



Buckstones Community Primary School

P.E. Medium Term Plans

EYFS

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <ul style="list-style-type: none">• Can they jump off an object and land appropriately? | Focus on jumping and landing safely - during PE sessions. Using large equipment - climbing frame, boxes in the hall and the outdoor climbing equipment. |
| Dance | <ul style="list-style-type: none">• Can they move their body to music?• Can they copy movements? | Dance activities - using different types of music and coordinating movements. Dance activities - focus on moving their bodies to create actions. |
| Gymnastics | <ul style="list-style-type: none">• Can they climb safely?• Can they control their body when moving? | Focus on climbing safely - during PE sessions. Using large equipment - climbing frame, boxes, ropes in the hall and the outdoor climbing equipment. |

EYFS

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| Acquiring and developing skills | <ul style="list-style-type: none"> • Can they travel with confidence and skill, around, under, over and through balancing equipment? • Can they jump off an object and land appropriately? | <p>Focus on travelling around the hall in different ways. Use different speeds/stop/go signs. Focus on travelling along the balancing beams in PE, staying steady and being safe.</p> <p>Focus on jumping and landing safely - during PE sessions. Using large equipment - climbing frame, boxes in the hall and the outdoor climbing equipment.</p> |
| Evaluating and improving | <ul style="list-style-type: none"> • Can they describe what they have done? | <p>Demonstrating good examples of balancing/ jumping and landing.</p> |
| Health and fitness | <ul style="list-style-type: none"> • Can they talk about how their body feels before, during and after exercise? • Can they talk about healthy food choices? • Can they talk about other things that keep people healthy? I.e. sleep, hygiene. | <p>Feel heart beat/pulse before the children are warming up.</p> <p>Check the pulse after warm up, after PE and again after cool down. Talk about what they notice and why this occurs.</p> <p>Super hero smoothies</p> <p>Talking about growing and what we need to make us healthy - people who help us dentist nurse doctor etc.</p> |
| Dance | <ul style="list-style-type: none"> • Can they copy movements? • Can they move their body to represent a thought or feeling? | <p>Dance activities to move their bodies in different ways.</p> |
| Gymnastics | <ul style="list-style-type: none"> • Can they travel in different ways? • Can they control their body when moving? | <p>Focus on travelling around the hall in different ways. Use different speeds/stop/go signs.</p> |

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| | | Focus on travelling along the balancing beams in PE, staying steady and being safe. |
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EYFS

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <ul style="list-style-type: none"> Can they show increasing control over an object in pushing, patting, throwing, catching or kicking it? | Throwing and catching games Sports day type activities - throwing quoits, bean bags and balls to hit targets. |
| Evaluating and improving | <ul style="list-style-type: none"> Can they talk about how they can make their work better? | Children use their bodies to make a sequence, moving along, jumping or rolling and use their bodies to balance. Children demonstrate to their groups and talk about how to make the sequence better, offering each other praise and advise. |
| Health and fitness | <ul style="list-style-type: none"> Can they talk about the importance of being active? | Feel heart beat/pulse before the children are warming up. Check the pulse after warm up, after PE and again after cool down. Talk about what they notice and why this occurs. Talking about growing and what we need to make us healthy |
| Dance | <ul style="list-style-type: none"> Can they move their body to represent a thought or feeling? | Dance activities - moving bodies in different ways to represent different objects/creatures/ using bodies to move to different types of music. |
| Games | <ul style="list-style-type: none"> Can they negotiate space successfully when playing racing or chasing games? Can they adjust speed to avoid obstacles? Can they change direction to avoid obstacles? | Team games - what the time mr wolf, wake up mrs bear, stuck in the mud etc Using bikes and scooters around an obstacle course. |

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| Gymnastics | <ul style="list-style-type: none">• Can they balance in different ways?• Can they climb safely?• Can they control their body when balancing? | Children use their bodies to make a sequence, moving along, jumping or rolling and use their bodies to balance. |
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Year 1 - Autumn

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <ul style="list-style-type: none"> •Can they copy actions? •Can they repeat actions and skills? •Can they move with control and care? | <p style="text-align: center;">PE Focus: Gymnastics</p> <p>'Warm up' games: understanding why it is important to warm up before exercise, focus on following rules, staying safe etc.</p> <p>Balances, stretches and curls: Can the children create and hold a balance/stretch/curl for 3 seconds? Work with a partner to copy different moves and then create 'paired movements'.</p> <p>Rolls: How many different rolls can we think of? Forward roll, pencil roll etc. Children to try different rolls across the mats.</p> <p>Combining and performing skills together.</p> <p style="text-align: center;">Dance Focus 1: 'Animals'</p> <p>Using 'Handa's Surprise' as a stimulus, responding imaginatively to different scenes and characters from the story.</p> <p style="text-align: center;">Dance Focus 2: 'Weather and Seasons'</p> <p>Thinking about different weather types and moving in appropriate and different ways for each form of weather.</p> |
| Gymnastics | <ul style="list-style-type: none"> •Can they stretch in different ways? •Can they curl in different ways? •Can they make their body tense, relaxed, curled and stretched? •Can they roll in different ways? •Can they balance in different ways? | |
| Dance | <ul style="list-style-type: none"> •Can they move to music? •Can they copy dance moves? •Can they perform some dance moves? •Can they make up a short dance? •Can they move around the space safely? | |

Year 1- Spring

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Evaluating and improving | <ul style="list-style-type: none"> •Can they talk about what they have done? •Can they describe what other people did? | <p style="text-align: center;">PE Focus: Aparatus</p> <p>Introduce the apparatus in the hall: ropes, climbing wall, benches and boxes. Go through rules for safety on each piece of equipment.</p> |
| Gymnastics | <ul style="list-style-type: none"> •Can they control their body when travelling? •Can they control their body when balancing? •Can they copy sequences and repeat them? •Can they travel in different ways? •Can they balance in different ways? | <p>Children to 'explore' safely, focus on turn-taking.</p> <p>Children split into 5 equal groups to rotate around the 5 different pieces of equipment in the hall (climbing frame, roll mats, low bench/box, higher bench/box, ropes). Focus on confidence and turn-taking.</p> <p>Children demonstrate their skills to each other.</p> |
| Dance | <ul style="list-style-type: none"> •Can they move to music? •Can they copy dance moves? •Can they perform some dance moves? •Can they make up a short dance? •Can they move around the space safely? | <p style="text-align: center;">Dance Focus 1: 'Magic Toys'</p> <p>Using the idea of different toys, thinking about how they might each move differently and acting out these different movements to music.</p> <p style="text-align: center;">Dance Focus 2: 'Streamers', 'Conkers' & 'Playing with a ball'</p> <p>Focusing now on the movements of different objects and taking on the part of those different objects, exploring a range of movements and liking them together.</p> |

Year 1 - Summer

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Evaluating and improving | <ul style="list-style-type: none"> •Can they talk about what they have done? •Can they describe what other people did? | <p style="text-align: center;">PE Focus: Outdoor games & sports day activities</p> <p>Ball skills: Rolling a ball to a partner, throwing (underarm) and catching with a partner, throwing (underarm) and catching with both hands with a partner and then as a whole class activity.</p> <p>Introduce bats, practicing hitting ball back to partner using a bat. Practice batting skills. Small team bat/ball games.</p> <p>Dance Focus 1: 'Jack and the Beanstalk' Using the story of Jack and the beanstalk as a focus for thinking about different actions, choosing appropriate movements for different characters.</p> <p>Dance Focus 2: 'March, March, March' Performing simple rhythmic patterns and repeating them in different formations and creating movement ideas in response to a repeated rhythm.</p> |
| Games | <ul style="list-style-type: none"> •Can they throw underarm? •Can they roll a piece of equipment? •Can they hit a ball with a bat? •Can they move and stop safely? •Can they catch with both hands? •Can they throw in different ways? •Can they kick in different ways? | |
| Dance | <ul style="list-style-type: none"> •Can they move to music? •Can they copy dance moves? •Can they perform some dance moves? •Can they make up a short dance? •Can they move around the space safely? | |

Year 2
Autumn-Dance and Gymnastics

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | Can they copy and remember actions? •Can they repeat and explore actions with control and coordination? | In each dance and gymnastics session the teacher will demonstrate the desired actions and the children will copy. Some children will be used as role models for the children to copy their ideas. |
| Evaluating and improving | Can they talk about what is different between what they did and what someone else did? •Can they say how they could improve? | This will happen during and at the end of each gymnastics and dance lesson. |
| Health and fitness | Can they show how to exercise safely? •Can they describe how their body feels during different activities? •Can they explain what their body needs to keep healthy? | Each dance and gymnastics session will start with a warm up in which the children will be asked to notice the change in heart rate, breathing etc. Throughout each lesson the children will have their attention drawn to how their breathing is, how their muscles feel etc during the different activities. Two lessons of our Science Topic on Humans including animals will involve work on healthy eating and exercise. (see science planning Autumn Term) |
| Dance | •Can they dance imaginatively? •Can they change rhythm, speed, level and direction? •Can they dance with control and co-ordination? •Can they make a sequence by linking sections together? | <u>Val Sabin Dance Units</u> In each lesson these objectives will be addressed; <u>Unit 1</u> The cat x2 Balloons x3 |

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| | <ul style="list-style-type: none"> •Can they link some movements to show a mood or feeling? | <p>Reach for the stars x2</p> <p>Unit 2</p> <p>Friends x1</p> <p>Bubbles x2</p> <p>Shadows x3</p> |
| Gymnastics | <ul style="list-style-type: none"> Can they plan and show a sequence of movements? •Can they use contrast in their sequences? •Are their movements controlled? •Can they think of more than one way to create a sequence which follows a set of 'rules'? •Can they work on their own and with a partner to create a sequence? | <p>Autumn Term 1</p> <p><u>LCP Lessons 1-6</u></p> <ol style="list-style-type: none"> 1) Travelling in a space 2) Travelling and still shapes 3) Keep your balance 4) Travelling and balance 5) Forward rolls 6) Simple sequences <p><u>Lesson 7-12</u></p> <p>Autumn Term 2</p> <ol style="list-style-type: none"> 7) Sequences on apparatus 8) Sequences on apparatus 9) Partner work on apparatus 10) Partner work on apparatus 11) Exploring more apparatus 12) Exploring more apparatus |

Year 2
Spring-Dance and Gymnastics

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | Can they copy and remember actions? •Can they repeat and explore actions with control and coordination? | In each dance and gymnastics session the teacher will demonstrate the desired actions and the children will copy. Some children will be used as role models for the children to copy their ideas. |
| Evaluating and improving | Can they talk about what is different between what they did and what someone else did? •Can they say how they could improve? | This will happen during and at the end of each gymnastics and dance lesson. |
| Health and fitness | Can they show how to exercise safely? •Can they describe how their body feels during different activities? •Can they explain what their body needs to keep healthy? | Each dance and gymnastics session will start with a warm up in which the children will be asked to notice the change in heart rate, breathing etc. Throughout each lesson the children will have their attention drawn to how their breathing is, how their muscles feel etc during the different activities. Two lessons of our Science Topic on Humans including animals will involve work on healthy eating and exercise. (see science planning Autumn Term) |
| Dance | •Can they dance imaginatively? •Can they change rhythm, speed, level and direction? •Can they dance with control and co-ordination? •Can they make a sequence by linking sections together? •Can they link some movements to show a mood or feeling? | Time to move Dance Units- <u>Spring Term 1</u> Spring Celebrations (in connection with R.E) In each lesson the stated specified objectives will be addressed; 6 lessons |

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| | | <p><u>LCP Dance Colours and Moods</u> <u>Spring Term 2</u> Lesson 1-jogging and cycling Lesson 2-waking up in the cold Lesson 3-playing in the park Lesson 4-walking the dog and flying a kite Lesson 5-ribbons rehearsal Lesson 6-ribbons performance</p> |
| <p>Gymnastics</p> | <p>Can they plan and show a sequence of movements? •Can they use contrast in their sequences? •Are their movements controlled? •Can they think of more than one way to create a sequence which follows a set of 'rules'? •Can they work on their own and with a partner to create a sequence?</p> | <p><u>Spring Term 1</u> <u>Val Sabin H- Parts High and Low</u> Lesson 1-travelling with body close to the ground Lesson 2-lifting body parts high Lesson 3-lifting feet into the air Lesson 4-run and jump to take body parts high Lesson 5-supporting body weight Lesson 6- supporting body weight with a partner <u>Val Sabin I-Pathways</u> Lesson 1-travelling in straight lines Lesson 2-travelling in curved/zig zag patterns <u>Spring Term 2</u> <u>Val Sabin J-Spinning, twisting, turning</u> Lesson 1- turning/spinning with emphasis on levels Lesson 2- turning/spinning with emphasis on speed, direction and level Lesson 3-twisting with emphasis on direction and speed Lesson 4-twisting with emphasis on fixing different body parts to produce the twist Lesson 5- twisting with emphasis on continuity of movement <u>Val Sabin K-linking movements together</u> 2 lessons based on linking positions together with rolls</p> |

Year 2
Summer-Games and Athletics

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | Can they copy and remember actions? •Can they repeat and explore actions with control and coordination? | In each games and athletics session the teacher will demonstrate the desired actions and the children will copy. Some children will be used as role models for the children to copy their ideas/ demonstrate actions |
| Evaluating and improving | Can they talk about what is different between what they did and what someone else did? •Can they say how they could improve? | This will happen during and at the end of each games and athletics session. |
| Health and fitness | Can they show how to exercise safely? •Can they describe how their body feels during different activities? •Can they explain what their body needs to keep healthy? | Each games and athletics session will start with a warm up in which the children will be asked to notice the change in heart rate, breathing etc. Throughout each lesson the children will have their attention drawn to how their breathing is, how their muscles feel etc during the different activities. Draw the children's attention to strength and stamina required to sustain these activities. |
| Games | •Can they use hitting, kicking and/or rolling in a game? •Can they stay in a 'zone' during a game? | <u>Summer Term 1</u> <u>Games activities</u> <u>LCP Lessons 1-6</u> |

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| | <ul style="list-style-type: none"> •Can they decide where the best place to be is during a game? •Can they use one tactic in a game? •Can they follow rules? | <p>Lesson 1- Circle games Lessons 2 and 3 - Stuck in the mud Lesson 4 - Catch Lessons 5 and 6 - Racket Skills <u>Summer Term 2</u> <u>Lessons 7-12</u> Lessons 7 and 8 -Feeding and fielding Lessons 9 and 10 -Attacking and defending Lessons 11 and 12 -Football Skills</p> |
| <p>Athletics</p> | | <p><u>Summer Term 1 and 2</u> Lesson 1-Throwing Lesson 2-Throwing Practice Lessons 3 and 4- Running Lessons 5 and 6-Jumping</p> |

Year 3-Autumn

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? | Taught in all PE lessons. |
| Evaluating and improving | <p>Can they explain how their work is similar and different from that of others?</p> <ul style="list-style-type: none"> •With help, do they recognise how performances could be improved? | Taught in all PE lessons. |
| Health and fitness | <ul style="list-style-type: none"> •Can they explain why it is important to warm-up and cool-down? •Can they identify some muscle groups used in gymnastic activities? | Taught in all PE lessons. |
| Dance | <ul style="list-style-type: none"> •Can they improvise freely, translating ideas from a stimulus into movement? •Can they share and create phrases with a partner and in small groups? •Can they repeat, remember and perform these phrases in a dance? | <p><u>Victorian Christmas</u></p> <p>1) Kitchen Capers.</p> <p>Body - hands lead the movement, other body parts e.g. feet & hips co-ordinate</p> <p>Action - gestures, stepping and turning</p> <p>Dynamics - contrast and variety in strength, speed and flow, rhythmic patterning</p> <p>Space - directions, pathways and contrast in size of movement</p> |

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| | | <p>Relationships - copying, mirroring, leading and following</p> <p>2) So much to do! Body - focus on hands leading the movement Action - gesture combined with travel and balance Dynamics - contrast in strength, speed and flow of rhythmic patterns Space - levels, curved and straight pathways Relationships - copying, mirroring, meeting and parting, contrast in pairs, group unison</p> <p>3) Decorating the Tree. Body - whole body actions with focus on hands Action - turning, bending, stretching, swinging, tilting and jumping Dynamics - variety and contrast in speed and flow Space - body and group shapes, levels, directions, contrast in size of movement Relationships - individual and group work</p> <p>4) Fun and Games! Body - mostly whole-body actions and facial expressions Action - mainly travelling and turning with some mimetic gestures Dynamics - rhythm and musicality, choice of dynamic content with selected toy Space - levels, directions, body shapes, lines and circles Relationships - follow-the-leader, action and</p> |
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| | | <p>reaction (partners), unison and taking turns (groups)</p> <p>5) Christmas Extravaganza! Combining elements of all previous lessons. Practice to improve quality Whole class dance performance</p> |
| <p>Games</p> | <ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills? | <p><u>Hockey</u></p> <p>1) The Ready Position, Dribbling in Hockey.</p> <ul style="list-style-type: none"> • Safe practice in hockey • The reason why individuals participate in sport/activities • Rules relating to dribbling • How to dribble the ball and why it is used • How to hold the stick correctly • Be able to dribble the ball in a straight line and also change direction • Evaluating the performance of participants and self <p>2) Passing and receiving.</p> <ul style="list-style-type: none"> • Why passing is important in hockey • When to use the push pass • How to dribble the ball and why it is used • To be able to perform the push pass • Be able to receive the ball on the open stick side • To be able to use passing to move forward into the oppositions area |

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| | | <ul style="list-style-type: none">• Evaluating the performance of participants and self <p>3) Passing and receiving - using the Hit to pass over a greater distance.</p> <ul style="list-style-type: none">• Why passing is important in hockey• When to use the hit pass• Why it is used• To be able to perform the hit pass• Be able to receive the ball on the open stick side• To be able to use passing to move forward into the oppositions area• Evaluating the performance of participants and self <p>4) Shooting - developing the Hit.</p> <ul style="list-style-type: none">• When to use the hit• Why it is used• To be able to perform the hit accurately and safely• Evaluating the performance of participants and self <p>5) Block and Jab Tackle.</p> <ul style="list-style-type: none">• Safe practice when tackling• When to use each type of tackle• Why we need to encourage safe tackling• To be able to tackle safely• Evaluating the performance of participants and self |
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| | | <p>6) All basic aspects of the game.</p> <ul style="list-style-type: none"> • When to use each of the basic skills in game situations. • To be able to play the game safely • Evaluating the performance of participants and self |
| Gymnastics | <p>Can they use a greater number of their own ideas for movement in response to a task?•Can they adapt sequences to suit different types of apparatus and their partner's ability?</p> <p>Can they explain how strength and suppleness affect performances?</p> <p>Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</p> | <p><u>Val Sabin Gymnastics Scheme</u></p> <ol style="list-style-type: none"> 1) Body Shapes 2) Balances with the emphasis on the size of the body part supporting weight 3) Balances with emphasis on right-way-up and upside-down 4) Stretching and Curling/Rolling 5) Pathways and Compatible Movements 6) Sequences including all of the above 7) Paired Sequences including all of the above |
| Swimming | <p>Can they swim between 25 and 50 metres unaided?</p> <p>Can they keep swimming for 30 to 45 seconds, using swimming aids and support?</p> <p>Can they use a variety of basic arm and leg actions when on their front and on their back?</p> <p>Can they swim on the surface and lower themselves under water?</p> <p>Can they take part in group problem-solving activities on personal survival?</p> <p>Do they recognise how their body reacts and feels when swimming?</p> <p>Can they recognise and concentrate on what they need to improve?</p> | <p>Swimming programme taught by Oldham Schools Swimming Service.</p> |

Year 3- Spring

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? | Taught in all PE lessons. |
| Evaluating and improving | <p>Can they explain how their work is similar and different from that of others?</p> <ul style="list-style-type: none"> •With help, do they recognise how performances could be improved? | Taught in all PE lessons |
| Health and fitness | <ul style="list-style-type: none"> •Can they explain why it is important to warm-up and cool-down? •Can they identify some muscle groups used in gymnastic activities? | Taught in all PE lessons |
| Dance | <ul style="list-style-type: none"> •Can they improvise freely, translating ideas from a stimulus into movement? •Can they share and create phrases with a partner and in small groups? •Can they repeat, remember and perform these phrases in a dance? | <p><u>The Story of Dick Whittington</u></p> <p><u>To create movements and associated facial expressions from a stimulus focusing on feelings.</u></p> <p>Stimulus - The story of Dick Whittington. Sad music - movement and expression about being poor and hungry. Excitement about streets of gold. Put phrases together. Work individually and with a partner.</p> |

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| | | <p><u>To extend and link movements created previously to express elements of the story.</u> Dodging people in the street - sharp, light movements, special awareness. Working hard - scrubbing, carrying heavy weights. Relaxation - curvy cat-like movements. Work individually and with a partner.</p> <p><u>To create and link dance phrases, using appropriate movement and expression.</u> Dick - sadness about giving the cat away. Life on board ship. Regal movements of King and Queen. In groups - rats/mice, scurrying movements. Leaving London - disappointment.</p> <p><u>To perform dances with an awareness of rhythmic, dynamic and expressive qualities.</u> <u>Talk about how they might improve their dances.</u> Dick hears the bells of London. Joyful return - skipping, dodging, weaving. Becoming mayor - proud, important walk, waving, bowing. Return of the ship with reward for the cat. Dance of celebration in pairs, then fours. Series of happy, skipping, clapping movements in time to the music. Use appropriate facial expressions. Repeat to improve timing and quality of the movements in the dance.</p> |
| <p>Games</p> | <ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? | <p><u>Netball</u></p> <p><u>Ball Familiarity and Catching</u> Warm up - Stuck in the mud. Skill Development: Catching</p> |

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| | <ul style="list-style-type: none"> •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills? | <ul style="list-style-type: none"> • Pupils pair up and given one ball per pair • Ask to sit facing approx. 4 yards apart • Roll ball to each other with each hand, then bounce it to each other, hands ready to catch the ball • Do the same but kneeling • Stand up then throw the ball to each other with hands in the ready position • When ball hits hands, bring up to chest. <p>Game - Hot Potato</p> <p><u>The Different Passes Performed in Netball</u></p> <p>Warm up - Different Beans</p> <p>Skills Development - Passing</p> <ul style="list-style-type: none"> • Ch in pairs approx. 5 yards apart • Bounce Pass - Start with feet together, when passing step into it, push ball into floor, ball should bounce approx. 2/3 of the distance towards partner • Chest Pass - Feet together, again step into it. Put hands into 'W' position (fingers spread and thumbs touching) behind the ball, push ball away towards the chest of the partner, follow through with arms (should finish in the position you want ball to go), ball should reach partner without bouncing. • Overhead Pass - Feet together, again step into it. Hold ball above head, arms slightly bent, flick wrists and release ball. Follow through arms. Flight of ball should be flat (no loopy balls). • Shoulder Pass - Hold ball in dominant hand, start with feet together, again step into it (opposite arm to leg). Follow through with arm. <p>Game - Piggy in the Middle</p> <p><u>Attacking and Defending</u></p> |
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| | | <p>Warm up - Numbers</p> <p>Skills Development - Footwork</p> <ul style="list-style-type: none"> • 5 different jumps: 1 to 1 (same foot); 1 to 1 (other foot); 1 to 2; 2 to 2; 2 to 1. • In lines, 1 feeder, rest are workers. Feeder holds ball up and ch run forward, jump to get the ball and land keeping their landing foot still (sticky) and pivoting round on other foot (steppy). • Progression - Feeder throws the ball high to the ch as they are running forward so they have to jump and land (like above). 5 landings on right foot, 5 on left and 5 two footed where the young person decides which foot to pivot with. <p>Game - Mini Game (teams of 5) each playing across 1/3 of netball court.</p> <p><u>Shooting</u></p> <p>Warm up - Tigers and Monkeys</p> <p>Skills Development - Shooting</p> <ul style="list-style-type: none"> • Pupils line up on a line facing coach • First do the skill without the ball. Steady base with feet shoulder width apart, one foot slightly in front of the other • Hands in front of face, behind the ball, ready to push upwards and away. Bend knees. To shoot, extend knees and push hands up and away from face • Get in pairs and practise shooting technique to each other • Get into teams and see how many goals they can get out of 5 (can do it timed as extension). <p>Game - Cat and Mouse</p> <p><u>Attacking and Defending</u></p> |
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| | | <p>Warm up - Stuck in the Mud</p> <p>Skills Development - Movement, anticipation</p> <ul style="list-style-type: none"> • Quick game of Piggy in the Middle, can't move if you have the ball • Groups of 5, 2 defenders and 3 attackers. Defenders have to stop the attackers passing the ball, attackers have to make 10 passes. Once done swap the defenders around • Players must not be closer than 1 metre from attackers when defending. <p>Game - Tigers and Monkeys: Pupils pair up and line up back to back along a line. One side are Tigers, the other Monkeys. Coach shouts Tigers or Monkeys and they have to get across a designated line without getting caught by their partner. Use different starting positions, i.e. sitting down, lying down.</p> <p><u>Play Hi 5 Netball</u></p> <p>Warm up - Different Beans</p> <p>Skills Development - Explain rules of rotation of Hi 5 Netball</p> <p>Game - Split into teams of 7 and play game. Nets can be spots on walls, hoops on the floor or proper posts. First to 3 goals. Play 6 minute matches. Rotate every 2 mins. Play as a tournament format.</p> |
| <p>Gymnastics</p> | <p>Can they use a greater number of their own ideas for movement in response to a task?</p> <ul style="list-style-type: none"> •Can they adapt sequences to suit different types of apparatus and their partner's ability? •Can they explain how strength and suppleness affect performances? •Can they compare and contrast gymnastic | <p><u>Val Sabin Scheme</u></p> <ol style="list-style-type: none"> 1)Bridges and Holes 2)Flight 3)Functional use of Limbs 4)Turning and Spinning 5)Matching and Mirroring 6)Synchronisation and Canon 7) Counter-balance and Counter-tension |

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| | sequences, commenting on similarities and differences? | |
| Swimming | <p>Can they swim between 25 and 50 metres unaided?</p> <p><input type="checkbox"/> Can they keep swimming for 30 to 45 seconds, using swimming aids and support?</p> <p><input type="checkbox"/> Can they use a variety of basic arm and leg actions when on their front and on their back?</p> <p><input type="checkbox"/> Can they swim on the surface and lower themselves under water?</p> <p><input type="checkbox"/> Can they take part in group problem-solving activities on personal survival?</p> <p><input type="checkbox"/> Do they recognise how their body reacts and feels when swimming?</p> <p><input type="checkbox"/> Can they recognize and concentrate on what they need to improve?</p> | Swimming programme taught by Oldham Schools Swimming Service. |

Year 3- Summer

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? | Taught in all lessons. |
| Evaluating and improving | <p>Can they explain how their work is similar and different from that of others?</p> <ul style="list-style-type: none"> •With help, do they recognise how performances could be improved? | Taught in all PE lessons |
| Health and fitness | <ul style="list-style-type: none"> •Can they explain why it is important to warm-up and cool-down? •Can they identify some muscle groups used in gymnastic activities? | Taught in all PE lessons |
| Games | <ul style="list-style-type: none"> •Can they throw and catch with control when under limited pressure? •Are they aware of space and use it to support team-mates and cause problems for the opposition? •Do they know and use rules fairly to keep games going? •Can they keep possession with some success when using equipment that is not used for throwing and catching skills? | <p><u>Cricket/Rounders</u></p> <p><u>Ball familiarisation/catching</u></p> <p>Warm up - Tunnel Tig.</p> <p>Skill Development - Coordination catching game. Pupils to stand 2 metres apart. Bend knees. Throw under arm + catch return. Number of consecutive catches. Demo catching styles: Tea cup-low catch/reverse cup-high ball. T.P's; Bring hands to chest as you catch, eyes on ball, cushion impact. Pairs to experiment with low and high catching styles.</p> <p>Game: Team Catch! (BT Top Sport)</p> |

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| | | <p><u>Fielding</u> Warm up - Pac Man Skill Development - Fielding game. Small teams. 2 stumps either end of grid. Can't run with ball. Must pass between fielders to get close enough to hit stumps. Drop ball=possession over. Demo long barrier technique. Pupils to shadow (no ball). Pairs-roll ball along ground, long barrier, roll back. Differentiation: roll so partner must move first. Discuss when to use underarm - close to wicket; over arm- long distances/power. Game - Pairs cricket game. 8's - 1 pair in bat, 1 pair bowl/Wicket keep, 2 pairs field.</p> <p><u>Bowling</u> Warm up - Numbers! Skill Development - Underarm bowling only. Aim at target (wicket). Pairs to explore delivery from standing. Progress to small run up. In small teams, bowl at wicket. Points for accuracy. Team with the highest total wins. Game - French Cricket</p> <p><u>Batting</u> Warm up - Rob the Chest (BT Top Sport). Skill Development - Discuss batting technique. Highlight teaching points: stance & grip, action, high elbow, head over ball. In small groups, take turns to bat, bowl, wicket keep and field. Points for each strike. Game - Cricket Rounders.</p> <p><u>Game situations/basic strategies</u> Warm up - Tunnel Tig</p> |
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| | | <p>Skill Development - Discussion, then use of, batting and fielding strategies to improve performance following first game of cricket rounders. Keep eye on the ball, hit into space, watch fielders to judge how far to run, throw the ball from distance rather than run with it, watch batter to judge which base to throw to, use throwing and catching techniques accurately, move fielding positions for left-handed/right-handed batters etc...</p> <p>Game - Cricket Rounders</p> |
| <p>Athletics</p> | <p>Can they run at fast, medium and slow speeds, changing speed and direction?</p> <p>Can they take part in a relay activity, remembering when to run and what to do?</p> | <p><u>Athletics</u></p> <p><u>Introduction to athletics/games/relays</u> Warm up - Identify different ways of travelling. Walk/jog/hop/skip/run. Travel following different pathways and courses. Bean bag and hoop races. Skill Development - Look at and identify differences in running style and techniques. Short steps, long strides and bent elbows. When would you use different styles? Identify different needs for different races. Short (50m) and longer (100m) distance races. Timed + recorded races between the children.</p> <p><u>Relays</u> Warm up - Travel over a specific distance in any way they want. Change distances and methods of movement. Use different starting positions for each warm up race. Lying on back, lying on front and on one knee. Discuss which one gave the best start. Skill Development - Introduce idea of relays and working as a team. In 4's, explore ways of passing the baton. Relay races without carrying objects - use a tag system. Then introduce the baton. Differentiated races.</p> |

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| | | <p>competition. Mark the distance jumped with a cone. Measure + record. (Half the class at a time; others to do series of other activities: skipping, bats and balls, hoops.)</p> |
| <p>Outdoor/ adventurous</p> | <p>Can they follow a map in a familiar context? <ul style="list-style-type: none"> •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route safely? </p> | <p><u>Orienteering (link with Pirate topic and work on position, direction and movement in Maths.</u></p> <p><u>Letter Hunt</u> Use a plan of the hall set up for a gymnastics lesson to locate letters. Record the letters found in order to work out what keyword they spell (TREASURE). Work in pairs.</p> <p><u>Playground Orientation</u> Use a plan of the playground to locate objects over a wider area. Record the names of objects found, using orienteering score cards.</p> <p><u>Site orientation</u> Follow a simple orienteering course around the school grounds. Record letters/numbers found at control points, using orienteering score cards.</p> <p><u>Treasure Hunt</u> Use orienteering skills learnt so far to find gold coins hidden in the school grounds. Each coin's position is marked on the ground plan. Ch to work in pairs and compete with other pairs to find the most coins.</p> |
| <p>Swimming</p> | <p>Can they swim between 25 and 50 metres unaided?</p> | <p>Swimming programme taught by Oldham Schools Swimming Service.</p> |

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| | <ul style="list-style-type: none">☐ Can they keep swimming for 30 to 45 seconds, using swimming aids and support?☐ Can they use a variety of basic arm and leg actions when on their front and on their back?☐ Can they swim on the surface and lower themselves under water?☐ Can they take part in group problem-solving activities on personal survival?☐ Do they recognise how their body reacts and feels when swimming?☐ Can they recognize and concentrate on what they need to improve? | |
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Year 4 - Autumn

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? | |
| Evaluating and improving | <p>Can they explain how their work is similar and different from that of others?</p> <ul style="list-style-type: none"> •Can they use their comparison to improve their work? | 3 stars and a wish for each performance in dance and gymnastics. |
| Health and fitness | <p>Can they explain why warming up is important?</p> <ul style="list-style-type: none"> •Can they explain why keeping fit is good for their health? | <p>Ask why we warm up at start of each lesson.</p> <p>Occasionally ask why we need to keep fit.</p> |
| Dance | <ul style="list-style-type: none"> •Can they take the lead when working with a partner or group? •Can they use dance to communicate an idea? •Can they work on their movements and refine them? •Is their dance clear and fluent? | <p>Bollywood Dancing</p> <p>Discuss the nature of Bollywood dancing (what moves can you do?) Some children to demo the moves.</p> <p>Listen to the piece we will be dancing to (nimbooda)</p> <p>Children to create a dance featuring 4 8-beat dance moves in Bollywood style.</p> <p>Perform some dances to demonstrate, allow</p> |

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| | | <p>children time to improve their dance, then perform all the dances simultaneously to the music with teacher counting the beats. Compose next 32 beats of dance. (discuss the possibilities in a small group then feedback.</p> |
| Games | <ul style="list-style-type: none"> •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? | <p>Football</p> <p>Dribbling - cones race game</p> <p>Passing and intercepting - piggy in the middle</p> <p>Scoring - penalty shoot-out competition</p> <p>Develop tactics through mini-matches (4 a-side), 2 matches played at once with very simplified rules. (2 weeks)</p> |
| Gymnastics | <ul style="list-style-type: none"> •Can they work in a controlled way? •Can they include change of speed? •Can they include change of direction? •Can they include range of shapes? •Can they follow a set of 'rules' to produce a sequence? •Can they work with a partner to create, repeat and improve a sequence with at least three phases? | <p>ALL FLOOR WORK:</p> <p>Practice different rolls</p> <p>Different ways of travelling on body parts</p> <p>Different ways of balancing</p> <p>Learn some gymnastic poses (Donkey kick, pike, candlestick, arch, bridge, table, arabesque)</p> <p>Put the things we have learnt together to create a sequence</p> <p>Work with a partner to create a sequence.</p> <p>APPARATUS</p> <p>Create a sequence on apparatus including the things we have learnt.</p> |
| | <ul style="list-style-type: none"> •Can they run over a long distance? •Can they sprint over a short distance? | <p>Cross country with Sports Development</p> |

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| Athletics | <ul style="list-style-type: none"> •Can they throw in different ways? •Can they hit a target? •Can they jump in different ways? | |
| Outdoor/ adventurous | <ul style="list-style-type: none"> •Can they follow a map in a more demanding familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route accurately, safely and within a time limit? | NA this term. |

Year 4-Spring

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? | <p>In Netball, use the most appropriate pass for the situation in the game.</p> <p>Performing gymnastic moves with coordination and attempting to create a sequence which flows.</p> |
| Evaluating and improving | <p>Can they explain how their work is similar and different from that of others?</p> <p>•Can they use their comparison to improve their work?</p> | <p>Look at other children's dance and gymnastics performances. What have they done that I could use to improve my own work?</p> <p>Apply this to their own work.</p> |
| Health and fitness | <p>Can they explain why warming up is important?</p> <p>•Can they explain why keeping fit is good for their health?</p> | <p>Ask why we warm up at start of each lesson.</p> <p>Occasionally ask why we need to keep fit.</p> |
| Dance | <ul style="list-style-type: none"> •Can they take the lead when working with a partner or group? •Can they use dance to communicate an idea? •Can they work on their movements and refine them? •Is their dance clear and fluent? | <p>African style dancing (Waka Waka) This Time for Africa.</p> <p>Work in a group to compose the first part of the dance together (so that everyone is dancing differently but in time with the music. Appoint one child per group as the leader</p> |
| | <p>Can they catch with one hand?</p> <p>•Can they throw and catch accurately?</p> | <p>Netball</p> <p>Practice throwing, catching and passing the ball</p> |

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| Games | <ul style="list-style-type: none"> •Can they hit a ball accurately and with control? •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? | <p>Practice marking others by playing piggy in the middle.</p> <p>Choose the correct pass based on where the other player is. During mini netball games.</p> <p>Hockey with Mr Caffrey</p> |
| Gymnastics | <ul style="list-style-type: none"> •Can they work in a controlled way? •Can they include change of speed? •Can they include change of direction? •Can they include range of shapes? •Can they follow a set of 'rules' to produce a sequence? •Can they work with a partner to create, repeat and improve a sequence with at least three phases? | <p>Practice making sequences of movement based on the gymnastic poses that we learnt last half term.</p> <p>Use these gymnastic poses to create sequences of movement with a partner including changes of speed and direction.</p> <p>Use Put your sequences together with a second group of children to produce a longer sequence.</p> |
| Athletics | <ul style="list-style-type: none"> •Can they run over a long distance? •Can they sprint over a short distance? •Can they throw in different ways? •Can they hit a target? •Can they jump in different ways? | |
| Outdoor/ adventurous | <ul style="list-style-type: none"> •Can they follow a map in a more demanding familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route accurately, safely and within a time limit? | |

Year 4- Summer

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <ul style="list-style-type: none"> •Can they select and use the most appropriate skills, actions or ideas? •Can they move and use actions with co-ordination and control? •Can they make up their own small-sided game? | |
| Evaluating and improving | <p>Can they explain how their work is similar and different from that of others?</p> <ul style="list-style-type: none"> •Can they use their comparison to improve their work? | |
| Health and fitness | <p>Can they explain why warming up is important?</p> <ul style="list-style-type: none"> •Can they explain why keeping fit is good for their health? | |
| Dance | <ul style="list-style-type: none"> •Can they take the lead when working with a partner or group? •Can they use dance to communicate an idea? •Can they work on their movements and refine them? •Is their dance clear and fluent? | |
| Games | <p>Can they catch with one hand?</p> <ul style="list-style-type: none"> •Can they throw and catch accurately? •Can they hit a ball accurately and with control? | <p>Rounders</p> <p>Introduce the rules of rounders to the children. More complex rules can be left until</p> |

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| | <ul style="list-style-type: none"> •Can they keep possession of the ball? •Can they move to find a space when they are not in possession during a game? •Can they vary tactics and adapt skills according to what is happening? | other lessons once the children have mastered the basics of the game. |
| Gymnastics | <ul style="list-style-type: none"> •Can they work in a controlled way? •Can they include change of speed? •Can they include change of direction? •Can they include range of shapes? •Can they follow a set of 'rules' to produce a sequence? •Can they work with a partner to create, repeat and improve a sequence with at least three phases? | <p>Use apparatus to produce a gymnastic sequence</p> <p>Hold balances on the equipment</p> <p>Watch performances by other children and evaluate them.</p> |
| Athletics | <ul style="list-style-type: none"> •Can they run over a long distance? •Can they sprint over a short distance? •Can they throw in different ways? •Can they hit a target? •Can they jump in different ways? | Sports day |
| Outdoor/ adventurous | <ul style="list-style-type: none"> •Can they follow a map in a more demanding familiar context? •Can they move from one location to another following a map? •Can they use clues to follow a route? •Can they follow a route accurately, safely and within a time limit? | <p>Orienteering</p> <p>Play a selection of games to consolidate map symbol knowledge. Use maps of the school to hide cones, plot them on the map and then allow other children to find them.</p> |

Year 5 - Autumn

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <ul style="list-style-type: none"> •Can they link skills, techniques and ideas and apply them accurately and appropriately? •Do they show good control in their movements? | Throughout all topics. |
| Evaluating and improving | <ul style="list-style-type: none"> •Can they compare and comment on skills, techniques and ideas that they and others have used? •Can they use their observations to improve their work? | Throughout all topics. |
| Health and fitness | <ul style="list-style-type: none"> •Can they explain some important safety principles when preparing for exercise? •Can they explain what effect exercise has on their body? •Can they explain why exercise is important? | Throughout all topics. |
| Dance | <ul style="list-style-type: none"> •Can they compose their own dances in a creative and imaginative way? •Can they perform to an accompaniment, expressively and sensitively? •Are their movements controlled? •Does their dance show clarity, fluency, accuracy | |

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| <p>Games</p> | <ul style="list-style-type: none"> •Can they gain possession by working as a team? •Can they pass in different ways? •Can they use forehand and backhand with a racquet? •Can they field? •Can they choose the best tactics for attacking and defending? •Can they use a number of techniques to pass, dribble and shoot? | <p><u>Netball</u></p> <ol style="list-style-type: none"> 1. Become familiar with the ball and catching the ball. <ul style="list-style-type: none"> • Feel comfortable in handling a netball • Understand the correct technique to catch and hold a ball (Perform and know) • Recognize the importance of being able to control and hold the netball 2. Know and understand the passes used in netball <ul style="list-style-type: none"> • Use the correct technique required to execute those passes through an explanation • Execute the technique for each pass through performing each pass • Know when and what situation each pass would be used 3. Understand the footwork rules in netball. <ul style="list-style-type: none"> • Perform controlled directional movement which are balanced (perform) • Understand the footwork rule and be able to explain the coaching points (know + explain) • Perform the footwork rule (perform) • Understand that landing and catching |
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| | | <p>should be conducted at the same time</p> <ul style="list-style-type: none">• Put all skills currently learnt together into a game situation <ol style="list-style-type: none">4. Accurately shooting a ball into a netball hoop. <ul style="list-style-type: none">• Learn the correct technique for shooting in netball explaining the coaching points for stance and execution• Attempt to shoot into the net using the correct shooting technique <ol style="list-style-type: none">5. Understand the key principles of attacking in netball and why attacking is required <p><u>Tag Rugby</u></p> <ol style="list-style-type: none">1. To evade and tag opponents.<ul style="list-style-type: none">• Play 'Run the Gauntlet'.2. To pass and receive a pass at speed.<ul style="list-style-type: none">• Play a game of 3v2 where the pupils can practice their passing skills and positioning.3. To pass and receive a pass at speed in a game situation.<ul style="list-style-type: none">• Play a full game of tag rugby with a focus on passing and movement.4. Refine attacking and defending skills.<ul style="list-style-type: none">• Play a full game of tag rugby with a focus on decision making and making the most of opportunities |
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| | | <p>which arise.</p> <ol style="list-style-type: none"> 5. Develop tactics as a team. <ul style="list-style-type: none"> • Pupils will again play a full game of tag rugby but they will be working on their attacking tactics for different situations in a game. 6. Apply learned skills in a game of tag rugby. <ul style="list-style-type: none"> • Run a tournament giving pupils the opportunity to apply the skills which they have been learning in a competitive environment. |
| <p>Gymnastics</p> | <ul style="list-style-type: none"> •Can they make complex or extended sequences? •Can they combine action, balance and shape? •Can they perform consistently to different audiences? •Are their movements accurate, clear and consistent? | <p><u>Gymnastics</u></p> <ol style="list-style-type: none"> 1. Recap the shapes used in gymnastics and recap how these shapes can be used in jumps. 2. Perform a variety of shape jumps from different heights. 3. Introduce and build confidence of taking weight on hands. 4. Recap the leaps and spins used within gymnastics. Introduce linking skills together. 5. Form a sequence using a variety of the different skills learnt |

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| | | throughout the term. |
| Athletics | <ul style="list-style-type: none"> •Are they controlled when taking off and landing in a jump? •Can they throw with accuracy? •Can they combine running and jumping? •Can they follow specific rules? | |
| Outdoor/ adventurous | <ul style="list-style-type: none"> •Can they follow a map in an unknown location? •Can they use clues and compass directions to navigate a route? •Can they change their route if there is a problem? •Can they change their plan if they get new information? | |

Year 5- Spring

| Year 5- Spring | | |
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| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
| Programme of Study | Knowledge, Skills and Understanding | |
| Acquiring and developing skills | <ul style="list-style-type: none"> •Can they link skills, techniques and ideas and apply them accurately and appropriately? •Do they show good control in their movements? | |
| Evaluating and improving | <ul style="list-style-type: none"> •Can they compare and comment on skills, techniques and ideas that they and others have used? •Can they use their observations to improve their work? | |
| Health and fitness | <ul style="list-style-type: none"> •Can they explain some important safety principles when preparing for exercise? •Can they explain what effect exercise has on their body? •Can they explain why exercise is important? | |
| Dance | <ul style="list-style-type: none"> •Can they compose their own dances in a creative and imaginative way? •Can they perform to an accompaniment, expressively and sensitively? •Are their movements controlled? •Does their dance show clarity, fluency, accuracy | <p><u>Dance</u></p> <ol style="list-style-type: none"> 1. Acquire and develop skills. <ul style="list-style-type: none"> • Explore and improvise ideas for dances in different styles, working on their own, |

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| | | <p>with a partner and in a group</p> <p>2. Select and apply skills, tactics and compositional ideas to dance.</p> <ul style="list-style-type: none">• Compose dances by using, adapting and developing steps, formations and patterning from different dance styles• Perform dances expressively, using a range of performance skills <p>3. Use your knowledge and understanding of fitness and health to dance.</p> <ul style="list-style-type: none">• Organize their own warm-up and cool-down activities to suit the dance• Show an understanding of why it is important to warm up and cool down <p>4. Evaluate and improve your performances</p> <ul style="list-style-type: none">• Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context |
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| <p>Games</p> | <ul style="list-style-type: none"> •Can they gain possession by working as a team? •Can they pass in different ways? •Can they use forehand and backhand with a racquet? •Can they field? •Can they choose the best tactics for attacking and defending? •Can they use a number of techniques to pass, dribble and shoot? | <p><u>Hockey</u></p> <ol style="list-style-type: none"> 1. Children explain and demonstrate the overarm and underarm throw. 2. Children explain and demonstrate the correct way to strike a ball 3. Children explain and demonstrate the correct way to bowl a cricket ball 4. Children explain and demonstrate the difference between a high catch and a low catch. 5. Understand and demonstrate the importance of running between the wickets 6. Implement all the skills learnt into a game format <p><u>Rounders</u></p> <ol style="list-style-type: none"> 1. Catch a ball from all directions (high, low, right and left) 2. Perform an over arm throw and under arm throw 3. Hit a moving ball 4. Long Barrier |
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| | | <p>5. Begin to play full Rounders match</p> <p>6. Play full Rounders match demonstrating an understanding of the rules and tactics.</p> |
| Gymnastics | <ul style="list-style-type: none"> •Can they make complex or extended sequences? •Can they combine action, balance and shape? •Can they perform consistently to different audiences? •Are their movements accurate, clear and consistent? | |
| Athletics | <ul style="list-style-type: none"> •Are they controlled when taking off and landing in a jump? •Can they throw with accuracy? •Can they combine running and jumping? •Can they follow specific rules? | |
| Outdoor/ adventurous | <ul style="list-style-type: none"> •Can they follow a map in an unknown location? •Can they use clues and compass directions to navigate a route? •Can they change their route if there is a problem? •Can they change their plan if they get new information? | |

Year 5- Summer

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Programme of Study | Knowledge, Skills and Understanding | |
| Acquiring and developing skills | <ul style="list-style-type: none"> •Can they link skills, techniques and ideas and apply them accurately and appropriately? •Do they show good control in their movements? | |
| Evaluating and improving | <ul style="list-style-type: none"> •Can they compare and comment on skills, techniques and ideas that they and others have used? •Can they use their observations to improve their work? | |
| Health and fitness | <ul style="list-style-type: none"> •Can they explain some important safety principles when preparing for exercise? •Can they explain what effect exercise has on their body? •Can they explain why exercise is important? | |
| Dance | <ul style="list-style-type: none"> •Can they compose their own dances in a creative and imaginative way? •Can they perform to an accompaniment, expressively and sensitively? •Are their movements controlled? •Does their dance show clarity, fluency, accuracy | |

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| <p>Games</p> | <ul style="list-style-type: none"> •Can they gain possession by working as a team? •Can they pass in different ways? •Can they use forehand and backhand with a racquet? •Can they field? •Can they choose the best tactics for attacking and defending? •Can they use a number of techniques to pass, dribble and shoot? | <p><u>Tennis</u></p> <ol style="list-style-type: none"> 1. Is able to recall the main teaching points of the forehand. <ul style="list-style-type: none"> • Demonstrate the full forehand action all of the time. Direct the ball over the net nearly all of the time. Direct the ball with success. 2. Is able to recall the main teaching points of the backhand. <ul style="list-style-type: none"> • Demonstrate the full backhand action all of the time. The ball goes over the net nearly all of the time. Direct the ball with success. 3. Is able to recall the main teaching points of the volley. <ul style="list-style-type: none"> • Demonstrate the full overarm serve action all of the time. The ball goes over the net nearly all of the time. Direct the ball with success. 4. Is able to recall the main teaching points of the volley. <ul style="list-style-type: none"> • Demonstrate the full volley action all of the time. The ball goes over the net nearly all of the time. Direct the ball with success. 5. Apply skills to game. |

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| | | <p><u>Cricket</u></p> <ol style="list-style-type: none"> 1. Explain and demonstrate the overarm and underarm throw. 2. Explain and demonstrate the correct way to strike a ball 3. Explain and demonstrate the correct way to bowl a cricket ball 4. Explain and demonstrate the difference between a high catch and a low catch. 5. Understand and demonstrate the importance of running between the wickets 6. Implement all the skills learnt into a game format |
| Gymnastics | <ul style="list-style-type: none"> •Can they make complex or extended sequences? •Can they combine action, balance and shape? •Can they perform consistently to different audiences? •Are their movements accurate, clear and consistent? | |
| Athletics | <ul style="list-style-type: none"> •Are they controlled when taking off and landing in a jump? •Can they throw with accuracy? •Can they combine running and jumping? •Can they follow specific rules? | <p><u>Athletics</u></p> <ol style="list-style-type: none"> 1. Consolidate and improve the quality, range and consistency of the techniques they use for particular activities |

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| | | <ul style="list-style-type: none">• Practise the five basic jumps, e.g. one foot to same foot (hop), one foot to other foot (step), one foot to two feet, two feet to two feet, two feet to one foot, as single jumps and then in simple combinations.2. Develop their ability to choose and use simple tactics and strategies in different situations• Discuss and combine best methods e.g. for jumps3. Know, measure and describe the short-term effects of exercise on the body• Discuss/record differences in body e.g. heartbeat after exercise4. Describe how the body reacts to different types of activity.• Discuss and describe how body feels before, during and after exercise.5. Describe and evaluate the effectiveness of performances, and recognize aspects of performances that need improving• Teach the children what to look at when watching someone perform, eg jumping or throwing action used, position of the feet in throw or jump, type of arm swing in running, length of stride used, evenness of the pace in running, etc. |
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| | | <ul style="list-style-type: none"> • Describe their own and others' running, jumping and throwing actions. Help them to suggest how an action could be improved. |
| <p>Outdoor/ adventurous</p> | <ul style="list-style-type: none"> •Can they follow a map in an unknown location? •Can they use clues and compass directions to navigate a route? •Can they change their route if there is a problem? •Can they change their plan if they get new information? | <p><u>Orienteering</u></p> <ol style="list-style-type: none"> 1. Develop and refine orienteering and problem-solving skills when working in groups and on their own 2. Decide what approach to use to meet the challenge set 3. Adapt skills and understanding as they move from familiar to unfamiliar environments 4. Understand how the challenge of outdoor and adventurous activities can help fitness, health and wellbeing 5. See the importance of a group or team plan, and the value of pooling ideas 6. Improve performance by changing or adapting their approaches as needed |

Year 6- Autumn

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <p>Do they apply their skills, techniques and ideas consistently?</p> <ul style="list-style-type: none"> •Do they show precision, control and fluency? | <p>Help the children to practise agilities and actions that they can include in their sequence. Help them to perform different combinations of these. Teach them how to perform these combinations with a change of speed, level or direction.</p> <ul style="list-style-type: none"> • Teach the children to perform actions, body shapes and balances at the same time as a partner. • Teach them to use the same basic shape and vary it slightly. • Help the children to practise and refine their performance. Encourage them to work on tension, extension and transfer of weight in all their work. <p>Help them to perform difficult combinations of movements, shapes and balances with control, accuracy and consistency.</p> |
| Evaluating and improving | <ul style="list-style-type: none"> •Can they analyse and explain why they have used specific skills or techniques? •Can they modify use of skills or techniques to improve their work? •Can they create their own success criteria for evaluating? | <p>Ask the children which parts of the task they have completed, and which parts they still need to make up or practise.</p> <ul style="list-style-type: none"> • Help the children to compare and contrast similar performances. Help them to suggest ways to improve |

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| | | <p>the quality of a sequence. Teach them to use appropriate language to assess the quality of movement, <i>eg extension, body tension, flow, timing, unison</i>. Talk to them about how they help each other to improve performance. Encourage them to value and support other people's ideas.</p> |
| Health and fitness | <ul style="list-style-type: none"> •Can they explain how the body reacts to different kinds of exercise? •Can they choose appropriate warm ups and cool downs? •Can they explain why we need regular and safe exercise? | <p>Ask the children to explain how stretching exercises can increase the range of movement in a joint or a combination of joints, and how this affects performance. Help them to make up, practise and remember stretching exercises that increase the range of movement safely. Teach the children how strength exercises can improve control and posture in gymnastics. Ask the children to show you different activities that will warm the body, mobilise the joints and stretch the muscles, raising the heart rate slowly. Talk to them about why they need to get warm, mobilise joints and stretch muscles before dancing, and why they need to stretch, relax and breathe slowly to gradually calm the body down after exercise.</p> |
| Dance | <ul style="list-style-type: none"> •Can they develop imaginative dances in a specific style? •Can they choose their own music, style and dance? | <p>Help them to explore how to use actions, along with dynamic and spatial qualities, to communicate character and narrative Help the children to</p> |

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| | | <p>sequence movement in a logical order. Ask them to think about the way they link motifs and sections.</p> <ul style="list-style-type: none"> • Teach the children to develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway. Teach them the importance of keeping focused on the dance idea. <p>Ask them to think about the way that movement material has been structured to get their ideas over through the dance. Encourage them to be aware of the people they are performing with as a group.</p> <p style="text-align: center;">LCP During the Blitz</p> |
| <p>Games</p> | <ul style="list-style-type: none"> •Can they explain complicated rules? •Can they make a team plan and communicate it to others? •Can they lead others in a game situation? | <p style="text-align: center;">OSD Planning for Rugby and Netball</p> <p>Netball: <u>Netball</u></p> <p>6. Become familiar with the ball and catching the ball.</p> <ul style="list-style-type: none"> • Feel comfortable in handling a netball • Understand the correct technique to catch and hold a ball (Perform and know) • Recognize the importance of being able to |

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| | | <p>control and hold the netball</p> <p>7. Know and understand the passes used in netball</p> <ul style="list-style-type: none">• Use the correct technique required to execute those passes through an explanation• Execute the technique for each pass through performing each pass• Know when and what situation each pass would be used <p>8. Understand the footwork rules in netball.</p> <ul style="list-style-type: none">• Perform controlled directional movement which are balanced (perform)• Understand the footwork rule and be able to explain the coaching points (know + explain)• Perform the footwork rule (perform) |
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| | | <ul style="list-style-type: none">• Understand that landing and catching should be conducted at the same time• Put all skills currently learnt together into a game situation <p>9. Accurately shooting a ball into a netball hoop.</p> <ul style="list-style-type: none">• Learn the correct technique for shooting in netball explaining the coaching points for stance and execution• Attempt to shoot into the net using the correct shooting technique <p>Understand the key principles of attacking in netball and why attacking is required</p> <p>Rugby <u>Tag Rugby</u></p> <p>7. To evade and tag opponents.</p> <ul style="list-style-type: none">• Play 'Run the Gauntlet'. <p>8. To pass and receive a pass at speed.</p> <ul style="list-style-type: none">• Play a game of 3v2 where the pupils |
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| | | <p>can practice their passing skills and positioning.</p> <p>9. To pass and receive a pass at speed in a game situation.</p> <ul style="list-style-type: none"> • Play a full game of tag rugby with a focus on passing and movement. <p>10. Refine attacking and defending skills.</p> <ul style="list-style-type: none"> • Play a full game of tag rugby with a focus on decision making and making the most of opportunities which arise. <p>11. Develop tactics as a team.</p> <ul style="list-style-type: none"> • Pupils will again play a full game of tag rugby but they will be working on their attacking tactics for different situations in a game. <p>12. Apply learned skills in a game of tag rugby.</p> <p>Run a tournament giving pupils the opportunity to apply the skills which they have been learning in a competitive environment.</p> |
| <p>Gymnastics</p> | <ul style="list-style-type: none"> •Do they combine their own work with that of others? •Can they link their sequences to specific timings? | <p>Ask the children to devise, perform and repeat sequences that include travel, body shapes and</p> |

balances. Help them to change their sequences, *eg to repeat their original sequence along a different pathway, or to reverse the order of elements from the original sequence.*

- Teach the children to make up, perform and repeat sequences that include changes of dynamics, *eg changes of level, speed or direction.*
- Teach the children to work with a partner, to organise their space and apparatus, and to time the start and finish of their sequences.
- Teach them to adapt sequences to include apparatus and/or to suit a partner or a small group. Talk to the children about how they set and meet challenges by thinking about different combinations of movement, shape and balance.
- combine actions to make sequences with changes of speed, level and direction, and clarity of shape
- gradually increase the length of sequences
- work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement

Task 1

Create a sequence using floor and mats that has up to six elements, *eg four twisted shapes and two ways of turning while travelling.*

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| | | <p>Teach your sequence to a partner, and then perform it so that both of you start, perform and finish at the same time.</p> <p>Task 2</p> <p>Using floor and apparatus, work with a partner to create and perform a sequence that involves both of you moving together from a starting point, and then moving apart to finish. The sequence should include at least four elements, and each of you should follow an L-shaped pathway.</p> |
| Athletics | <ul style="list-style-type: none"> •Can they demonstrate stamina? •Can they use their skills in different situations? | |
| Outdoor/ adventurous | <ul style="list-style-type: none"> •Can they plan a route and series of clues for someone else? •Can they plan with others taking account of safety and danger? | <p>Orienteering at Castleshaw and Dovestones (Possibly Summer Term depending on allocation of days.)</p> |

Year 6- Spring

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <p>Do they apply their skills, techniques and ideas consistently?</p> <ul style="list-style-type: none"> •Do they show precision, control and fluency? | <p>Help the children to practise agilities and actions that they can include in their sequence. Help them to perform different combinations of these. Teach them how to perform these combinations with a change of speed, level or direction.</p> <ul style="list-style-type: none"> • Teach the children to perform actions, body shapes and balances at the same time as a partner. • Teach them to use the same basic shape and vary it slightly. • Help the children to practise and refine their performance. Encourage them to work on tension, extension and transfer of weight in all their work. • Help them to perform difficult combinations of movements, shapes and balances with control, accuracy and consistency. |
| Evaluating and improving | <ul style="list-style-type: none"> •Can they analyse and explain why they have used specific skills or techniques? •Can they modify use of skills or techniques to improve their work? •Can they create their own success criteria for evaluating? | <p>Ask the children which parts of the task they have completed, and which parts they still need to make up or practise.</p> <ul style="list-style-type: none"> • Help the children to compare and contrast similar performances. Help them to suggest ways to improve the quality of a sequence. Teach them to use appropriate language to assess the quality of movement, <i>eg extension, body tension, flow, timing, unison</i>. Talk to them |

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| | | about how they help each other to improve performance. Encourage them to value and support other people's ideas. |
| Health and fitness | <ul style="list-style-type: none"> •Can they explain how the body reacts to different kinds of exercise? •Can they choose appropriate warm ups and cool downs? •Can they explain why we need regular and safe exercise? | <p>Ask the children to explain how stretching exercises can increase the range of movement in a joint or a combination of joints, and how this affects performance. Help them to make up, practise and remember stretching exercises that increase the range of movement safely. Teach the children how strength exercises can improve control and posture in gymnastics.</p> <p>Ask the children to show you different activities that will warm the body, mobilise the joints and stretch the muscles, raising the heart rate slowly. Talk to them about why they need to get warm, mobilise joints and stretch muscles before dancing, and why they need to stretch, relax and breathe slowly to gradually calm the body down after exercise.</p> |
| Dance | <ul style="list-style-type: none"> •Can they develop imaginative dances in a specific style? •Can they choose their own music, style and dance? | <p>Help them to explore how to use actions, along with dynamic and spatial qualities, to communicate character and narrative Help the children to sequence movement in a logical order. Ask them to think about the way they link motifs and sections.</p> <ul style="list-style-type: none"> • Teach the children to develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway. Teach them the importance of keeping focused on the dance idea. <p>Ask them to think about the way that</p> |

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| | | <p>movement material has been structured to get their ideas over through the dance. Encourage them to be aware of the people they are performing with as a group.</p> <p>Val Sabin - World of Sport-The Haka</p> |
| <p>Games</p> | <ul style="list-style-type: none"> •Can they explain complicated rules? •Can they make a team plan and communicate it to others? •Can they lead others in a game situation? | <p>OSD Planning for Hockey & Rounders</p> <p>Hockey</p> <ul style="list-style-type: none"> • To know how to hold the hockey stick correctly • To be able to move by dribbling with the ball • To know the rules for holding and handling the stick. • Children can apply skills in competitive small sided games using skills learnt throughout. • To be able to perform the push and hit pass • Be able to receive the ball on the open stick side • To be able to use passing to move forward into the oppositions area • Evaluating the performance of participants and self • Can pass accurately and understand why accuracy is important in a game of hockey • To be able to tackle safely • To be able to play the game safely • Performing a variety of different skills competently • Evaluating the performance of |

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| | | <p>participants and self</p> <p>Rounders:</p> <ol style="list-style-type: none"> 7. Catch a ball from all directions (high, low, right and left) 8. Perform an over arm throw and under arm throw 9. Hit a moving ball 10. Long Barrier 11. Begin to play full Rounders match <p>Play full Rounders match demonstrating an understanding of the rules and tactics.</p> |
| <p>Gymnastics</p> | <ul style="list-style-type: none"> •Do they combine their own work with that of others? •Can they link their sequences to specific timings? | <p>Ask the children to devise, perform and repeat sequences that include travel, body shapes and balances. Help them to change their sequences, <i>eg to repeat their original sequence along a different pathway, or to reverse the order of elements from the original sequence.</i></p> <ul style="list-style-type: none"> • Teach the children to make up, perform and repeat sequences that include changes of dynamics, <i>eg changes of level, speed or</i> |

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| | | <p><i>direction.</i></p> <ul style="list-style-type: none"> • Teach the children to work with a partner, to organise their space and apparatus, and to time the start and finish of their sequences. • Teach them to adapt sequences to include apparatus and/or to suit a partner or a small group. Talk to the children about how they set and meet challenges by thinking about different combinations of movement, shape and balance. • combine actions to make sequences with changes of speed, level and direction, and clarity of shape • gradually increase the length of sequences • work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement <p>Val Sabin - Counterbalances & Counter tension.</p> |
| Athletics | <ul style="list-style-type: none"> •Can they demonstrate stamina? •Can they use their skills in different situations? | |
| Outdoor/ adventurous | <ul style="list-style-type: none"> •Can they plan a route and series of clues for someone else? •Can they plan with others taking account of safety and danger? | |

Year 6- Summer

| Programme of Study | Knowledge, Skills and Understanding | Activity/ Link to scheme of work |
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| Acquiring and developing skills | <p>Do they apply their skills, techniques and ideas consistently?</p> <ul style="list-style-type: none"> •Do they show precision, control and fluency? | <p>Help the children to practise agilities and actions that they can include in their sequence. Help them to perform different combinations of these. Teach them how to perform these combinations with a change of speed, level or direction.</p> <ul style="list-style-type: none"> • Teach the children to perform actions, body shapes and balances at the same time as a partner. • Teach them to use the same basic shape and vary it slightly. • Help the children to practise and refine their performance. Encourage them to work on tension, extension and transfer of weight in all their work. • Help them to perform difficult combinations of movements, shapes and balances with control, accuracy and consistency. |
| Evaluating and improving | <ul style="list-style-type: none"> •Can they analyse and explain why they have used specific skills or techniques? •Can they modify use of skills or techniques to improve their work? •Can they create their own success criteria for evaluating? | <p>Ask the children which parts of the task they have completed, and which parts they still need to make up or practise.</p> <ul style="list-style-type: none"> • Help the children to compare and contrast similar performances. Help them to suggest ways to improve |

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| | | <p>the quality of a sequence. Teach them to use appropriate language to assess the quality of movement, <i>eg extension, body tension, flow, timing, unison</i>. Talk to them about how they help each other to</p> <p>improve performance. Encourage them to value and support other people's ideas.</p> |
| Health and fitness | <ul style="list-style-type: none"> •Can they explain how the body reacts to different kinds of exercise? •Can they choose appropriate warm ups and cool downs? •Can they explain why we need regular and safe exercise? | <p>Ask the children to explain how stretching exercises can increase the range of movement in a joint or a combination of joints, and how this affects performance. Help them to make up, practise and remember stretching exercises that increase the range of movement safely. Teach the children how</p> <p>strength exercises can improve control and posture in gymnastics.</p> <p>Ask the children to show you different activities that will warm the body, mobilise the joints and stretch the muscles, raising the heart rate slowly. Talk to them about why they need to get warm, mobilise joints and stretch muscles before dancing, and why they need to stretch, relax and breathe slowly to gradually calm the body down after exercise.</p> |
| Dance | <ul style="list-style-type: none"> •Can they develop imaginative dances in a specific style? •Can they choose their own music, style and dance? | |

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| <p>Games</p> | <ul style="list-style-type: none"> •Can they explain complicated rules? •Can they make a team plan and communicate it to others? •Can they lead others in a game situation? | <p>OSD Planning for Cricket and Tennis</p> <p>Cricket</p> <ul style="list-style-type: none"> • the correct technique for throwing a ball overarm • the correct technique for throwing a ball underarm • the correct technique how to play a shot in cricket • why a player would hit in a certain area of the field • the correct technique how to bowl a cricket ball • understand why bowling vary where the ball lands • the correct technique how to catch a high ball • understand when you would use a high catch and a low catch • ability to decide when to run. • who and when makes the call • when to score runs • where to bowl the ball to stop the batter scoring big run • where fielders should position themselves to catch or retrieve the ball quickly • to assess themselves and others to enhance performance <p>Tennis</p> <p>6. Is able to recall the main teaching points of the forehand.</p> |
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| | | <ul style="list-style-type: none">• Demonstrate the full forehand action all of the time. Direct the ball over the net nearly all of the time. Direct the ball with success. 7. Is able to recall the main teaching points of the backhand.• Demonstrate the full backhand action all of the time. The ball goes over the net nearly all of the time. Direct the ball with success. 8. Is able to recall the main teaching points of the volley.• Demonstrate the full overarm serve action all of the time. The ball goes over the net nearly all of the time. Direct the ball with success. 9. Is able to recall the main teaching points of the volley.• Demonstrate the full volley action all of |
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| | | <p>the time. The ball goes over the net nearly all of the time. Direct the ball with success.</p> <p>10. Apply skills to game.</p> |
| Gymnastics | <ul style="list-style-type: none"> •Do they combine their own work with that of others? •Can they link their sequences to specific timings? | |
| Athletics | <ul style="list-style-type: none"> •Can they demonstrate stamina? •Can they use their skills in different situations? | <p>Athletics</p> <ul style="list-style-type: none"> • perform a range of warm-up activities • • explain how warming up can affect their performance • sustain their pace over longer distances, eg sprint for seven seconds, run for one or two minutes • throw with greater control, accuracy and efficiency • • perform a range of jumps showing power, control and consistency at both take-off and landing • organise themselves in small groups safely, and take turns and different roles • • know and understand the basic principles of relay take-overs • take part well in a relay event • say why some athletics activities can |

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| | | <p>improve strength, power or stamina, and explain how these can help their performance in other types of activity</p> <ul style="list-style-type: none">• watch a partner's athletic performance and identify the main strengths• identify parts of the performance that need to be practised and refined, and suggest improvements |
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