint dodge, sprint dodge, beating an opponent – make sudden changes in speed, make sudden changes in direction <p>To understand which information to select to evaluate their own and other’s work</p> <ul style="list-style-type: none"> - Know what evaluate means 	<p>To understand what to do when receiving from different angles and sending into different angles on the court – attacking and defending strategies</p> <ul style="list-style-type: none"> - Know to return at different angles and aim for the corners - Know to play to the weak side of the opponent - Know to use different combinations of shots to take the opponent out of position <p>To extend skills of striking a large ball over a high net (volley and dig)</p> <ul style="list-style-type: none"> - See above <p>To apply the skills learned into a range of small sided games</p> <ul style="list-style-type: none"> - Know the rules for volleyball <p>To play as a team in two’s or small groups to create rules and play to them</p> <ul style="list-style-type: none"> - Know rules that could be used in a game - Know to follow the rules to play fairly <p>To recognise their own and other’s strengths and weaknesses in games and suggest ideas that will improve performance</p> <ul style="list-style-type: none"> - Know the key teaching points of basic volleyball shots in order to observe then identify improvements <p>To understand what the safety needs of an activity is and know what types of fitness are most important for games</p> <ul style="list-style-type: none"> - Know how to stay safe by following key positioning, preparation and timing teaching points when fulfilling shots
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- Know what could be improved within their own and others' performances and share positively

Session 2 – Gym

Yr 3/4 – Pathways/ Travelling with change of face and direction

Year 3 Unit N – Pathways (EITHER UNIT OR PARTS OF BOTH)

To understand and explore flexible and direct pathways and use them independently

- Know what pathway means

To explore different pathways and use them to travel along using appropriate movements (travelling, jumping, turning)

- Know different pathways

To construct sequences which use planned variations in speed, level and pathways

- Know to build a pattern of movements that have fast and slow movements
- Know to build a pattern of movements that have low, medium and high movements in
- Know to build a pattern of movements that move along different pathways

To transfer what they have learned onto appropriate apparatus

- Know how to enter/exit apparatus safely
- Know to include apparatus within pathway sequences

Year 3 Unit O - Travelling with change of face and direction

To explore change of front and direction

- Know how to jump/turn and land with control
- Know how to create a turn within a jump by swinging the arms up and round to initiate the turning action

To show how to move into and from a range of travelling, jumping and turning movements with control and accuracy

- Know to join movements together to form smooth, continuous movements

To select movements to create sequences showing change of front and direction

- Know to build up movements to form a sequence that meet the criteria
- Know to develop the sequences considering time, weight, space and flow

To transfer what they have learned onto appropriate apparatus

Session 2 – Dance (OR dance-fit)

Nocton dance studio

Yr ¾ The Eagle and the Fish Yr ¾ The Human Engine OR teacher's own lesson

planning for Ancient Greece (**Learning objectives underlined that the Val Sabin lessons cover for this unit**)

Yr 3/4 Acquiring and Developing Skills

To respond to a range of stimuli - know that the ideas initiated by the stimulus can be translated into movement (symbolic), discuss ideas and suggest appropriate movements to explore

- Know that different stimuli (e.g. chanting/rhymes, music, sounds, words, percussion sounds, story/poem, picture, characters, emotions, puppets, games, history, familiar objects) can be used to provide ideas for movement
- Know different body actions can be used in response to stimuli (travelling, being still, making a shape, jumping, turning, gesturing)

To perform the basic dance actions with greater control, fluency and co-ordination

- know that they can use combinations of movement using the whole body and body parts; display clear movement, body shape, extension, balance and footwork

To perform with expression

- To use expression to add effect to a performance.

To copy and perform movements/rhythmic patterns

- know they need to perform simple dances with a clear beg/mid/end; show a range of different rhythmic movement patterns from different times, places and cultures; show different ways of performing these in different group formations
- Know that dances require a structure to them, with an appropriate starting and finishing position

Selecting and Applying Skills and Compositional Ideas

To use movement which reflect the mood of the piece.

- To know about movements which reflect the dance idea and select appropriate movements
- Know which movements (from the basic 6 dance body actions) could be used to demonstrate the dance idea/stimulus
- To know about movements that use space, time and weight changes

- Know how to complete the skill on the floor first then explore on the apparatus
- Know how to enter/exit the apparatus safely

Yr 5/6 – Flight/Turning and Spinning (EITHER UNIT OR PARTS OF BOTH)

Year 5 Unit U Flight

To understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet

- Know the what the five basic jumps are: one foot to the other foot, one foot to the same foot, one foot to two feet, two feet to two feet, two feet to one foot)

To improve the precision and fluency of their movement

- Know to make smooth transitions that link one movement to the next with a continuous motion

To create a sequence using planned variations in levels, directions and pathways

- Know the different levels that can be used
- Know the different directions that can be used to travel in
- Know the different pathways that can be used for travelling

To transfer flight safely onto apparatus

- Know the key teaching points on the floor first before developing onto apparatus
- Know that mats must be used for landing

Year 5 Unit W – Spinning and Turning

To understand that spinning occurs around a body part in contact with the floor

- Know that spinning can occur around three axes
- Know that different body parts can stay in contact with the floor and take the weight to perform a spin
- Know that a spin is executed with a strong push or swing by arms/legs, then the momentum continues and extends the rotation

To identify and use spinning, rotation and rolling around three different axes

- Know what an axis is
- Know what the three different turning axes are

To adapt, refine and improve specific skills

- Know the main teaching points in order to improve their spinning/turning skill

To use variations in speeds, levels, directions and pathways

To link movements together in a logical sequence

- Know that movements need to be linked together to create a movement phrase
- Know that movement phrases need linked together with a clear beginning, middles and end
- Know that dance should flow like a sequence in gymnastics but it should express feelings or intention

To use simple compositional devices to shape a dance.

- To know about and use simple compositional devices; unison, canon, repetition, variation, shape the dance with a simple structure

Evaluate and Improve

To consider how dance communicates moods, ideas and feelings.

- To know how dance communicates moods, ideas and feelings by observing other people
- To know and use different descriptive language when talking about dance

To construct their own personal responses

- Know when observing what key points to look for
- Know that language should be used in a qualitative way (not just, 'it was good!') using key dance vocabulary

Yr 5/6 Volcanoes

Acquiring and Developing Skills

To respond to a range of stimuli and accompaniment – with initial responses, know how to translate ideas into movement, share their ideas with partners/small gps, whole class

- Know that different stimuli (e.g. chanting/rhymes, music, sounds, words, percussion sounds, story/poem, picture, characters, emotions, puppets, games, history, familiar objects) can be used to provide ideas for movement
- Know different body actions can be used in response to stimuli (travelling, being still, making a shape, jumping, turning, gesturing)
- Know that ideas can be developed/refined once discussed with other people
- Know about different features when developing paired or small group dance (copying/matching, mirroring, unison, canon, action/reaction)

To perform the basic dance actions with increased control, fluency and co-ordination, know how to refine their movement to improve their performance by

	<ul style="list-style-type: none"> - Know that body shape can change the speed of the spin <p>To analyse a sequence having observed it and evaluate it using appropriate terminology</p> <ul style="list-style-type: none"> - Know the key spin/rotation teaching points are in order to evaluate positively and effectively 	<p>using practise opportunities, know to focus and project when performing, <u>know they have to remember and perform complete dances with a given structure</u></p> <ul style="list-style-type: none"> - Know to link movement phrases together with clear beginning, middles and end <p><u>To perform with expression – understand and demonstrate the intention of the dance using space/dynamics and relationships appropriately (to achieve mood, feeling, idea, character).</u> demonstrate an awareness of value of other dancers within the dance</p> <ul style="list-style-type: none"> - Know that dance dynamics includes: time, weight, space and flow - Know that these elements can be combined in many ways to achieve a mood/feeling <p>To use and copy rhythmic patterns to perform to music.</p> <ul style="list-style-type: none"> - To know about rhythmic patterns and copy and perform these movements – to know simple dances need a clear beg/mid/end and to demonstrate this. <p>To perform set dances from different times, places and cultures</p> <ul style="list-style-type: none"> - To reflect on the influences behind a dance, such as time, place and cultural influences. <p><u>Selecting and Applying Skills and Compositional Ideas</u></p> <p>To develop motifs</p> <ul style="list-style-type: none"> - To know how to demonstrate the ability to add different actions; change and vary space/dynamics/relationships/rhythms; use of a range of compositional devices etc - To understand contrasting/complementary movements and use appropriately <p><u>To show how to work collaboratively in small groups</u></p> <ul style="list-style-type: none"> - Know that group dances can be organised in different formations - Know that group dances are normally slightly less complex than individual dances - Know that dances can involve children working in different ways with each other (see above) <p><u>To develop their work in the context of the whole dance (know about improvising; know how the ideas translate into movement, know where their composition fits in the whole dance; discuss as a group/class how a dance should be structured)</u></p> <ul style="list-style-type: none"> - (See above) <p><u>Evaluate and Improve</u></p> <p><u>To observe each other, themselves and professional artists</u></p>
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		<ul style="list-style-type: none"> - Know when watching other dances to focus upon what the teacher has directed them to (e.g. structure of the dance, composition, movement patterns, feelings and moods conveyed) - Know that watching perceptively provides an opportunity for additional learning linked to composing and performing <p><u>To comment upon composition, identify/suggest ways of improving</u></p> <ul style="list-style-type: none"> - Know that when commenting upon other dances to use key dance language - Know that comments should be positive and qualitative - Know that targets should relate to the area of dance that the teacher asked them to focus upon <p>To understand ideas/intention/meaning and suggest own personal view</p> <ul style="list-style-type: none"> - Know to look closely at the dance movements/gestures to understand what the idea behind the dance is <p>To comment on the use of costume, set, props, music, actions of the dancers when viewing short professional pieces</p> <ul style="list-style-type: none"> - Know key dance words to describe what they saw when watching a performance - Know the purpose of costumes, props, set and music within a dance performance
<p>Spring</p>	<p><u>Session 1 – Games (Invasion – Hockey)</u></p> <p>Nocton</p> <p><u>Yr 3/4 (Yr 4 Unit 3)</u></p> <p>To use a selection of techniques to control the ball.</p> <ul style="list-style-type: none"> - To know how to dribble, pass (push) and receive with a hockey stick/ball (with control) - To know how to travel with the ball, pass and move – receive the hockey ball on the move <p>To use a variety of techniques and tactics to control the ball in a game/group situation.</p> <ul style="list-style-type: none"> - To know how to sequence passing - To know how to signal for the ball (signal and move into a space to receive the ball), dodge, mark and intercept - To know how to pass/receive the ball on the move to retain possession - To know how to keep possession and progress down the pitch towards the goal 	<p><u>Session 1 – OAA</u></p> <p><u>Yr 3/4</u></p> <p>To understand features of, navigate and create a trail individually or as part of a team.</p> <ul style="list-style-type: none"> - To know how to orientate themselves around a short trail with accuracy. - To know how to create a short trail for others that includes a physical challenge - To know some simple features of an orienteering course - To know and use effective communication with team members and members of other teams - To know how to work as part of a team successfully - To know and understand the range of roles within a team and begin to understand the key skills required to succeed at each <p>To use maps and symbols to orienteer.</p> <ul style="list-style-type: none"> - To know how to use a key and understand the need for symbols and how it links to the environment - To know how to use a map to complete an orienteering course

	<ul style="list-style-type: none"> - To know which skills and tactics to apply during a competitive game and play in small side games (e.g. 3 v 1, 3 v 2, 3 v 3, 4 v 4) <p>To follow the rules of a game.</p> <ul style="list-style-type: none"> - To know the rules that must be applied to the game and ensure they are playing within the rules - To know how aspects of their game can be improved <p><u>Yr 5/6 (Yr 6 Unit 1)</u></p> <p>To use a selection of techniques with increasing control.</p> <ul style="list-style-type: none"> - To know how to push and dribble with a hockey stick/ball and combine these skills performing with control <p>To use a variety of techniques and tactics to control the ball in a game situation.</p> <ul style="list-style-type: none"> - To know how to pass and move – receive the hockey ball on the move and shoot - To know and show the hockey skills learned during skills practices and apply to small sided games - To know how and where to pass so they retain possession and progress towards an opponent's goal <p>To use an understanding of the rules of a game to demonstrate different tactics and strategy to increase chances of success.</p> <ul style="list-style-type: none"> - To know and understand the positions and identify and show specific attacking and defending skills (e.g. marking a player or a space, intercepting, dodging, moving into a space and shooting) - To know how to organise their teams into different formations to concentrate more onto attack or defence (e.g. overload the 'attack' or give it numerical advantage) - To know and describe the best parts in an individual or team performance; identify the aspects that need improvement and suggest how to improve them. 	<ul style="list-style-type: none"> - To know how to improve their course completion time when completing an orienteering course more than once <p>To consider equipment needed to create and complete a course.</p> <ul style="list-style-type: none"> - To know which equipment will be necessary to create and complete an activity <p>To create and evaluate our own courses, and consider how to further improve our work.</p> <ul style="list-style-type: none"> - To know how to plan and organise a trail that others can follow - To know how to evaluate their own personal performance and the activities (watch and describe) - To know how and why to modify the skills/techniques to improve their results <p><u>Yr 5/6</u></p> <p>To confidently orientate a course with accuracy.</p> <ul style="list-style-type: none"> - To know how to orientate themselves with confidence and accuracy around an orienteering course when under pressure - To use navigation equipment (maps/compasses) to orientate around a trail - To know and understand the importance of clear communication to effectively complete a particular role in a team when under pressure - To know how to complete in orienteering activities both independently and as part of a team - To know about the purpose/location of a key on a map and begin to use the information in activities - To know which equipment will be best for an outdoor activity - To know what to include in an outdoor activity/orienteering course that others can follow that provides challenge - To know what the quickest route might be when navigating an orienteering course <p>To design a course for others to follow.</p> <ul style="list-style-type: none"> - To know what to include in an orienteering course so that it is clear to follow but offers challenge to others <p>To work as part of a team when orienteering.</p> <ul style="list-style-type: none"> - To know how to work effectively as part of a team, demonstrating leadership skills where necessary <p>To reflect upon and evaluate the personal performance, and the performance of others.</p> <ul style="list-style-type: none"> - To know how to complete an orienteering course with a quicker time due to an improved technique when completing the course on multiple occasions
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		<ul style="list-style-type: none"> - To know how to offer a detailed and effective evaluation of both their own personal performance and the activities with an aim of increasing challenge and improving performance
	<p style="text-align: center;"><u>Session 2 – Dance (topic linked)</u> Nocton dance studio</p> <p><u>Yr 3/4 Electricity (Learning objectives underlined that the Val Sabin lessons cover for this unit)</u></p> <p><u>Yr 3/4 Acquiring and Developing Skills</u> To respond to a range of stimuli - know that the ideas initiated by the stimulus can be translated into movement (symbolic), discuss ideas and suggest appropriate movements to explore</p> <ul style="list-style-type: none"> - See above <p>To perform the basic dance actions with greater control, fluency and co-ordination – know that they can use combinations of movement using the whole body and body parts; display clear movement, body shape, extension, balance and footwork</p> <ul style="list-style-type: none"> - Know the six categories of body actions (travelling, being still, making a shape, jumping, turning, gesturing) - Know that these dance actions can be expressed in different ways, considering: time, weight, space and flow - Know that the actions need to be performed considering space (both personal and general) - Know that direction, pathway, level, size and shape also need to be considered when performing a dance action - Know that while performing a dance action balance and body tension must be sustained <p>To perform with expression</p> <ul style="list-style-type: none"> - To know how to use expression to add interest to a performance. <p>To copy and perform movements/rhythmic patterns</p> <ul style="list-style-type: none"> - To know how to perform simple dances with a clear beg/mid/end; show a range of different rhythmic movement patterns from different times, places and cultures; show different ways of performing these in different group formations. <p><u>Selecting and Applying Skills and Compositional Ideas</u></p>	<p style="text-align: center;"><u>Session 2 – Gymnastics</u></p> <p><u>Yr 3/4 – Balance leading into change of front and direction/Rolling (SELECT EITHER OR COMPLETE PARTS OF BOTH)</u> <u>Year 4 Unit R – Balance leading into change of front and direction</u> To move into and from specific planned balances with an awareness of change of front</p> <ul style="list-style-type: none"> - Know that a change of front refers to where the front of the body is facing - Know whether a change of front occurs whilst moving into/out of balances <p>To use planned variations in direction</p> <ul style="list-style-type: none"> - Know to include a clear change of direction <p>To create a sequence with a partner on the floor and apparatus to show changes of front and direction</p> <ul style="list-style-type: none"> - Know that direction includes: forwards, backwards, sideways, up/down and additionally now diagonally forwards and diagonally backwards <p>To observe and describe the movements of others using appropriate language</p> <ul style="list-style-type: none"> - Know to look carefully for a change of front and use key words to describe what they have seen <p><u>Year 4 Unit S – Rolling</u> To rotate and roll on different body parts</p> <ul style="list-style-type: none"> - Know rocking and rolling can be carried out on different body parts <p>To rotate and roll in different directions showing different shapes, sizes and speeds</p> <ul style="list-style-type: none"> - Know that they can roll forwards, backwards and sideways - Know that rolls can be performed using different speeds - Know to consider the basic gymnastic shapes when rolling (straight, straddle, pike, tuck) <p>To create a sequence with a partner on the floor and apparatus using a variety of linking movements</p> <ul style="list-style-type: none"> - Know that they can link a sequence of rolls using jumps, balances and travelling movements <p>To observe the work of others and make judgements against given criteria</p>

	<p><u>To understand movements which reflect the dance idea and select appropriate movements</u></p> <ul style="list-style-type: none"> - Know how to interpret the stimuli into movement - Know how to co-ordinate movements and body parts <p>To explore movements that use space, time and weight changes</p> <p><u>To link movements together in a logical sequence</u></p> <ul style="list-style-type: none"> - Know how to link steps, phrases and gestures fluently in the dance using smooth transitions <p><u>To use simple compositional devices; unison, canon, repetition, variation, shape the dance with a simple structure</u></p> <ul style="list-style-type: none"> - Know what dancing in unison, canon, repetition and variation means <p><u>Evaluate and Improve</u></p> <p>To evaluate our own work and the work of others, and provide points of improvement.</p> <ul style="list-style-type: none"> - To know how to construct their own personal responses - To know how dance communicates moods, ideas and feelings by observing other people - To <u>know and use different descriptive language when talking about dance</u> - Know key dance words from each learning objective in order to describe what they are learning or have observed <p><u>Yr 5/6 Flight from Danger</u></p> <p><u>Acquiring and Developing Skills</u></p> <p>To respond to a range of stimuli and accompaniment</p> <ul style="list-style-type: none"> - To know how to use initial responses - To know how to translate ideas into movement - To know how to share their ideas with partners/small gps, whole class <p><u>To perform dance actions with control, fluency and coordination, refine their movement to improve their performance by using practise opportunities, understand how to focus and project when performing, understand how they have to remember and perform complete dances with a given structure</u></p> <ul style="list-style-type: none"> - Know the six categories of body actions confidently (travelling, being still, making a shape, jumping, turning, gesturing) - Know that these dance actions can be expressed in different ways, considering: time, weight, space and flow 	<ul style="list-style-type: none"> - Know the key teaching points for specific formal rolls and provide positive feedback <p><u>Yr 5/6 – Synchronisation and Canon/ Counter balance – Counter tension (SELECT EITHER OR PARTS OF BOTH)</u></p> <p><u>Yr 6 Unit Y – Partnerwork Synchronisation and Canon</u></p> <p>To understand what synchronisation and canon means in gymnastics</p> <ul style="list-style-type: none"> - Know that synchronised movements start and finish simultaneously but need not be identical - Know that movements in canon are performed rhythmically one after the other (as in a round in music) - Know that movements in canon do not necessarily need to be the same movements but they do need to have the same rhythm or take the same amount of time to perform <p>To travel rhythmically and develop timing with a partner or small group using synchronisation</p> <ul style="list-style-type: none"> - Know that all the children in the group must start and stop at the same time <p>To adapt and develop movements and skills when working co-operatively with a partner</p> <ul style="list-style-type: none"> - Know that different partner relationships can be used within the sequence (e.g. side by side, meeting and passing) <p>To extend their understanding of their use of levels, speeds and pathways</p> <ul style="list-style-type: none"> - Know to include different pathways, levels and speeds to compose an interesting, creative, challenging sequence <p>To understand the compositional principles of sequencing and recognise when they are absent</p> <ul style="list-style-type: none"> - Know about different sequencing compositions - Know that the partner compositions can be used for joining movements to maintain flow within the sequence - Know that they are not restricted to doing the same movements as their partner but can also work creatively at their own level <p><u>Year 6 Unit A Counter-balance and Counter-tension</u></p> <p>To understand what counter-balance and counter-tension is</p> <ul style="list-style-type: none"> - Know that counter-balance is pushing or leaning against a partner(s) and counter-tension is pulling or leaning away from a partner <p>To perform counter-balance and counter-tension in twos to show changes in shape, level and body parts used</p> <ul style="list-style-type: none"> - Know that co-operation is very important for these balances to be held
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- Know that direction, pathway, level, size and shape also need to be considered when performing a dance action
- Know that while performing a dance action balance and body tension must be sustained
- Know that it is important to rehearse and refine to improve the dance
- Know that it is important to dance with a clear sense of style
- Know that is important to show confidence when performing
- To know about rhythmic patterns and copy and perform these movements – to know simple dances need a clear beg/mid/end and to demonstrate this
- To know and perform set dances from different times, places and cultures

To perform with expression

- understand and demonstrate the intention of the dance using space/dynamics and relationships appropriately (to achieve mood, feeling, idea, character), demonstrate an awareness of value of other dancers within the dance
- Know that by varying the dynamics and varying the spatial qualities they can develop the motif/dance
- Know that dances can be developed in relation to another person/people, object/prop and composition

Selecting and Applying Skills and Compositional Ideas

To develop motifs (demonstrate the ability to add different actions; change and vary space/dynamics/relationships/rhythms; use of a range of compositional devices etc

- Know that a dance should include motifs and movement phrases
- Know that a dance should have highlights
- Know that a dance should have contrasts and variation
- Know that a dance should have different features but in proportion
- Know the range of compositional devices

To understand contrasting/complementary movements and use appropriately

- Know that the use of contrasts in dance are important as they ensure a balance between activity and rest or ebb and the flow of energy

To work collaboratively in small groups

- Know how to work well as a group utilising effective listening skills and share ideas fairly

- Know that sustained body tension is required for these balances to be held
- Know that partners can be on different levels
- Know that they can push or pull on different parts of a partner's body
- Know that partners can use contrasting shapes
- Know that the balance can be made harder by releasing a foot or hand and extending it free into the air
- Know to hold the balance for a suitable period of time

To use a variety of methods of moving into and away from balances

- Know to move smoothly into and out of the balances
- Know to think about direction and speed when moving into and out of balances

To construct, practise, evaluate and improve the composition and quality of a sequence in pairs

- Know how to use a variety of techniques to create a sequence in pairs.
- To discuss the best technique to use for a sequence and explain the effect it will have on the look and feel of a piece.

To adapt and transfer a sequence onto apparatus

- To know how to amend a sequence for varying equipment.

	<p><u>To develop their work in the context of the whole dance (know about improvising; know how the ideas translate into movement, know where their composition fits in the whole dance; discuss as a group/class how a dance should be structured)</u></p> <ul style="list-style-type: none"> - Know all dances should have a clear beginning, middle and end but the structure of the dances can be different - Know motifs or body actions can be arranged as a simple AB structure - Know this can be extended, e.g. ABA - Know that motifs and movements can be arranged in a more complex manner like the verses of a poem with a recurring chorus - Know that phrases can be arranged so that the first and last phrases are the same - Know that a dance can also tell a story with movement being the medium for narrating <p><u>Evaluate and Improve</u></p> <p>To observe each other, themselves and professional artists</p> <ul style="list-style-type: none"> - To know how to discuss the work of others, using technical vocabulary and reference to technique. <p><u>To comment upon composition, identify/suggest ways of improving</u></p> <ul style="list-style-type: none"> - Know that when watching the dance, look for the dance structure, compositional features and form - Know to comment positively on what compositionally went well and one target <p><u>To observe ideas/intention/meaning and suggest own personal view</u></p> <ul style="list-style-type: none"> - Know to use key dance language to explain personal views - To know and comment on the use of costume, set, props, music, actions of the dancers when viewing short professional pieces 	
<p>Summer</p>	<p style="text-align: center;"><u>Session 1/2 – Athletics</u> + Sports Day prep</p> <p>(Select learning objectives from below but do not need to include all every half term. Yr 3/4 must be covered by the end of Yr 4, Yr 5/6 by the end of Yr 6)</p> <p><u>To understand that athletics is about beating your ‘personal best’</u></p> <ul style="list-style-type: none"> - Know what their personal best is for an activity 	<p style="text-align: center;"><u>Session 1/2 – Games (Striking and Fielding – Rounders/Kwik Cricket)</u></p> <p>Focus upon mostly one sport in Yr A and another in Yr B (dependent upon matches planned into competition timetable)</p> <p>Yr 3/4 (Yr 3 Unit 4, Yr 4 Unit 4)</p> <p>Focus upon consolidation of skills and improve technique</p> <p>To strike, receive and field a ball effectively</p>

	<p>Yr 3/4</p> <p><u>Throwing</u></p> <p><u>To know about safety for self and others' and the basic principles of throwing</u></p> <ul style="list-style-type: none"> - Know basic safety when throwing: throw into the designated throwing areas, wait behind the throwers or safe area, follow the rules for lining up, throwing, retrieving as stated by teacher - Know the basic feet in opposition throwing position (e.g. if you are right-handed – left foot forward and vice versa) <p>To show how changes in throwing actions can be affected by varying the amount of effort, speed, level, direction and distance</p> <ul style="list-style-type: none"> - To understand the force applied to a throwing implement will affect its speed <p><u>To use various throwing actions, e.g. pushing, pulling and slinging</u></p> <ul style="list-style-type: none"> - Know the push throw technique - Know the pull throw technique - Know the correct body and feet position when throwing <p><u>To understand how the co-ordinated use of the arms, trunk and legs will affect the speed and distance of the throw</u></p> <ul style="list-style-type: none"> - Know the correct feet, body and arm position for each type of throw and what feels comfortable to achieve a longer distance <p><u>To positively critique a partner's work by observing a partner and explain how it might be improved</u></p> <ul style="list-style-type: none"> - Know the key teaching points for each type of throw and watch partner carefully - Know what to focus upon when observing and provide positive qualitative comments and a target to improve upon - <u>To know what to look for regarding how well a throw has been performed and describe using appropriate language</u> - <p><u>Jumping</u></p> <p><u>To demonstrate safe landings and the basic principles of jumping</u></p> <ul style="list-style-type: none"> - Know how to land safely after a jump - Know to land safely on the flat of the foot - Know to take off from the ball of the foot - Know to swing the arms through fast when taking off - To know about and show the five basic jumps stationary and on the move in control - To know which three basic jumps are used in athletics <p><u>To demonstrate combination jumps performed in a rhythmical way</u></p>	<ul style="list-style-type: none"> - To know how to strike a ball in a controlled manner and with consistency (along the ground or through the air in different directions) - To know how to receive a ball from one direction and strike it into or field it from another direction - To know how to field and intercept a ball and return it accurately (throwing – underarm, overarm, high, low, fast, slow) - To know how to throw accurately and be a reliable 'bowler' or 'feeder' of the ball (e.g. with one bounce, with no bounce) <p>To use knowledge of the rules of the game to develop team tactics and influence decisions.</p> <ul style="list-style-type: none"> - To know and use appropriate skills and simple tactics in a small game activity (experiencing all the roles – fielder, batsperson, bowler) - To know how to direct or place a ball into spaces in order to 'score' and how best to intercept and field the ball to return it - To know when they have seen a good performance/technique or what needs to be improved <p>Yr 5/6 (Yr 5 Unit 4, Yr 6 Unit 3)</p> <p>As above, plus:</p> <p>To use effective bowling, striking and fielding in a game situation.</p> <ul style="list-style-type: none"> - To know about and apply the skills of bowling, striking and fielding - To know, understand and show the correct striking stance and direct the ball away from fielders using different angles and speeds and know when to run after hitting the ball - To know and show the throwing skill considering distance, speed and accuracy - To know how to field the ball and return it with an overarm throw - To know how to bowl in competitive situations and understand strategies that can be deployed between bowler, wicket keeper, backstop, bases. - To know about and experience all roles in a small-sided striking/fielding game - To know they have to play to rules and adapt basic tactics to use them in a range of games (to play a wide range of striking and fielding games and transfer common principles)
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	<ul style="list-style-type: none"> - Know to use arms to maintain balance <p><u>To demonstrate the action needed when jumping for height</u></p> <ul style="list-style-type: none"> - Know to start off with bent knees - Know to swing arms through to gain height <p><u>To understand which foot must be placed forward at the start of a four pace run up in order to jump from their strongest foot</u></p> <ul style="list-style-type: none"> - Know which foot feels most comfortable to take off from - Know to take off from the strongest foot, then extend the take off leg quickly and drive the free knee up high <p><u>To understand how well a jump has been performed and describe using appropriate language</u></p> <ul style="list-style-type: none"> - Know the key teaching points for different jumps and watch a partner carefully (look for run up, take off, flight and landing) <p><u>To observe a partner's work and explain how it can be improved</u></p> <ul style="list-style-type: none"> - Use key words linked to athletics/jumping when describing what has been observed <p><u>Running</u></p> <p><u>To show safety for self and other's and understand the basic principles of running, as an individual, in a team, in relays and over obstacles</u></p> <ul style="list-style-type: none"> - Know to use bent arms which swing close to the body - Know that the head must remain level and still - Know to look straight ahead when running - Know hands should be relaxed not clenched - Know to run with feet in line <p>To show how to walk/jog/run in various directions and speeds in a controlled manner</p> <p>To show how the changes in height, arm, leg, head and foot movement can affect the walking/jogging/running response</p> <p><u>To discover and use their leading leg when running over obstacles</u></p> <ul style="list-style-type: none"> - Know to try to keep an even number of steps between each hurdle/obstacle - Know to try to keep an even stride length <p><u>To use a suitable running rhythm over obstacles</u></p> <ul style="list-style-type: none"> - See above - Know to hurdle with minimum interruption to a fluent, co-ordinated running style/rhythm - Know to make contact with the floor as quickly as possible after clearing a hurdle - Know to run tall 	
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To understand that the back foot at the start of the race will be the lead leg over an obstacle

- Know what lead leg means
- Know the technique for running over a hurdle/obstacle

To complete a shuttle relay change over as both the incoming and outgoing runner

- Know the correct technique for face to face baton exchange: incoming runner holds baton in right hand, baton is held vertically and with an almost straight arm out in front, the receiver holds out an almost straight right arm with the palm of the right hand facing the incoming runner

To describe how well a partner is performing a running action and offer suggestions for improvement if necessary

- Know the key teaching points for running and observe carefully providing positive, qualitative feedback

Yr 5/6

Throwing

To perform the basic throwing actions of push, pull, fling, heave

- Know the key teaching points for a pull throw: stand in opposition up to the throw line, take the ball back and lean back with the weight on the back foot, weight is transferred onto the front foot, pull the ball strongly over the head to release in front of the body, follow through with arms high
- Know the key teaching points for a push throw: hold the ball to the chest with fingers of both hands spread behind the ball, push the ball away in a forwards and upwards direction
- Know the key teaching points of a fling throw: start with the arm behind you with the back of the hand upward, sling the quoit around the body to release it, try to ensure it flies flat through the air
- Know the key teaching points of the heave throw: thrower starts with their back to the direction of the throw, feet should be apart and ball held by two hands between the legs, ball is swung through the legs and over the head as the legs drive upwards, the arms are long and straight on release of the ball

To understand/demonstrate the core principles of throwing and correct throwing stance (transference of weight from back to front foot and strong release position and strong braced side)

- See above

<p><u>To understand how the co-ordinated use of the arms, trunk and legs will affect the speed and distance of the throw</u></p> <ul style="list-style-type: none"> - See above <p>To use the sequence of events in a throw correctly (legs first, arms last, low to high, slow to fast, strong to weak)</p> <p><u>To understand which throwing events use push, pull or heave techniques and know how the different equipment suits different styles</u></p> <ul style="list-style-type: none"> - Know that the pull throw is used in many different activities, e.g. a tennis player throws a racquet at a ball when serving, a footballer uses a two-handed throw when making a throw in from the side line; the push throw is used in netball/basketball; the fling throw is seen in rounders or playing Frisbee etc <p><u>To accept advice and use it in a reflective way to improve the quality of their work</u></p> <p><u>Jumping</u></p> <p><u>To understand the principles of jumping for height and length</u></p> <ul style="list-style-type: none"> - Know that to jump long, height is required - Know that 'good' jumps need to have head up, torso erect, an even rhythm and flat footed landings <p><u>To use a run-up with control and consistency to increase the jumping distance</u></p> <ul style="list-style-type: none"> - Know to accelerate down the runway towards take off - Know to maintain speed at take off <p><u>To understand the last stride will help increase distance and height</u></p> <ul style="list-style-type: none"> - Know to drive the take-off leg fast and high - Know to drive the arms at take off <p><u>To start consistently from their own special starting position and to mark out a run-up</u></p> <ul style="list-style-type: none"> - Know to mark out a certain number of strides run up - Know the take-off leg is the first running stride - Know the opposite foot strikes the take off board <p>To observe, analyse and evaluate skills and use correct technical language</p> <p><u>To accept advice and use it in a reflective way to improve the quality of their work</u></p> <ul style="list-style-type: none"> - Know to use qualitative comments/targets to improve the technique <p><u>Running</u></p> <p><u>To show how to run at a steady pace when running at different speeds</u></p> <ul style="list-style-type: none"> - Know the effect of increasing/decreasing speed on heart rate and performance. 	
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	<p><u>To explore the different effects produced by standing starts/falling starts/reaction starts</u></p> <ul style="list-style-type: none"> - To know that different speeds can be achieved by different starting positions. <p><u>To describe what is required to make a fast start</u></p> <ul style="list-style-type: none"> - Know to keep completely still in the starting position - Know to listen carefully for the 'G' of 'Go!' and not guess - Know to keep low and drive arms as they come up out of starting position <p><u>To show an effective relay takeover technique</u></p> <ul style="list-style-type: none"> - Know to call 'hand' when ready - Know to listen for the command and react quickly - Know to place hand out palm up and open for receiving - Know to grip as soon as feel baton make contact - Know to keep their eyes ahead and not to turn round <p><u>To observe, analyse and evaluate another person or team when running and use correct technical language</u></p> <ul style="list-style-type: none"> - Know key teaching points and language to describe observations <p><u>To accept advice and use it in a reflective way to improve the quality of their work</u></p> <ul style="list-style-type: none"> - Know to use qualitative comments/targets to improve the technique 	
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