

# PE Curriculum



**Happy Hearts, Open Minds, Bright Futures**

Jesus promised: "I came that you may have life and have it to the full."

- John 10:10

## Our Vision




Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

## Our PE Aims

The Fladbury curriculum for computing aims to ensure that children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Children will be able to analyse problems in computational terms and have repeated practical experience of writing computer to solve such problems.

Children will be able to evaluate and apply information technology, including new and unfamiliar technologies, analytically to solve problems. Children will be responsible, competent, confident and creative users of information and communication technology.



Happy Hearts	Open Minds	Bright Futures
		
<p>Children at Fladbury First School will be inspired to lead healthy lifestyles and have regular opportunities to engage in a variety of sports and activities. This ensures that they build the stamina needed to be physically active for sustained periods of time. Children will understand the positive effects of exercise on both their minds and bodies, leading to happy and healthy hearts.</p>	<p>Through high quality teaching, children will develop open minds, by learning the skills they need to participate in competitive sport. They will work effectively as a team, develop competence to excel in a broad range of physical activities, and embed values such as fairness, respect and good sportsmanship.</p> <p>Through our OAA and Bikeability programmes, children will be encouraged to partake, with an open mind, in a variety of outdoor and adventurous activities that will give them the opportunity to take risks, build resilience and solve problems.</p>	<p>By building on the fundamental skills of agility, balance and coordination, children improve their physical strength and fitness in order for them to have a bright and healthy future.</p> <p>Children are exposed to a broad range of sports and activities which will inspire a love of exercise and active lifestyles, enabling to them find activities that will engender lifelong participation.</p> <p>Through engagement in competitive sport, children will develop lifelong skills such as: tactical thinking, leadership, teamwork and commitment.</p>

## Spirituality in Physical Education

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world.

Throughout PE lessons our children will develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. They will be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences. They will explore, creativity and display emotions through producing Dance and Gymnastic routines. Reflect and critique their own and others performances and during Games units they will focus on team building developing motivation and determination, all character building elements.

Intent	Implementation	Impact
<p>At Fladbury, we aim to develop a love of sport and physical activity in all children and inspire them to become lifelong active people when they leave KS2.</p> <p>We want all children to develop and improve the fundamental skills needed to access all physical activity such as invasion games, gymnastics or dance.</p> <p>Children will understand the importance of healthy competition against either themselves (personal best) or other children, the importance of an active and healthy lifestyle and the role that physical activity plays in achieving this, how to swim, basic survival skills in water and life skills such as team work, independence and resilience.</p>	<p>Each child receives 2 hours of PE a week with class teachers. We plan their sessions to cover a broad and full range of skills and activities.</p> <p>Children from Reception to Year 4 attend swimming lessons in a local pool.. They learn to swim 25 metres competently and confidently in a range of strokes. This is important to us at Fladbury due to our close proximity to the River Avon and the fact we spend our summer term on the Bellboats on the river.</p> <p>Children also have the chance to be active in wide range of clubs.</p> <p>We teach in a way that children:</p> <ul style="list-style-type: none"> <li>• have fun and experience success in sport</li> <li>• can join in at their own level of development</li> <li>• build and secure a range of skills</li> <li>• develop good sporting attitudes</li> <li>• understand basic rules</li> <li>• experience positive competition</li> <li>• learn in a safe environment</li> </ul>	<p>Children leave school having a love of sport and physical activity both in and out of school, with this continuing into later life.</p> <p>Children will have worked on their own aspirations in relation to PE and this will be carried on after leaving KS2, with children continuing to participate for enjoyment or competitively.</p> <p>All children should be able to discuss the importance of a healthy lifestyle and how this is achieved as well as developed skills that underpin life such as teamwork, sportsmanship, self-motivation, resilience and independence.</p>

# National Curriculum

## Early Years

Three and four year olds will be learning to:  
 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  
 Go up steps and stairs, or climb up apparatus, using alternate feet.  
 Skip, hop, stand on one leg and hold a pose for a game like musical statues.  
 Use large-muscle movements to wave flags and streamers, paint and make marks.  
 Start taking part in some group activities which they make up for themselves, or in teams.  
 Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Children in Reception will be learning to:  
 Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing).  
 Progress towards a more fluent style of moving, with developing control and grace.  
 Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  
 Combine different movements with ease and fluency.  
 Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  
 Develop overall body-strength, balance, co-ordination and agility.  
 Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  
 Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

## Key Stage One

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

## Lower Key Stage Two

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.

Perform dances using a range of movement patterns.

Take part in outdoor and adventurous activity challenges both individually and within a team.

# Our Cycles of Learning

Cycle A	Autumn		Spring		Summer	
<b>Maple</b> Preschool Reception	Dance - Dinosaurs	Gymnastics – High, Low, Over, Under	Ball Skills – Feet	Ball Skills – Hands 1	Swimming Bellboating	Swimming Bellboating
<b>Elm</b> Year 1/2	Dance – Heroes (Y1) Games for Understanding (Y1)	Gymnastics Body Parts (Y1) Ball Skills Feet 1 (Y2)	Dance – Mr Candy’s Sweet Factory (Y2) Swimming	Gymnastics – Linking (Y2) Swimming	Locomotion – Running 1 (Y1) Bellboating	Games for Understanding (Y1) Bellboating
<b>Oak</b> Year 3/4	Dance – Wild Animals (Y3) Swimming	Gymnastics – Symmetry and Asymmetry (Y3) Swimming	Dance – Space (Y4) OAA – Communication and Tactics (Y3)	Games – Netball (Y3) Games – Football (Y3)	Athletics (Y3) Bellboating	Dance – Wild Animals (Y3) Bellboating

Cycle B	Autumn		Spring		Summer	
<b>Maple</b> Preschool Reception	Dance – Nursery Rhymes	Gymnastics – Moving	Ball Skills – Feet	Ball Skills – Hands 2	Locomotion – Walking Swimming Bellboating	Dance – Nursery Rhymes Swimming Bellboating
<b>Elm</b> Year 1/2	Dance – The Zoo (Y1) Swimming	Gymnastics – Wide, Narrow, Curled (Y1) Swimming	Dance – Explorers (Y2) Games for Understanding (Y1)	Gymnastics – Pathways (Y2) Ball Skills – Feet (Y2)	Locomotion – Jumping 1 (Y1) Bellboating	Locomotion – Dodging 1 (Y2) Bellboating
<b>Oak</b> Year 3/4	Dance – Weather (Y3) OAA – Problem Solving (Y3)	Gymnastics – Bridges (Y4) Games – Tag Rugby (Y4)	Dance – Cats (Y4) Swimming	Games – Tennis (Y4) Swimming	Athletics (Y4) Bellboating	Rounders (Y3) Bellboating

# Gymnastics

	Key Stage One		Lower Key Stage Two	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>To understand that we need to use our core strength to balance effectively</li> <li>To understand that we can link different movements together to create a sequence</li> </ul>		<ul style="list-style-type: none"> <li>To understand how to safely use apparatus</li> <li>To develop ways to mount and dismount apparatus</li> <li>To be able to comment on skills and techniques applied in his/her own and others' work and use this understanding to improve practise</li> </ul>	
<b>Skills</b>	<b>Year One</b> <ul style="list-style-type: none"> <li>Introduction to wide, narrow and curled.</li> <li>Exploring the difference between wide, narrow and curled.</li> <li>Transitioning between wide, narrow and curled movements.</li> <li>Linking two movements together.</li> <li>Developing linking.</li> <li>Linking on apparatus.</li> <li>Jump, roll, balance sequences/on apparatus.</li> <li>Creation of sequences.</li> <li>Completion of sequences and performance.</li> </ul>	<b>Year Two</b> <ul style="list-style-type: none"> <li>Introduction to big/ small body parts.</li> <li>Combining big and small with wide, narrow and curled.</li> <li>Transition between wide narrow and curled using big and small body parts.</li> <li>Adding (linking) movements together.</li> <li>Explore/develop zigzag pathways/on apparatus.</li> <li>Explore/develop curved pathways/on apparatus.</li> <li>Creation of pathway sequences.</li> <li>Completion of pathways sequences and performance.</li> </ul>	<b>Year One</b> <ul style="list-style-type: none"> <li>Introduction to symmetry.</li> <li>Introduction to asymmetry.</li> <li>Application of learning onto apparatus.</li> <li>Sequence formation.</li> <li>Sequence completion.</li> </ul>	<b>Year Two</b> <ul style="list-style-type: none"> <li>Introduction to bridges.</li> <li>Application of bridge learning onto apparatus.</li> <li>Develop sequences with bridges.</li> <li>Sequence formation.</li> <li>Sequence completion.</li> </ul>
<b>Vocabulary</b>	Wide Narrow Curled Jump Roll Balance Sequence Points Patches		Asymmetry Symmetry Sequence Bridges	

# Dance

## Key Stage One

## Lower Key Stage Two

### Knowledge

- To be able to link movements to music
- To be able to change their bodies to respond to music i.e. speed and direction.

- To understand that a performance has a beginning, middle and end.
- To understand that we can use movements to represent an idea.

### Skills

#### Year One

- Exploring expression.
- Developing our movements, adding movements together.
- Responding to a rhythm.
- Introducing partner work
- Creating an animal sequence motif.
- Exploring relationships within our motifs
- Performing movements in sequence.
- Creating movements that represent superpowers.
- Creating movements that represent a superhero rescuing/saving someone/something.
- Exploring character movements

#### Year Two

- Responding to stimuli.
- Developing our motif with expression and emotion.
- Applying choreography in our motifs.
- Extending our motifs
- Sequences, relationships and performance.
- Exploring expression.
- Linking movements together.
- Creating a motif with characterisation, expression and emotion.

#### Year One

- Responding to stimuli, extreme weather.
- Developing thematic dance into a motif.
- Extending dance to create sequences with a partner.
- Developing sequence with a partner.

#### Year Two

- Responding to stimuli working together.
- Extending sequences with a partner in character.
- Exploring two contrasting relationships and interlinking dance moves.

### Vocabulary

Expression  
Movement  
Rhythm  
Motif  
Sequence  
Dance

Interlinking



# Games

## Key Stage One

## Lower Key Stage Two

### Knowledge

- To understand the techniques of how to throw and catch a ball
- To think about simple tactics for attacking and defending.
- To reflect on and develop skills.
- To be able to understand why we have rules during a game.
- To understand the roles of an attacker and defender.

- To understand the basic rules of games.
- To identify when they are successful and the next steps in their learning.
- To understand how to use equipment safely.
- To identify the sporting spirit values and give examples of when they could demonstrate them during a game.

### Skills

#### Year One

##### Ball Skills Hands

- Introduce sending (bouncing) with control.
- Introduce aiming with accuracy.
- Introduce power and speed when sending a ball.
- Introduce/develop stopping, combining sending skills.
- Combine sending and receiving skills.

##### Ball Skills Feet

- Develop moving the ball using the feet.
- Apply dribbling into games.
- Consolidate dribbling.
- Explore kicking (passing).
- Apply kicking (passing) to score a point.

##### Games for Understanding

- Understanding the principles of attack/defence.
- Applying attacking/ defending principles into a game.
- Consolidate attacking/defending.

#### Year Two

##### Ball Skills Hands

- Develop dribbling/ passing and receiving.
- Combine dribbling, passing and receiving, keeping possession.
- Develop dribbling/passing and receiving to score a point.
- Combine dribbling, passing and receiving to score a point.

##### Ball Skills Feet

- Develop dribbling/ passing/receiving, keeping possession.
- Combine dribbling, passing and receiving, keeping possession/to score a point.
- Apply dribbling, passing and receiving as a team to score a point.

##### Games for Understanding

- Attacking/defending as a team.
- Understanding the transition between defence and attack.
- Create and apply attacking/defensive tactics.

#### Year One

##### Football

- Introduce/develop dribbling keeping control.
- Introduce passing and receiving.
- Combine dribbling and passing to create space.
- Develop passing, receiving and dribbling.

##### Netball

- Introduce passing, receiving and creating space.
- Develop/combine passing and moving.
- Combine/develop passing and shooting.

##### Rounders

- Introduce to Rounders.
- Introduce overarm throwing.
- Apply overarm and underarm throwing.
- Introduce stopping the ball.
- Application of stopping the ball in a game.

#### Year Two

##### Football

- Refine dribbling.
- Turning.
- Refine passing and receiving.
- Develop passing and dribbling creating space.
- Introduce shooting.

##### Netball

- Refine passing and receiving.
- Develop passing and dribbling creating space.
- Develop passing, moving and shooting.
- Refine passing and shooting.
- Develop footwork.

##### Rounders

- Develop fielding bowling with a backstop.
- Introduce batting; how
- Develop batting; where and why.
- Introduce and apply basic fielding tactics.

### Vocabulary

Bouncing  
 Passing  
 Receiving  
 Possession  
 Attack  
 Defence  
 Overarm  
 Underarm

Turning  
 Shooting  
 Footwork  
 Overarm  
 Fielding  
 Bowling  
 Batting

# Athletics

	Key Stage One	Lower Key Stage Two
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>To understand that we can change the speed that our bodies move.</li> <li>To understand the correct starting and finishing positions needed to jump accurately.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the correct starting/finishing positions needed to run a relay.</li> <li>To understand how to transition between different techniques when running, jumping and catching.</li> </ul>
<b>Skills</b>	<p><b>Year One</b></p> <ul style="list-style-type: none"> <li>Explore running.</li> <li>Apply running into a game.</li> <li>Explore running at different speeds.</li> <li>Running for speed: Acceleration.</li> <li>Explore running in a team.</li> <li>Consolidate running, apply running in.</li> <li>Recap jumping.</li> <li>Develop jumping.</li> <li>Explore how jumping affects our bodies.</li> <li>Explore skipping.</li> <li>Apply skipping and jumping into a game.</li> </ul> <p><b>Year Two</b></p> <ul style="list-style-type: none"> <li>Explore dodging.</li> <li>Develop dodging.</li> <li>Apply dodging: Explore attacking and defending.</li> <li>Apply dodging in teams.</li> <li>Consolidate jumping.</li> <li>Apply jumping into a game.</li> <li>Linking jumping.</li> <li>Explore jumping combinations.</li> <li>Develop jumping combinations</li> </ul>	<p><b>Year One</b></p> <ul style="list-style-type: none"> <li>Explore running for speed.</li> <li>Explore acceleration.</li> <li>Introduce/develop relay: running for speed in a team.</li> <li>Throwing: accuracy vs distance.</li> <li>Standing long jump.</li> </ul> <p><b>Year Two</b></p> <ul style="list-style-type: none"> <li>Develop running at speed.</li> <li>Exploring our stride pattern.</li> <li>Exploring running at pace.</li> <li>Understand and apply tactics when running for distance.</li> <li>Develop technique for javelin and standing triple jump.</li> </ul>
<b>Vocabulary</b>	<p>Speed Direction Acceleration Jumping Skipping</p>	<p>Relay Accuracy Stride Pace Tactics</p>

# Swimming

## Key Stage One

## Lower Key Stage Two

### Skills

#### Water skills 1

- Enter shallow water from the poolside in a safe manner. Assistance may be provided via the steps or from the poolside.
- Move across the pool with the water surface no lower than shoulder level.
- Submerge the face in the water and blow bubbles for three seconds.
- Push and glide from the poolside or bottom on the front and change to a resting or standing position.
- Push and glide from the poolside or bottom on the back and change to a resting or standing position.
- Travel on the back a minimum distance of 5 metres.
- Travel on the front a minimum distance of 5 metres.
- Rotate from the back to the front position and change to a resting or standing position.
- Propel a floating object (e.g. a ball) for 3 metres by any method.
- Demonstrate a flat or upright stationary floating position for 10 seconds

#### Water Skills 2

- Enter shallow water unaided from a standing or sitting position without the use of steps.
- Submerge the head completely and blow out under water for a minimum of three seconds.
- Hold a tucked floating position for a minimum of five seconds (this may be on the front or back with the face submerged or kept out of the water).
- Swim one width on the front using a crawl-type front paddle propulsive action.
- Swim one width on the back using a crawl-type leg action.
- Swim one width on the front or back using breaststroke type action.
- Swim one width full stroke on the front or the back with arm recovery over the water.
- Demonstrate a flat upright or upright floating position for 20 seconds.
- Demonstrate a 360 degrees turn or roll – from a flat or upright position without making contact with the pool bottom.
- Swim two widths without pausing using any stroke or strokes.

#### Water Skills 3

- Jump into water of at least full reach depth.\*
- Swim four widths without a pause using any stroke or strokes.
- Submerge in shallow water and retrieve an object from the pool bottom using both hands.
- Tread water out of standing depth using arms and/or legs for 20 seconds.
- Swim two widths on the front demonstrating good technique.
- Swim two widths on the back demonstrating good technique.
- Swim a minimum of 10 metres showing three changes of direction without touching the side or bottom of the pool.
- Scull head first for 5 metres.
- Swim through a hoop submerged in water of shoulder depth.
- Swim continuously for one minute using two different strokes and with good style.

#### Water Skills 4

- Jump into water of at least full reach depth\* and swim 25 metres without touching the side or bottom of the pool.
- Surface dive in water of at least full reach depth\* demonstrating good technique.
- Perform a forward somersault using a push and glide if necessary.
- Swim breaststroke or front crawl for 25 metres showing good technique.
- Swim backstroke for 25 metres showing good technique.
- Scull head first for 5 metres and return sculling feet first.
- Swim a minimum of 5 metres using a dolphin leg action.
- Swim two widths of any stroke including a 'correct' turn complying with Swim England expected standards.
- Enter water of at least full reach depth\* and tread water for 20 seconds followed by a 25 metres swim.
- Swim 5 metres underwater.

### Vocabulary

Push and Glide  
Rotate  
Floating  
Front Crawl  
Backstroke  
Breaststroke

Tread Water  
Surface Dive  
Somersault  
Scull  
Butterfly kick

# Outdoor Adventurous Activities (OAA)

## Key Stage One

## Lower Key Stage Two

**Knowledge**

- Tactics and Communication
- Creating and applying simple tactics.
  - Developing leadership.
  - Develop communication as a team.
  - Create defending and attacking tactics as a team.

**Skills**

- Problem Solving
- Benches and mats challenge.
  - Round the clock card challenge.
  - The pen challenge.
  - The river rope challenge.
  - Caving challenges.

**Vocabulary**

Tactics  
Communication  
Leadership  
Defending

# Unit End Points – Cycle A

By the end of each Reception unit, children will be able to...

Indoor	<p><b>Dance: Dinosaurs</b></p> <ul style="list-style-type: none"> <li>• Pupils will move their bodies with big</li> <li>• Actions as they explore moving as different</li> <li>• Types of dinosaurs.</li> <li>• Pupils will develop their curiosity and imagination as they experiment moving in different ways. Pupils will demonstrate life skills such</li> <li>• As empathy as they listen to ideas and</li> <li>• Watch others as they perform.</li> <li>• Pupils will develop their self belief as</li> <li>• They move and travel with confidence</li> </ul>	<p><b>Gymnastics: High, Low, Over, under</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus</li> <li>• Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.</li> <li>• Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.</li> <li>• Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.</li> </ul>	<p><b>Ball Skills: Feet</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.</li> <li>• Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions.</li> <li>• Pupils will develop life skills such as fairness and empathy as they encourage and support each other</li> <li>• Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</li> </ul>	<p><b>Ball Skills: Hands 1</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.</li> <li>• Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities. Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.</li> <li>• Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.</li> </ul>	<p><b>Swimming: See separate page</b></p>

# Unit End Points – Cycle A

By the end of each unit, Elm Class will be able to...

Indoor	<p><b>Dance: Heroes (Y1)</b></p> <ul style="list-style-type: none"> <li>Pupils will move their bodies with big actions linked to the nursery rhymes.</li> <li>Pupils will develop their curiosity and imagination as they experiment moving in different ways.</li> <li>Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.</li> <li>Pupils will develop their self belief as they move and travel with confidence.</li> </ul>	<p><b>Gymnastics: Body Parts (Y1)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics' and start to link movements.</li> <li>Pupils will experiment moving in a variety of ways understanding the differences between each type of movement. Pupils will be creative as they link movements.</li> <li>Pupils will demonstrate life skills such as empathy and fairness as they work safely with each other. Pupils will support each other and share apparatus.</li> <li>Pupils will develop their self belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.</li> </ul>	<p><b>Dance: Mr Candy's Sweet Shop (Y2)</b></p> <ul style="list-style-type: none"> <li>Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.</li> <li>Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of character</li> <li>Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences</li> <li>Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.</li> </ul>	<p><b>Gymnastics: Linking (Y2)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</li> <li>Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</li> <li>Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.</li> </ul>	<p><b>Locomotion: Running (Y1)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to run applying the correct technique to ensure maximum speed.</li> <li>Pupils will run and stay in a space avoiding the defenders. Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.</li> <li>Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.</li> <li>Pupils will develop life skills such as honesty and self belief as they strive to run as fast as possible, ensuring they are playing by the rules.</li> </ul>	<p><b>Attack v Defence: Games for Understanding (Y1)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.</li> <li>Pupils will start to create and apply simple tactics for attacking and defending.</li> <li>Pupils will develop an understanding of why rules are important in a game.</li> <li>Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.</li> <li>Pupils will continue to develop and apply honesty as they play by the rules and keep the score.</li> </ul>
Outdoor	<p><b>Attack v Defence: Games for Understanding (Y1)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.</li> <li>Pupils will start to create and apply simple tactics for attacking and defending.</li> <li>Pupils will develop an understanding of why rules are important in a game.</li> <li>Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.</li> <li>Pupils will continue to develop and apply honesty as they play by the rules and keep the score.</li> </ul>	<p><b>Ball Skills: Feet 1 (Y2)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point. Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.</li> <li>Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.</li> <li>Pupils will continue to effectively apply life skills such as self belief and integrity as they strive to improve their own performance whilst playing fairly.</li> </ul>	<p><b>Swimming: See separate page</b></p>		<p><b>Bellboating</b></p>	

# Unit End Points – Cycle A

By the end of each unit, Oak Class will be able to...

Indoor	<p><b>Dance: Wild Animals (Y3)</b></p> <ul style="list-style-type: none"> <li>Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.</li> <li>Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.</li> <li>Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.</li> <li>Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.</li> </ul>	<p><b>Gymnastics: Symmetry and Asymmetry (Y3)</b></p> <ul style="list-style-type: none"> <li>Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others. Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.</li> <li>Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary</li> <li>Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.</li> </ul>	<p><b>Dance: Space (Y4)</b></p> <ul style="list-style-type: none"> <li>Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character. Pupils will refine their ability to evaluate their own and others' performances.</li> <li>Pupils will problem solve and apply resourcefulness as they construct their sequences.</li> <li>Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.</li> <li>Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.</li> </ul>	<p><b>Games: Netball (Y3)</b></p> <ul style="list-style-type: none"> <li>Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.</li> <li>Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.</li> <li>Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.</li> <li>Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.</li> </ul>	<p><b>Athletics (Y3)</b></p> <ul style="list-style-type: none"> <li>Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.</li> <li>Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</li> <li>Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.</li> <li>Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.</li> </ul>	<p><b>Dance: Wild Animals (Y3)</b></p> <ul style="list-style-type: none"> <li>Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.</li> <li>Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.</li> <li>Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.</li> <li>Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.</li> </ul>
Outdoor	<ul style="list-style-type: none"> <li><b>Swimming: See separate page</b></li> </ul>		<p><b>OAA: Communication and Tactics (Y3)</b></p> <ul style="list-style-type: none"> <li>Pupils will work within teams to complete the different problem solving challenges successfully.</li> <li>Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team.</li> <li>Pupils will develop life skills such as collaboration and communication as they apply both speaking and listening skills within their teams.</li> <li>Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes.</li> </ul>	<p><b>Games: Football (Y3)</b></p> <ul style="list-style-type: none"> <li>Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.</li> <li>Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team</li> <li>Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents</li> <li>Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self motivation.</li> </ul>	<p><b>Bellboating</b></p>	

# Unit End Points – Cycle B

By the end of each Reception unit, children will be able to...

Indoor

## Dance: Nursery Rhymes

- Pupils will move their bodies with big actions linked to the nursery rhymes.
- Pupils will develop their curiosity and imagination as they experiment moving in different ways
- Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.
- Pupils will develop their self belief as they move and travel with confidence.

## Gymnastics: Moving

- Pupils will be able to move and balance in big and small ways, applying champion gymnastics criteria, both on the floor and on apparatus.
- Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.
- Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.
- Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.

## Ball Skills: Feet

- Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.
- Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions.
- Pupils will develop life skills such as fairness and empathy as they encourage and support each other
- Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.

## Ball Skills: Hands 2

- Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.
- Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities. Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.
- Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.

## Swimming: See separate page



# Unit End Points – Cycle B

By the end of each unit, Elm Class children will be able to...

Indoor	<p><b>Dance: The Zoo (Y1)</b></p> <ul style="list-style-type: none"> <li>Pupils can move in relation to the music and respond with appropriate movements and actions.</li> <li>Pupils can ensure their movements are big and clear.</li> <li>Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.</li> <li>Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences.</li> <li>Pupils will develop life skills such as self belief and courage as they create their sequences including more advanced compositional elements.</li> </ul>	<p><b>Gymnastics: Wide, Narrow, Curled (Y1)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement. Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</li> <li>Pupils will develop their self belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.</li> </ul>	<p><b>Dance: Explorers (Y2)</b></p> <ul style="list-style-type: none"> <li>Pupils can respond to the music with appropriate movements and actions, using their whole body.</li> <li>Pupils can ensure their movements are big and clear. Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.</li> <li>Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.</li> <li>Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences</li> </ul>	<p><b>Gymnastics: Pathways (Y2)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.</li> <li>Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.</li> <li>Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.</li> </ul>	<p><b>Locomotion: Jumping 1 (Y1)</b></p> <ul style="list-style-type: none"> <li>Pupils will apply the correct technique for jumping and explore skipping.</li> <li>Pupils will develop their jumping skills and jump into spaces to avoid the defenders.</li> <li>Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique.</li> <li>Pupils will start to give and receive feedback concerning the jumping technique. Fairness will be applied as pupils play by the rules.</li> <li>Pupils will continue to develop and apply life skills such as courage and honesty as they play within the rules of the game and jump confidently.</li> </ul>	<p><b>Locomotion: Dodging 1 (Y2)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders.</li> <li>Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.</li> <li>Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others.</li> <li>Pupils will develop life skills such as honesty and self belief as they strive to dodge effectively and keep the score in their games.</li> </ul>
	Outdoor	<p><b>Swimming</b></p>		<p><b>Games for Understanding (Y1)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.</li> <li>Pupils will start to create and apply simple tactics for attacking and defending. Pupils will develop an understanding of why rules are important in a game.</li> <li>Pupils will develop life skills such as empathy and fairness as they collaborate with their own team and the opposing team to ensure they play the games fairly.</li> <li>Pupils will continue to develop and apply honesty as they play by the rules and keep the score</li> </ul>	<p><b>Ball Skills: Feet 1 (Y2)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point. Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.</li> <li>Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.</li> <li>Pupils will continue to effectively apply life skills such as self belief and integrity as they strive to improve their own performance whilst playing fairly.</li> </ul>	<p><b>Bellboating</b></p>

# Unit End Points – Cycle B

By the end of each unit, Oak Class children will be able to...

Indoor	<p><b>Dance: Weather (Y3)</b></p> <ul style="list-style-type: none"> <li>Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.</li> <li>Pupils will understand what makes an 'excellent dance'.</li> <li>Pupils will apply creativity as they try a range of movement options.</li> <li>Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.</li> <li>Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.</li> </ul>	<p><b>Gymnastics: Bridges (Y4)</b></p> <ul style="list-style-type: none"> <li>Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.</li> <li>Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.</li> <li>Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.</li> <li>Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.</li> </ul>	<p><b>Dance: Cats (Y4)</b></p> <ul style="list-style-type: none"> <li>Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</li> <li>Pupils will refine their ability to evaluate their own and others' performances.</li> <li>Pupils will problem solve and apply resourcefulness as they construct their sequences.</li> <li>Pupils will apply life skills such as cooperation and communication as they work successfully with others to execute their sequences in canon and unison.</li> <li>Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.</li> </ul>	<p><b>Games: Tennis (Y4)</b></p> <ul style="list-style-type: none"> <li>Pupils will hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point.</li> <li>Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court.</li> <li>Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying the rules of the game.</li> <li>Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</li> </ul>	<p><b>Athletics (Y4)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.</li> <li>Pupils will apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.</li> <li>Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.</li> <li>Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</li> </ul>	<p><b>Rounders (Y3)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to apply developing batting skills in order to score points.</li> <li>Pupils will continue to develop accurate throwing, catching and retrieving skills.</li> <li>Pupils will understand the difference between batting and fielding.</li> <li>Pupils will understand why batters need to aim at space when striking the ball. Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.</li> <li>Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</li> </ul>
Outdoor	<p><b>OAA: Problem Solving (Y3)</b></p> <ul style="list-style-type: none"> <li>Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.</li> <li>Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.</li> <li>Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.</li> <li>Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.</li> </ul>	<p><b>Games: Tag Rugby (Y4)</b></p> <ul style="list-style-type: none"> <li>Pupils will be able to apply a secure understanding of passing, moving to create space and score.</li> <li>Pupils will apply tagging to prevent an attacker scoring. Pupils will demonstrate a growing understanding of the difference between attack and defence, understanding when and why to apply certain skills.</li> <li>Pupils will develop and apply life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.</li> <li>will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</li> </ul>	Swimming		Bellboating	