

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 |
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| <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 6 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"> • have fun and experience success in sport • can join in at their own level of development • build and secure a range of skills • develop good sporting attitudes • understand basic rules • experience positive competition • learn in a safe environment | <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

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.

Complete P.E.

Complete PE is a scheme of work designed by the Youth Sport trust that is comprehensive and structured, covering aims of the National Curriculum. Complete PE covers all areas of PE, including fundamental movement skills, games, gymnastics, dance, OAA and athletics. Progression is built in across year groups, ensuring that skills are developed consistently as pupils move through the school. The scheme provides a holistic approach where children develop a positive attitude towards physical activity by promoting teamwork, leadership, resilience and critical thinking. Teachers have access to detailed lesson plans, video teaching tools and assessment frameworks that help monitor and track pupils progress.

Adaptive Teaching

Fladbury CE First School has a robust approach to adaptive teaching, ensuring that all children receive an education that responds to their strengths and needs. The use of scaffolding techniques allows teachers to break down complex concepts into manageable chunks, providing children with the support they need to work towards the same objectives as their peers. Visual resources such as diagrams, station cards, floor plans, markers and demonstrations are used to support all children to meet their learning objectives. Our school also embraces technology, utilising educational software such as the teaching videos on Complete PE and video analysis using the iPads that engage children and provide opportunities for personalised learning. Additionally, active learning strategies, such as group work and peer feedback, encourage children to engage with their lessons, fostering both peer interaction and critical thinking skills. Children have access to a range of PE resources that enable teachers to use the STEP approach to further support their understanding and to give alternate ways of finding solutions to problems. Modelling is another critical strategy used by teachers, where they demonstrate thought processes and outline how they would complete a task to meet the learning objective. This allows children to observe and understand what they are working towards.

Through this multifaceted approach, Fladbury CE First School creates an inclusive learning environment where every child is supported in their educational journey, promoting not only academic success but also a lifelong love for learning.

Our Cycles of Learning

| Cycle A | Autumn | | Spring | | Summer | |
|-----------------------------------|---|--|---|---|--|---|
| Wye Preschool Reception | Dance - Dinosaurs | Gymnastics – High, Low, Over, Under | Ball Skills – Feet | Ball Skills – Hands 1 | Locomotion – Jumping Swimming | Rackets, bats and balls Swimming |
| Avon Year 1/2 | Dance – Heroes (Y1) Games for Understanding (Y2) | Gymnastics Body Parts (Y1) Ball Skills Feet 1 (Y2) | Dance – Mr Candy's Sweet Factory (Y2) Swimming | Gymnastics – Linking (Y2) Swimming | Athletics - Running 1 (Y1) Rackets, Bats and Balls (Y1) | OAA - Teambuilding (Y1) Athletics - Jumping (Y1) |
| Teme Year 3/4 | Dance – Wild Animals (Y3) Swimming | Gymnastics – Symmetry and Asymmetry (Y3) Swimming | Dance – Space (Y4) Football (Y3) | Netball (Y3) OAA – Orienteering (Y4) | Athletics - Running (Y3) Cricket (Y3) | Athletics - Jumping (Y3) Rounders (Y3) |
| Severn Year 5/6 | Dance – Street Art (Y5) OAA – Problem solving (Y5) | Gymnastics - Counter Balance & Counter Tension (Y5) Handball (Y5) | Health Related Exercise (Y5) Netball (Y5) | Gymnastics – Flight (Y5) Football (Y5) | Athletics – Running (Y5) Golf (Y5) | Athletics – Jumping (Y5) Rounders (Y5) |

Our Cycles of Learning

| Cycle B | Autumn | | Spring | | Summer | |
|--------------------------------------|--|--|--|---|---|---|
| Wye Preschool Reception | Dance – Nursery Rhymes | Gymnastics – Moving | Ball Skills – Feet | Ball Skills – Hands 2 | Locomotion – Walking Swimming | Rackets, Bats and Balls Swimming |
| Avon Year 1/2 | Dance – The Zoo (Y1) Games for Understanding (Y1) | Gymnastics – Wide, Narrow, Curled (Y1) Ball Skills – Hands (Y2) | Dance – Explorers (Y2) Teambuilding (Y2) | Gymnastics – Pathways (Y2) Ball Skills Feet (Y2) | Athletics - Dodging (Y2) Swimming | Rackets, Bats and Balls (Y2) Swimming |
| Teme Year 3/4 | Dance – Weather (Y3) Swimming | Gymnastics – Bridges (Y4) Swimming | Dance – Cats (Y4) Tag Rugby (Y4) | Hockey (Y4) OAA – Problem Solving (Y3) | Running (Y4) Tennis (Y4) | Throwing and Jumping (Y4) Quidditch (Y4) |
| Severn Year 5/6 | Dance – Carnival (Y6) OAA – Leadership (Y6) | Gymnastics – Matching and Mirroring (Y6) Dodgeball (Y6) | Health Related Exercise (Y6) Tag Rugby (Y6) | Gymnastics - Creating Sequences (Y6) Hockey (Y6) | Athletics - Throwing and Jumping (Y6) Quidditch (Y6) | Athletics - Running (Y6) Tennis (Y6) |

Assessment

Assessing children in PE is a vital part of their education, ensuring that they develop the fundamental movement skills, coordination, and confidence to engage in physical activity effectively. The process of assessment is not only about measuring their ability to perform physical tasks but also about encouraging teamwork, resilience, and a positive attitude toward staying active. Teachers use unit end points and the PE strands from the national curriculum to assess progress and tailor future learning

Teachers continuously observe students' understanding and skills as they work on tasks. In PE, this might involve:

Classroom observations: Teachers assess how children engage in physical activities and apply movement skills in line with the learning objectives throughout each lesson.

Discussions: Teachers can hold group or one-on-one discussions with children to gauge their understanding of PE concepts, rules, and strategies.

Project-Based Work: Children may work on group tasks, such as creating a dance routine, gymnastic sequence or fitness routines, and teachers assess how well they apply their PE knowledge.

Peer Assessment: Children assess each other's performances during activities, fostering collaboration and providing opportunities for constructive feedback.

Self-Assessment: Children reflect on their own learning, identifying strengths and areas for improvement in their physical abilities and understanding of movement concepts. Self-assessment encourages independence and goal-setting.

Challenges: Children are given problems or tasks to complete and the assessment focuses on how well they apply their computing knowledge. Children are given physical tasks or problem-solving challenges, with the assessment focusing on how well they apply learned skills and tactics in various situations.

Healthy Lifestyle Understanding:

Children are tested on their understanding of fitness, nutrition, and the importance of maintaining an active and healthy lifestyle through quizzes and discussions.

Teachers will use the learning objectives for each lesson as well as the unit end points outlined on the following pages to measure whether children are working at the expected level of their year group.

Gymnastics

| Gymnastics | | | | | | |
|------------|---|--|---|--|--|--|
| | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | <ul style="list-style-type: none"> How to move our bodies using big and small movements. How to create shape balances How to create movements on apparatus using small body parts. | <ul style="list-style-type: none"> Understand the difference between big and small body parts. How to transition How and where to use more than one piece of apparatus How to apply 'flow'. | <ul style="list-style-type: none"> Know what canon and unison mean. Know how to perform with control. How to peer and self-assess. | <ul style="list-style-type: none"> How to create sequences applying changes in level and direction. How to reflect and evaluate using observations. | <ul style="list-style-type: none"> How to jump and land safely How to include a change of speed in our movements What we mean by 'flight'. How to create a sequence combining movements and balances. | <ul style="list-style-type: none"> Know what we mean by 'creativity'. Know why it is important to create a complex sequence with accurate timings. Know why performing at an 'excellent' standard with fluidity is important. |
| Skills | <ul style="list-style-type: none"> Introduction to wide, narrow and curled. Exploring the difference between wide, narrow and curled. Transitioning between wide, narrow and curled movements. Linking two movements together. Developing linking. Linking on apparatus. Jump, roll, balance sequences/on apparatus. Creation of sequences. Completion of sequences and performance. | <ul style="list-style-type: none"> Introduction to big/small body parts. Combining big and small with wide, narrow and curled. Transition between wide narrow and curled using big and small body parts. Adding (linking) movements together. Explore/develop zigzag pathways/on apparatus. Explore/develop curved pathways/on apparatus. Creation and completion of pathway sequences. | <ul style="list-style-type: none"> Introduction to symmetry. Introduction to asymmetry. Application of learning onto apparatus. Sequence formation. Sequence completion. | <ul style="list-style-type: none"> Introduction to bridges. Application of bridge learning onto apparatus. Develop sequences with bridges. Sequence formation. Sequence completion. | <ul style="list-style-type: none"> Introduction to Counter Balance Application of Counter Balance learning onto apparatus Sequence formation Counter Tension Sequence completion Introduction to matching /mirroring Application of matching mirroring learning onto apparatus Sequence development | <ul style="list-style-type: none"> Introduction to Flight: Developing Jumping Developing Flight: Jumping and Turning Application of 'Jumping,' learning, onto apparatus Combining jumping on apparatus with Canon and Unison Challenging creativity Sequence development Sequence performance |
| Vocabulary | Movement Balance Apparatus 'Big' and 'small' body parts Transition | Linking Flow Pathways | Unison Canon Peer and self assessment | Levels Direction Sequences | Flight Jumping Landing | Creativity Accurate timings |

Dance

| | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
|------------|---|---|--|---|---|---|
| | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | <ul style="list-style-type: none"> Know how to create a variety of 'big' and 'small' body movements linked to a theme. Know how to add simple movements together to create a sequence. What is meant by 'expression'. | <ul style="list-style-type: none"> Know how to apply flow without stopping. Know how to respond to a variety of stimuli. Know what a 'motif' is | <ul style="list-style-type: none"> Know how to create and develop a character. How to create opposite movements Know why it is essential to explore. variety of movements. Know how to peer and self assess. | <ul style="list-style-type: none"> Know how to reflect and evaluate own performance. Know how to develop a sequence with a partner. Know what we mean by 'emotion'. | <ul style="list-style-type: none"> Know how to perform accurately and convincingly. Know how to include a change of speed. Know what canon and unison mean. Know how to create a sequence by combing movements and accurate timings | <ul style="list-style-type: none"> Know how to make affective evaluations Know what choreography means. Know how to include a range of speed and dynamics Know how to perform to an excellent standard. |
| Skills | <ul style="list-style-type: none"> 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, superhero's rescuing/saving someone/something. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Responding to stimuli working together. Extending sequences with a partner in character. Exploring two contrasting relationships and interlinking dance moves. | <ul style="list-style-type: none"> Responding to stimuli, extreme weather. Developing thematic dance into a motif. Extending dance to create sequences with a partner. Developing sequence with a partner | <ul style="list-style-type: none"> Using movement to create Street Artists' 'Tags' Using a variety of concepts/relationships to change and develop our Street Art movements Combining Breakdance with Street Art | <ul style="list-style-type: none"> Performing with technical control and rhythm in a group Year 6 Creating rhythmic patterns using the body Experiencing dance from a different culture Chorographical elements including still imagery |
| Vocabulary | Expression Theme | Motif Flow | Character Opposite Per and self-assess | Emotion Relationships | Canon Unison | Choreography Fluidity |

Games

Key Stage One

Lower Key Stage Two

Upper Key Stage Two

Cycle A

Cycle B

Cycle A

Cycle B

Cycle A

Cycle B

Knowledge

- Know how apply dribbling to games
- Know how to pass a ball
- Know how to push, roll and bounce a ball.
- Know how to aim with accuracy.
- Know how to avoid defenders.

- Know how to keep possession
- Know how apply dribbling to a game
- Know how to receive a ball
- Know how to apply power and speed to a ball
- Understand the transition between attack and defence.

- Know how to create space
- Apply learning to competitive situations
- Have an understanding of where, when and why we pass.
- Have an understanding of batting and fielding

- Have a secure understanding of passing, moving and dribbling in order to score.
- Have an understanding of attack and defence by making effective decisions.

- Create and apply tactics
- Know how to communicate effectively during a game
- Understand different positions
- Begin to know how to lead and manage a game
- Apply fielding skills to prevent scoring

- Know how to apply tactics demonstrating a clear understanding of the role each team member will perform.
- Know how to motivate other team players
- Apply problem solving skill

Skills

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.

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.

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.

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.

Netball

- Refine passing and receiving
- Explore the function of other passes Year 5
- Develop defending and marking the player with the ball
- Tactical Play

Football

- Refine dribbling and passing to maintain possession
- Introduce and develop defending
- Develop shooting
- Refine attacking skills, passing, dribbling and shooting, introduce officiating

Rounders

- Develop fielding tactics maximising players
- Understand what happens if the batter misses the ball
- Refine fielding tactics, what players where?
- Applying tactics in mini games

Golf

- Consolidate striking for accuracy with Rollers/ Launchers
- Introduce playing with hazards
- The Class "Championship" 1v1 and 2v2

Dodgeball

- Consolidate/understanding attacking and defending tactics
- Transition between attack and defence
- Applying the rules: Officiating games
- Managing tactics and officiate games

Tag Rugby

- Consolidate passing and moving
- Consolidate defending
- Understand and apply defending tactics in game situations
- Create, understand and apply attacking/defending tactics in game situations Consolidate attacking and defending in min games

Hockey

- Consolidate keeping possession, develop officiating
- Consolidate defending
- Create, understand and apply attacking/defending tactics in game situations

Quidditch

- Consolidate attacking
- Consolidate defending
- Introducing the STEP principle: Space , Task, Equipment and People
- Application of 'powers' into game play to challenge tactical thinking

Tennis

- Game application
- Game application, mixed ability doubles, round robin game.

Vocabulary

Dribbling
Passing
Control
Attacker
Defender

Possession
Space
Receiving

Free Kick
Penalty
Chest Pass
Footwork
Long barrier

Drag Back
Goal Keeper

Shadowing
Shoulder pass
Bounce pass
Tactics
Marking
Pressure

Batting and
bowling square
No ball
Tracking Back
Out

Trough ball
Man-to-man
marking
Referee
Netball positions

Marking
Run Out
Outfielder
Umpire

Athletics

| | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
|------------|---|---|--|--|---|--|
| | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | <ul style="list-style-type: none"> Know why and when we need to change speed and directions Know how to run Know how to jump Know how to throw Know how to skip | <ul style="list-style-type: none"> Know when to use a jumping skill and why Know how to link jumps Know how to dodge | <ul style="list-style-type: none"> Apply an understanding of how to use the correct technique for running, throwing and jumping and why it is important. | <ul style="list-style-type: none"> Apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important. | <ul style="list-style-type: none"> Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important. | <ul style="list-style-type: none"> Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important. |
| Skills | <ul style="list-style-type: none"> Explore running. Apply running into a game. Explore running at different speeds. Running for speed: Acceleration. Explore running in a team. Consolidate running, apply running in. Recap jumping. Develop jumping. Explore how jumping affects our bodies. Explore skipping. Apply skipping and jumping into a game. | <ul style="list-style-type: none"> Explore dodging. Develop dodging. Apply dodging: Explore attacking and defending. Apply dodging in teams. Consolidate jumping. Apply jumping into a game. Linking jumping. Explore jumping combinations. Develop jumping combinations | <ul style="list-style-type: none"> Explore running for speed. Explore acceleration. Introduce/develop relay: running for speed in a team. Throwing: accuracy vs distance. Standing long jump. | <ul style="list-style-type: none"> Develop running at speed. Exploring our stride pattern. Exploring running at pace. Understand and apply tactics when running for distance. Develop technique for javelin and standing triple jump. | <ul style="list-style-type: none"> Finishing a race Evaluating our performance Sprinting: My personal best Relay changeovers Shot Put Introducing the Hurdles | <ul style="list-style-type: none"> Running for speed competition Running for distance competition Throwing competition Jumping competition |
| Vocabulary | Run Jump Throw Skip | Dodge Landing | Tactics Speed Acceleration Distance Accuracy Relay Changeover | Distance Pace Power Stride pattern | Evaluation Personal Best Lap | Teamwork False star Events |

OAA

| OAA | | | | | | |
|------------|--|--|---|--|---|---|
| | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
| | Cycle A | Cycle B | Cycle A | Cycle B | Cycle A | Cycle B |
| Knowledge | <ul style="list-style-type: none"> Know what makes an effective team Know why it is important to try our best even when it's difficult. Know what a 'strategy' is. | <ul style="list-style-type: none"> Know why we have to work together to solve a problem Know how to communicate effectively with a team Know why it is important to respect our team. | <ul style="list-style-type: none"> Know how to create simple tactics Know how to listen to others and to use a clear voice. Know how to collaborate within a team | <ul style="list-style-type: none"> Know the attributes for an effective team Know what verbal and non-verbal communication is | <ul style="list-style-type: none"> Know how to take responsibility and lead effectively. Know how to plan a route Know how to manage time | <ul style="list-style-type: none"> Know what makes an effective leader Apply the STEP principle |
| Skills | Teambuilding <ul style="list-style-type: none"> Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork | Teambuilding <ul style="list-style-type: none"> Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork | Tactics and Communication <ul style="list-style-type: none"> Creating and applying simple tactics Developing leadership Develop communication as a team Create defending and attacking tactics as a team | Problem Solving <ul style="list-style-type: none"> Benches and mats challenge Round the clock card challenge The pen challenge Year 4 The river rope challenge Caving challenges | Orienteering <ul style="list-style-type: none"> Face orienteering Cone orienteering Point and return Point to point Timed course Year 5 Orienteering competition | Leadership <ul style="list-style-type: none"> Understanding what makes an effective leader Introducing the STEP principle: Space , Task, Equipment and People Communicating as a leader |
| Vocabulary | Fairness Encouragement Imagination Simple strategy Teamwork | Communication Inclusion | Tactics Collaborate | Create Apply Verbal/Non-verbal | Responsibility Orientate | Leadership STEP |

Swimming

| | Key Stage One | | Lower Key Stage Two | | Upper Key Stage Two | |
|--------|---|--|---|---|--|--|
| Skills | School Swimming Award 1 <ul style="list-style-type: none"> • Enter the water safely • Move forwards, backwards and sideways for a distance of 5 metres, feet may be on or off the floor. • Scoop the water and wash face, be comfortable water showered from overhead. • Scoop the water and wash face, be comfortable water showered from overhead. • Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. • Take part in a movement games. • Give examples of two pool rules. • Give examples of two pool rules. • Exit the water safely. | School Swimming Award 2 <ul style="list-style-type: none"> • Enter the water safely. • Move from a horizontal floating position on the front and return to standing. • Move from a horizontal floating position on the back and return to standing. • Push and glide on the front in a horizontal position, to or from the pool wall. • Push and glide on the back in a horizontal position from the pool wall. • Travel on the back for 5 metres. • Travel on the front for 5 metres. • Float on the back. • Know how to signal for help. • Exit the water safely. | School Swimming Award 3 <ul style="list-style-type: none"> • Jump in from poolside and submerge (minimum depth of 1 metre). • Fully submerge to pick up an object. • Perform a tuck float and hold for five seconds. • Push from a wall and glide on the front with arms extended. • Push from a wall and glide on the back (optional with arms extended). • Perform a rotation from the front to the back, then return to standing. • Perform a rotation from the back to the front, then return to standing. • Identify an open water hazard near your home or school. • Exit the water safely. | School Swimming Award 4 <ul style="list-style-type: none"> • Jump into the water, submerge, surface and swim back to the point of entry. • Jump into the water, submerge, surface and swim back to the point of entry. • Perform a sequence of changing shapes (minimum of three) whilst floating on the surface. • Push and glide on the front with arms extended and log roll onto the back. • Push and glide on the front with arms extended and log roll onto the back. • Push and glide on the front with arms extended and log roll onto the front. • Travel 5 metres on the front, perform a tuck to rotate onto the back and return to the side. • Travel 10 metres on the front with feet off the pool floor. • Travel 10 metres on the back with feet off the pool floor. • Perform a 'shout and signal' rescue. Explain how you would get help. | School Swimming Award 5 <ul style="list-style-type: none"> • Jump into the water, submerge, surface and swim back to the point of entry • Perform a horizontal stationary scull on the back. • Kick 10 metres backstroke. • Kick 10 metres front crawl. • Kick 10 metres butterfly or breaststroke on the front or on the back. • Travel on back and log roll 180 degrees in one continuous movement onto front. • Travel on front and log roll 180 degrees in one continuous movement onto back. • Swim 10 metres, choice of stroke is optional. • Give two examples of where it is safe to swim and why. | School Swimming Award 6 <ul style="list-style-type: none"> • Perform three different shaped jumps into deep water (to include a straddle jump). • Perform a headfirst scull for 5 metres. • Two out of the following three must be completed:* a. Swim 10 metres front crawl. b. Swim 10 metres backstroke. c. Swim 10 metres breaststroke. • Tread water for 30 seconds.* • Perform a handstand or forward somersault, tucked in the water. • Swim 25 metres* (choice of stroke optional). • Swim 10 metres wearing clothes - as a minimum T-shirt and shorts.* |

Unit End Points – Cycle A

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

Dance: Dinosaurs

- Pupils will move their bodies with big
- Actions as they explore moving as different
- Types of dinosaurs.
- 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: High, Low, Over, under

- Pupils will be able to move and balance in high and low 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 1

- 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.

Locomotion - Jumping

- Pupils will develop their ability to jump and land safely. Pupils will adjust their speed and change direction as they jump in order to avoid the defenders.
- Pupils will explore their curiosity as they try jumping in a variety of different ways. S Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils.
- Pupils will show courage as they apply developing confidence while exploring their jumping skills.

Rackets, Bats and Balls

- Pupils will be able to push/hit their balloon with both hands, keeping control.
- Pupils will also be able to balance their object on their racket/bat. C Pupils will be able to focus on the balloon /object and use their rackets/bats safely. Pupils will understand why we send the balloon into space when hitting.
- Pupils will show a developing understanding of fairness and empathy as they play by the rules and encourage others.
- Pupils will apply life skills such a self belief and courage as they try new skills and work hard to improve their control.

Unit End Points – Cycle A

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

Dance: Heroes (Y1)

- 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: Body Parts (Y1)

- 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.
- 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.
- 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.
- 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.

Dance: Mr Candy's Sweet Shop (Y2)

- Pupils can respond to the music with appropriate movements and actions, using their whole body. 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 character
- Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences
- 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.

Gymnastics: Linking (Y2)

- Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.
- Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.
- 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.
- 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.

Attack v Defence: Games for Understanding (Y1)

- 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.
- 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.
- 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.
- Pupils will continue to develop and apply honesty as they play by the rules and keep the score.

Ball Skills: Feet 1 (Y2)

- 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.
- Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.
- 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.

Locomotion: Running (Y1)

- Pupils will be able to run applying the correct technique to ensure maximum speed.
- 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.
- Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.
- 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.

Attack v Defence: Games for Understanding (Y1)

- 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.
- 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.
- 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.
- Pupils will continue to develop and apply honesty as they play by the rules and keep the score.

Unit End Points – Cycle A

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

Dance: Wild Animals (Y3)

- Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.
- Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.
- Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.
- Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.

Gymnastics: Symmetry and Asymmetry (Y3)

- 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.
- Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary
- Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.

Dance: Space (Y4)

- 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.
- Pupils will problem solve and apply resourcefulness as they construct their sequences.
- Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.
- Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

Games: Netball (Y3)

- Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.
- Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.
- Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.
- Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.

Athletics (Y3)

- 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.
- 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.
- Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.
- Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.

Dance: Wild Animals (Y3)

- Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.
- Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.
- Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.
- Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.

OAA: Communication and Tactics (Y3)

- Pupils will work within teams to complete the different problem solving challenges successfully.
- Pupils will apply an understanding of what makes an effective team and understand how important their role is within the team.
- Pupils will develop life skills such as collaboration and communication as they apply both speaking and listening skills within their teams.
- Pupils will develop their ability to remain positive and try their best in every challenge. They will begin to show leadership attributes.

Games: Football (Y3)

- Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.
- Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team
- Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents
- Pupils will apply their skills while developing confidence as they grow in their ability to show resilience and self motivation.

Unit End Points – Cycle A

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

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| Dance: <ul style="list-style-type: none"> Pupils will perform accurately and convincingly as they bring street art to life through movement. Pupils can perform with flow showing clarity and fluency. Pupils will consolidate their ability to evaluate their own and others' performances. Pupils will apply effective decision making as they construct their movements. Pupils will consistently apply different life skills such as cooperation as they work successfully with others to execute their movements and group performance. | Gymnastics: <ul style="list-style-type: none"> Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement. Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them. Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences | OAA <ul style="list-style-type: none"> Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils will be able to think tactically and suggest good ideas for completing the challenges. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games. Pupils will apply effective leadership skills as they control their own emotions and take responsibility for their team members. | Handball <ul style="list-style-type: none"> Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils apply a refined understanding of passing and moving as well as an understanding of defensive strategies. Pupils will develop their communication skills as they officiate in game based scenarios. Pupils will start to lead their team and manage their games. By facilitating learning through game based scenarios and mini game situations, pupils will be challenged to always try their best, even when their team is losing | Netball <ul style="list-style-type: none"> Pupils will be able to pass, move and shoot accurately and consistently. They will be able to switch fluidly between attack and defence as possession changes. Pupils will begin to understand the different positions, applying their role effectively within the game. Pupils will create, apply, evaluate and improve tactics. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games. By facilitating learning through game based scenarios, pupils' self discipline will be challenged as they focus on trying their best, even when their team is losing |
| Health Related Exercise <ul style="list-style-type: none"> Pupils will be able to complete fitness assessments and participate in circuits that will develop their fitness. Pupils will understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. Pupils will develop life skills such as encouragement and responsibility as they encourage their partners through the circuits. Pupils will develop life skills such as self motivation, resilience and integrity as they strive to improve their own performances. | Rounders <ul style="list-style-type: none"> Pupils will be able to apply refined fielding skills, (accurate throwing, catching and retrieving skills) will be in order to prevent the batters from scoring. Pupils will apply effective decision making as they unpick the different positions within the fielding team making choices as to which positions pupils play. Pupils will work positively with their team members to find success demonstrating effective collaborative skills, leading their team. By facilitating learning through game situations, pupils will be challenged to always try their best, even when they find it difficult and when their team is losing. | Athletics <ul style="list-style-type: none"> Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put. Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important. Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect. Pupils will strive to improve their own technique, ensuring they always apply maximum effort. | Golf <ul style="list-style-type: none"> Pupils will consolidate their ability to hit the ball with the Roller (Putter)/Launcher (Wedge) accurately and consistently, avoiding the Hazards by varying the speed and angles of their strikes. Pupils will make effective decisions to complete the hole in as few shots as possible, understanding the consequences of their ball landing in a Hazard. Pupils will be able to manage the games themselves, show respect for their opponent and developing conflict resolution strategies. | Football <ul style="list-style-type: none"> Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes. Pupils will begin to create and apply tactics that they can then adapt depending on the situation. Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games. By facilitating learning through game based scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others. |

Unit End Points – Cycle B

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

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| Dance: Nursery Rhymes <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. | Locomotion - Walking <ul style="list-style-type: none"> • Pupils will develop their ability to walk and move into space, change direction and keep away from the defenders. • Pupils will develop an understanding of why we move into space as they explore moving and walking. - Pupils will develop life skills such as empathy and fairness as they listen, play by the rules and encourage others • Pupils will develop their own self belief as they move and travel with confidence. | Rackets, Bats and Balls <ul style="list-style-type: none"> • Pupils will be able to push/hit their balloon with both hands, keeping control. • Pupils will also be able to balance their object on their racket/bat. C Pupils will be able to focus on the balloon /object and use their rackets/bats safely. Pupils will understand why we send the balloon into space when hitting. • Pupils will show a developing understanding of fairness and empathy as they play by the rules and encourage others. • Pupils will apply life skills such a self belief and courage as they try new skills and work hard to improve their control. |
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Unit End Points – Cycle B

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

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| <p>Dance: The Zoo (Y1)</p> <ul style="list-style-type: none"> • Pupils can move in relation to the music and respond with appropriate movements and actions. • Pupils can ensure their movements are big and clear. • Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving. • Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences. • Pupils will develop life skills such as self belief and courage as they create their sequences including more advanced compositional elements. | <p>Gymnastics: Wide, Narrow, Curled (Y1)</p> <ul style="list-style-type: none"> • Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus. • 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. • 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. | <p>Dance: Explorers (Y2)</p> <ul style="list-style-type: none"> • Pupils can respond to the music with appropriate movements and actions, using their whole body. • 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. • 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. • Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences | <p>Gymnastics: Pathways (Y2)</p> <ul style="list-style-type: none"> • Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. • Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences. • 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. • 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. |
| <p>Locomotion: Jumping 1 (Y1)</p> <ul style="list-style-type: none"> • Pupils will apply the correct technique for jumping and explore skipping. • Pupils will develop their jumping skills and jump into spaces to avoid the defenders. • Pupils will understand why, when and where we jump in a game with developing focus and concentration on the correct jumping technique. • Pupils will start to give and receive feedback concerning the jumping technique. Fairness will be applied as pupils play by the rules. • 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. | <p>Locomotion: Dodging 1 (Y2)</p> <ul style="list-style-type: none"> • 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. • Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations. • Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others. • Pupils will develop life skills such as honesty and self belief as they strive to dodge effectively and keep the score in their games. | <p>Games for Understanding (Y1)</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Pupils will continue to develop and apply honesty as they play by the rules and keep the score | <p>Ball Skills: Feet 1 (Y2)</p> <ul style="list-style-type: none"> • 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. • Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together. • 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. |

Unit End Points – Cycle B

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

Dance: Weather (Y3)

- Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.
- Pupils will understand what makes an 'excellent dance'.
- Pupils will apply creativity as they try a range of movement options.
- Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.
- Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.

Gymnastics: Bridges (Y4)

- Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.
- Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.
- Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.
- Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.

Dance: Cats (Y4)

- 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.
- Pupils will problem solve and apply resourcefulness as they construct their sequences.
- Pupils will apply life skills such as cooperation and communication as they work successfully with others to execute their sequences in canon and unison.
- Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

Games: Tennis (Y4)

- 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.
- Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court.
- Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying the rules of the game.
- 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.

OAA: Problem Solving (Y3)

- Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.
- Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.
- Pupils will apply life skills such as cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.
- Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.

Games: Tag Rugby (Y4)

- Pupils will be able to apply a secure understanding of passing, moving to create space and score.
- 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.
- Pupils will develop and apply life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.
- will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.

Athletics (Y4)

- Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.
- 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.
- Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.
- 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.

Rounders (Y3)

- Pupils will be able to apply developing batting skills in order to score points.
- Pupils will continue to develop accurate throwing, catching and retrieving skills.
- Pupils will understand the difference between batting and fielding.
- 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.
- 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.

Unit End Points – Cycle B

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

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| Dance <ul style="list-style-type: none"> Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group. Pupils will always perform with high energy. Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses. Pupils will reflect on their own performances. Pupils will consistently apply life skills such as respect and trust as they work successfully with others to execute their sequences and group performance. Pupils will demonstrate effective responsibility as they work with less able pupils and create movement ideas to improve the quality of their work. | Gymnastics <ul style="list-style-type: none"> Pupils will create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus. Pupils will effectively apply life skills such as evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve. Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances. Pupils will consistently apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will strive to improve their sequences. | OAA <ul style="list-style-type: none"> Pupils will apply effective leadership skills to support and guide other pupils/their team in order to play games and complete challenges. Pupils will apply their understanding of what makes an effective leader as well as effectively evaluating others leadership efforts and give constructive feedback. Pupils will be able to harness life skills such as communication as they ensure there are always clear instructions while motivating and encouraging their team. Pupils will utilise and promote life skills such as integrity as they encourage their groups/teams to always try their hardest, even if the challenge is difficult. | Gymnastics B <ul style="list-style-type: none"> Pupils will create and design sequences following the different challenge cards, executed with accuracy and fluidity using a range of apparatus. Pupils will effectively apply life skills such as reflection and decision making as they identify strengths and weaknesses in their sequences and find ways to improve. Pupils will demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances. Pupils will consistently take responsibility and apply self-discipline as they perform their sequences and receive feedback. | Tennis <ul style="list-style-type: none"> Pupils will apply a refined understanding of playing forehand, backhand, serves and volleys into space in order to win points. Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these to their games. Pupils will collaborate effectively with their partner, communicating and supporting each other. Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example |
| Health Related Exercise <ul style="list-style-type: none"> Pupils will be able to complete fitness assessments and participate in circuits that will enhance their fitness. Pupils will refine their understanding of the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. Pupils will refine life skills such as communication and respect as they encourage their partners through the circuits Pupils will refine life skills such as self motivation, resilience and self discipline as they strive to improve their own performances. | Dodgeball <ul style="list-style-type: none"> Pupils will refine their application of dodging, throwing, jumping, ducking and catching. Pupils will be able to switch fluidly between attacking and defending. Pupils will demonstrate resourcefulness and reflective skills by creating a range of attacking and defending tactics and adapting these when necessary. Pupils will refine their communication skills as they support their team mates in games and suggesting ways to improve their performances. Pupils will consistently apply life skills such as integrity and self discipline by playing by the rules and leading others by example. | Tag Rugby <ul style="list-style-type: none"> Pupils will apply a refined understanding of the skills required for both attacking and defending. Pupils will switch fluidly between attack and defence as possession changes. Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking and defending tactics, applying these to their games. Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example. | Hockey <ul style="list-style-type: none"> Pupils will apply a refined understanding of attacking skills when in possession and utilise effective defensive skills to regain possession. Pupils will demonstrate create a range of attacking and defending tactics, applying these to their games and adapting when applicable. Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated. Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example. | Quidditch <ul style="list-style-type: none"> Pupils will be able to apply their advanced attacking and defensive skills into various game scenarios and react as the game situations change. Pupils will create and apply a variety of attacking and defensive tactics, ensuring everyone in the team understands their roles and responsibilities Pupils will develop life skills such as trust and co-operation as they effectively collaborate with others including their opponents. Pupils will effectively apply life skills such as self motivation and responsibility as they strive to improve their own performance and understanding. |