

NORTHWICK MANOR PRIMARY SCHOOL

Knowing more, remembering more.....Connecting learning.....

PE Curriculum Overview

PE Intent:

At Northwick Manor Primary School, it is our intent to engage and develop the whole child, giving them knowledge, skills and understanding, so that they can create positive relationships with physical activity. We recognise the importance of providing a safe and supportive environment and a unique and fully inclusive PE curriculum to enable our children to flourish not only physically but also emotionally, spiritually, socially and morally. Our curriculum has been organised through the disciplines of dance, gym, multi-skills, games, athletics, swimming and outdoor learning. During these activities, the children gain the disciplinary and substantive knowledge needed so that year by year they can build on prior learning and add to their skillset. They learn the rules associated with games, tactics, they can select equipment appropriate for their ability and are able to evaluate their own and others performance. In some disciplines we have created learning opportunities which directly connect to other subject areas such as history and geography so that the children's learning is always meaningful e.g. The Lindy Hop dance in Year 6 linked to their WW2 topic. Through stimulating and motivating teaching and learning **opportunities**, the children also gain the disciplinary and substantive knowledge they need to be able to progress and develop. Through the instructions we provide, the demonstrations we give and knowledge we convey our children will have the **power** to become confident and competent in the disciplines we deliver.

The personal attributes that we aim to develop through PE reflect our whole school 7 R's. For example, it is vital that children develop the resilience needed in order to achieve their personal best. They need to be adventurous risk-takers, have the versatility to build relationships within teams but also perform alone. We also aim to embed values such as fairness, respect and good sportsmanship. We want the children to be **ambitious** in their achievements and **aspire** to be the best athletes they can be. We want them to know how to cope with both success and failure and encourage positive attitudes towards a healthy lifestyle, enabling them to make informed choices about physical activity throughout their lives.

PE National Curriculum links:

Aims:

Key Stage 1

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

Pupils should be taught to:

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

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

Perform safe self-rescue in different water-based situations.

Key Learning: What will pupils get better at?

AUTUMN 1	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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	<p>Dance/Gymnastics – Introductory Unit. Developing awareness of space and revising and refining the fundamental skills they have already acquired.</p> <p>Outside learning – Developing their overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions.</p>	<p>Gymnastics – linking actions to create a sequence and showing contrasts in body actions.</p> <p>Multi skills – Further develop locomotion, stability and object control. Jumping and landing safely. Running with balance, showing changes of speed and direction.</p>	<p>Gymnastics – family of actions. Developing floor work, linking appropriate actions smoothly to create a sequence.</p> <p>Multi skills – developing and linking locomotion, stability and object control through individual, partner and group activities. Apply basic ball skills in a range of activities, showing increased control and co-ordination.</p>	<p>Gymnastics – stretching, curling and arching. Developing core strength by taking weight on hands, stretching and curling.</p> <p>Invasion games – developing ball skills through sending and receiving. Demonstrating control of a ball in a competitive situation.</p>	<p>Dance – The Tudors. Creating and performing phrases showing changes in level, pathway and gesture.</p> <p>Invasion games – tag rugby. Developing throwing and catching skills with greater consistency and further developing attacking and defending principles.</p>	<p>Swimming– developing stroke technique to swim proficiently over 25 metres.</p> <p>Invasion games – Football/tag rugby/hockey. Creating and using space successfully, using some tactics and communicating effectively with their peers.</p>	<p>Dance – The Lindy Hop. Performing expressively, showing appreciation for the music and the stimulus.</p> <p>Invasion games – Football/Tag rugby/hockey. Selecting and effectively applying striking, kicking and sending techniques with consistent control and accuracy.</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



<ul style="list-style-type: none"> ✓ To know that a space is their OWN working place. ✓ To know that if they are working in a space independently, they shouldn't be able to touch anyone else or any equipment when arms are extended in front, to the side or behind them. ✓ To know that to keep safe, it is important that they use the space carefully and sensibly, and that eyes need to be focused forwards so that they can look for safe spaces to move into. ✓ To know how to increase balance by holding out their arms and keeping eyes focused forward while travelling along some pieces of equipment. ✓ To know how to vary the amount of pressure/push with feet, and turn with hands on handlebars, to enable control over speed and direction when travelling on bikes and scooters. 	<ul style="list-style-type: none"> ✓ To know that finding a focal point improves control and balance while jumping. ✓ To know that to land safely from a jump, you must bend your knees. ✓ To know how to perform and link a few basic movements together to create a short gymnastics sequence. 	<ul style="list-style-type: none"> ✓ To know that we warm up in P.E to keep ourselves safe from injury and to prevent strain or damage our muscles. ✓ To know that straight, twisted, tuck, star and straddle are all types of jumps. ✓ To know that egg, teddy bear and pencil are all types of rolls. 	<ul style="list-style-type: none"> ✓ To know that we warm up in P.E to raise our heartbeat which sends blood to our muscles so that we do not strain or damage them. ✓ To know that we cool down to restore our heart rate to its pre-exercise beat. ✓ To know that walking, skipping, marching and galloping are some ways to travel in P.E. ✓ To know that the skill of dribbling in hockey enables the player to control the ball in short movements. ✓ To know that looking for a free space in team games helps you to gain possession of the ball and possibly score. 	<ul style="list-style-type: none"> ✓ To know that there are 7 players on a Netball team. ✓ To know the ball is passed backwards in Rugby. ✓ To know there are 11 players on a Hockey team. ✓ To know that a bounce, chest and shoulder pass are all passes used in Netball. ✓ To know that a Hockey game starts with a bully-off. 	<ul style="list-style-type: none"> ✓ To know that in many team sports, defence is the action of preventing an opponent from scoring. ✓ To know that in Tag Rugby, the ball can only be passed sideways or backwards through the air. ✓ To know that in Netball, there are 5 different types of passes – chest pass, bounce pass, lob, overhead pass and shoulder pass. 	<ul style="list-style-type: none"> ✓ To know that the Lindy Hop got its name from Charles Lindbergh's flight across the Atlantic Ocean. ✓ To know that dance originated in the USA and was brought over by the American GI's during WWII ✓ To know that the dance evolved into the Rock and Roll style in the 1950's. ✓ To know how to perform a range of basic Lindy Hop steps.
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Connecting Learning

	<p>Yr.1 – Responding to a narrative in dance. Yr.1 – developing locomotion stability and object control.</p>	<p>EYFS – revising and refining movement skills. Yr.2 – developing stability and object control. Applying basic ball skills showing increased control and co-ordination.</p>	<p>EYFS – Revision of fundamental movements. Yr.3 – developing their core strength.</p>	<p>Yr.2 – linking actions appropriately. Yr.4 – Demonstrating greater consistency when throwing and catching.</p>	<p>Yr.6 – informal dance style. Yr.5 – Using space effectively and applying tactics.</p>	<p>Yr.4 – Developing throwing and catching techniques. Yr.6 – applying techniques with consistency and control.</p>	<p>Yr. 5 – Creative dance style. Yr.5 – Communicating with teammates.</p>
AUTUMN 2	<p>Dance – linked to narrative and topic based. Progressing towards a more fluent style of moving with developing control and grace.</p> <p>Outside learning (physical development) Confidently and safely use a range</p>	<p>Dance – The Nutcracker. Creating simple movement responses to a narrative.</p> <p>Multi skills – develop and apply locomotion, stability and object control</p>	<p>Dance – Fireworks/Bonfire night. Creating individual and group phrases, showing simple understanding of dynamics and performing them in an interesting way.</p> <p>Multi skills – invasion games focusing on linking and applying locomotion,</p>	<p>Dance – Street dance. Moving with control and some fluency in time to a beat.</p> <p>Invasion games – developing and applying skills through small sided games.</p>	<p>Gymnastics – 'Dynamic balances' Creating and performing actions to show improved strength and flexibility. Holding positions showing stillness and tension.</p> <p>Invasion games – hockey. Hitting a ball with increased control and demonstrating</p>	<p>Swimming - swimming using recognised strokes and performing basic self- rescue.</p> <p>Invasion games – Football/tag rugby/hockey. Performing in isolation and in</p>	<p>Gymnastics – counter balance/counter tension. Creating and performing actions that show improved control, body tension, strength and flexibility.</p> <p>Invasion games – Football/Tag rugby/Hockey. Selecting and applying effective</p>

	of large and small apparatus inside and outside, alone and in a group.	through sending and receiving activities. Being able to throw, roll, stop and send a ball. Aiming and throwing at a target.	stability and object control. Receiving and sending a ball with control and being able to maintain space in small sided games.	Playing small sided games, showing a basic understanding of attacking and defending.	moving into space effectively and safely.	combination, in order to beat your opponent and evaluating their own and others performance.	attacking and defending tactics in order to beat an opponent. Competing individually and in a team, showing knowledge of rules and respect for others.
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



<ul style="list-style-type: none"> ✓ To know that music can be used as a stimulus for dance, that it can help us to share our thoughts and feelings and give us ideas about how to move and represent things we may have seen or experienced. ✓ To know that different types of music can create different moods and atmospheres and make us want to move in different ways. ✓ To know that placing feet carefully on the climbing wall can stop them from slipping and increase speed and agility. 	<ul style="list-style-type: none"> ✓ To know how to use their bodies to create simple actions and dance phrases to represent different parts of a story. ✓ To know how to recognise and begin to explain what makes a movement/dance phrase good. ✓ To know that to increase accuracy of hitting a target, they must keep their eyes focused and swing their arm towards it. 	<ul style="list-style-type: none"> ✓ To know how to include some of the dynamics of dance into their own work to add interest, creativity and originality. ✓ To know how to recognise these dynamics during the evaluation process and while making their own improvements. ✓ To know that maintaining space in a game situation allows more chances to gain possession and score. 	<ul style="list-style-type: none"> ✓ To know how to move and isolate specific body parts and react to the music. ✓ To know that street dance includes styles such as locking, popping, break-dancing, hip-hop, house and techno. ✓ To know that changes of speed and direction can help to create space when playing small-sided games. ✓ To know how to track and mark a player when defending ✓ To know that regular exercise and a healthy diet are essential as part of a healthy lifestyle. 	<ul style="list-style-type: none"> ✓ To know that a dynamic balance is the ability to maintain balance and control of the body whilst moving. ✓ To know that stillness, tension, control and coordination are all needed to perform a balance successfully. ✓ To know that the position of your hands and grip on the stick changes depending on how far you want to hit the ball. ✓ To know that dodging (using small steps) and sharp changes in speed and direction can create space when playing small, sided games. 	<ul style="list-style-type: none"> ✓ To know that arm, leg and body movements have to be coordinated in order to perform a recognised stroke in swimming. ✓ To know how to stay safe when close to different bodies of water. ✓ To know that co-operation and communication are essential for good teamwork. ✓ To know how to improve their own and others performance. 	<ul style="list-style-type: none"> ✓ To know that counterbalance and counter tension are achieved by pushing and pulling when supporting a partner's weight. ✓ To know that good core strength and stability is needed to perform balances with control. ✓ To know, understand and follow the rules associated with small, sided games. ✓ To know how to implement and adapt tactics in small, sided games in order to beat an opponent.
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Connecting Learning

	Yr.1 – Aiming and throwing at a target.	EYFS – confidently and safely using a range of apparatus. Yr.2 – Sending a ball with control whilst maintaining space.	Yr.1 – able to throw, roll, stop and send a ball. Yr.3 – dancing to a rhythm and beat.	Yr.2 – creating imaginative, creative dance phrases. Yr.4 – hitting a ball with control, demonstrating movement into space.	Yr.3 – applying skills in small sided games. Yr.5 – Performing in isolation and combination in order to beat an opponent.	Yr.4 – Demonstrating control and moving into space effectively. Yr.6 – Applying tactics, competing in a team and showing an awareness of rules.	Yr.4 – Actions which show improved strength and flexibility. Yr.5 – Performing in isolation and combination in order to beat an opponent.
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SPRING 1

<p>Gymnastics – developing different ways to travel with control. Combine different movements with ease and fluency.</p> <p>Multi skills – to further develop and refine a range of ball skills including throwing and catching. Develop confidence, competence, precision and accuracy when engaging in activities which involve throwing a bean bag/ball.</p>	<p>Dance – Super Worm. Performing simple dynamics (actions) and work creatively and cooperatively with others.</p> <p>Multi skills – to continue to develop and apply locomotion, stability and object control through sending and receiving activities (equipment based) Hitting a ball with appropriate equipment. Catching and throwing a beanbag or suitable object.</p>	<p>Gymnastics – Family of actions – developing and linking core actions together using low apparatus.</p> <p>Multi skills – target games focusing on linking and applying locomotion, stability and object control. Throwing with control and accuracy and sending and receiving a ball with control.</p>	<p>Gymnastics – Symmetry Asymmetry. Holding simple positions showing tension and control and coordinating linking actions.</p> <p>Net and wall games – developing ball skills and coordination through tennis activities. Hitting a ball using a variety of equipment.</p>	<p>Swimming – Developing water confidence. Performing recognised strokes.</p> <p>Net/wall games – developing ball skills and coordination through basketball/netball and tennis activities.</p>	<p>Gymnastics – Bridges. Practise and sustain more demanding actions with a partner. Show control when taking weight on hands.</p> <p>Invasion games – Basketball/Netball. Applying throwing and catching skills appropriately and demonstrating an understanding of attacking and defending techniques.</p>	<p>Dance – West side story. Exploring, improvising and combining movements.</p> <p>Invasion games – basketball/netball. Demonstrating effective movement into space and demonstrating positive communication skills both in competitive and practise situations.</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?

<ul style="list-style-type: none"> ✓ To know that running, hopping, jumping side stepping, skipping, tiptoeing and striding are all different ways to travel on feet, and know how to vary 	<ul style="list-style-type: none"> ✓ To know and understand that to work cooperatively with others you need to share 	<ul style="list-style-type: none"> ✓ To know how to use the 'swing, step, throw' technique for sending an object. 	<ul style="list-style-type: none"> ✓ To know how their bodies can create symmetrical and asymmetrical a 	<ul style="list-style-type: none"> ✓ To know that arm, leg and body movements must be co-ordinated in order to 	<ul style="list-style-type: none"> ✓ To know how to safely take weight on hands with or 	<ul style="list-style-type: none"> ✓ To know that improvisation is creating movement without preparation and
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- ✓ these actions by changing dynamics such as speed.
- ✓ To know how to combine these different ways to travel with the use of mats and benches and explore other travelling possibilities.
- ✓ To know how to use the correct technique when rolling a ball.

- ✓ ideas, listen and take turns.
- ✓ To know that speed, level direction and pathway are dynamics of dance that can add creativity and quality.
- ✓ To know how to recognise some of these dynamics as features of their own work and the work they see from others.
- ✓ To know that the speed of their swinging arm and force applied, will directly affect the speed of the object they are throwing and distance travelled.

- ✓ To know how to link core actions together smoothly and creatively in gymnastics using a variety of apparatus.
- ✓ To know how to improve their own work using information gained by watching and listening.

- ✓ shape when balancing.
- ✓ To know how to link movements together to create a smooth and fluent sequence.
- ✓ To know how to hold a racket effectively and maintain the 'ready' position in between shots.
- ✓ To know that the ball must make contact with the middle of the racket for good control and how to direct a shot towards or away from a partner.

- ✓ perform a recognised stroke.
- ✓ To know and abide by basic safety rules when poolside.
- ✓ To know that different passes can be used depending on the distance thrown – e.g – a shoulder pass can be used for long distances.
- ✓ To know how to send a receive a ball in space.
- ✓ To know how to maintain a stable base with or without the ball.

- ✓ without a partner.
- ✓ To know that changes in speed, levels, dynamics and actions can help to develop a sequence.
- ✓ To know the offside, footwork and travelling rules.
- ✓ To know that being a defender means staying in close contact with an opposing playing and using small, fast steps in order to do this.

- ✓ being spontaneous.
- ✓ To know that our bodies can convey meaning and that through dance we can tell a story.
- ✓ To know that a change in speed and direction can help to outwit an opponent.
- ✓ To know that positive, tactical communication during a game can help to motivate players.

Connecting Learning

	Yr.1 – hitting a ball with appropriate equipment Yr.2 – Developing and linking core actions using low apparatus.	EYFS – Developing confidence, competence, precision and accuracy. Yr.2 – Throwing and catching with accuracy and control.	Yr.2 – developing and applying locomotion, stability and object control. Yr.3 – Co-ordinating linking actions.	Yr.3 – developing core actions. Yr.4 – developing ball skills and coordination.	Yr.3 – developing ball skills and coordination through tennis activities. Yr.5 – swimming 25m proficiently and performing basic self-rescue.	Yr.4 – developing ball skills and co-ordination. Yr.6 – Demonstrating positive communication in practice and competitive situations.	Yr.4 – developing ball skills and co-ordination. Yr.5 – Demonstrating an understanding of attacking and defending techniques.
SPRING 2	Dance – linked to narrative and topic based. Progressing towards a more fluent style of moving with developing control and grace. Multi skills – Developing a range of ball skills including kicking, passing and aiming.	Gymnastics – Explore and create – climbing on and using low apparatus safely demonstrating control and balance. (spots, ropes on floor, benches, hand/feet markers) Multi skills – Developing and applying locomotion, stability and object control through partner and group activities. Catching and throwing to a partner and competing against themselves and others.	OAA – developing skills of cooperation and listening and following instructions. Athletics – developing running, jumping and throwing techniques in isolation and combination. Participate in competitive activities; individually and against others.	Dance – The Stone Age. Performing simple motifs showing different levels and pathways and exploring and creating characters and narratives. OAA – developing communication, team work and listening skills.	Swimming – Performing safe self – rescue in different water-based situations. Net/wall games – developing ball skills and coordination through basketball/netball and tennis activities.	Dance – Rivers. Composing creative dance sequences showing structure, dynamics and fluency. Striking and fielding – Kwik cricket/rounders. Being able to hit a ball effectively and performing fielding skills with accuracy in competitive games.	Gymnastics – matching and mirroring. Creating partner sequences that include a wide range of movements executed with good balance, control and tension. OAA – Following instructions, taking appropriate risks and creating plans whilst developing their communication, team work and listening skills.

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



- ✓ To know that stories can be conveyed through dance and music.
- ✓ To know how to use their bodies to create simple actions and dance phrases to represent different parts of a story.
- ✓ To know how to control the direction in which they throw an object by positioning their bodies towards their target.
- ✓ To know how to send a ball with their feet.

- ✓ To know how to show good sportsmanship, respect and an ability to learn from others when competing against their peers.
- ✓ To know how to climb and explore safely using low apparatus e.g. If there is no mat you must not jump.
- ✓ To know how to practise throwing and catching with a partner.

- ✓ To know how to suggest and identify their own personal targets for improvement, and through observation, those of their peers too.
- ✓ To know that the key things required to be successful as a group/team are cooperation, respect and communication

- ✓ To know that a motif is a single movement or short phrase which expresses the style or theme of the dance and that they can be repeated to create a sequence.
- ✓ To know that characterisation is an important part of storytelling in dance.
- ✓ To know that effective communication and good listening skills lead to positive teamwork.

- ✓ To know that different everyday objects can be used to perform basic self-rescue.
- ✓ To know the dangers of water and how to act responsibly when playing in or near different water environments.
- ✓ To know how to hold and control a ball when dribbling.
- ✓ To know that good hand-eye co-ordination is needed when sending and receiving a ball.

- ✓ To know that creative dance is developing movements which express and communicate ideas and feelings.
- ✓ To know that we can move our bodies in ways which represent the movement of water.
- ✓ To know that a sideways stance is needed when batting, keeping head still and eyes level.
- ✓ To know how to perform an overarm throw when trying to cover a long distance.

- ✓ To know that synchronisation is key when performing matching and mirroring actions.
- ✓ To know how to link a range of complex movements together to create a sequence.
- ✓ To know how to write and follow instructions.
- ✓ To know that sometimes you must take appropriate risks when working in problem solving situations.

				✓ To know how to use the strengths of individuals within a group in order to problem solve.		✓ To know how to make quick tactical decisions about whether to run or not.	
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Connecting learning

	Yr.1 – Developing object control through partner and group work. Yr.3 – Moving with increased control, co-ordination and balance.	EYFS – developing a range of ball skills. Yr.2 – moving with increased control, co-ordination and balance.	Yr.3 – showing creating characters and narratives. Yr.3 – developing communication, team work and listening skills.	Yr.2 – Using and applying ideas appropriate to the stimulus. Yr.6 – Taking appropriate risks, creating plans and developing communication.	Yr.5 – developing water confidence, swimming 25m proficiently.	Yr.3 – Creating characters and narratives.	Yr.4 - developing communication, team work and listening skills.
SUMMER 1	Gymnastics – travelling taking weight on different body parts. Developing their overall body and core muscle strength. Multi skills – developing confidence, competence, precision and accuracy when engaging in activities which involve a ball.	OAA – co-operation, following instructions and developing listening skills. Athletics – developing running, jumping and throwing techniques competing against themselves and others.	Athletics – developing running, jumping and throwing techniques in isolation and combination. Running, jumping and landing with control and throwing with control and accuracy. Multi skills – Net/wall games. Linking and applying fundamental locomotion, stability and object control. Hitting a ball with consistency, with appropriate equipment.	Swimming – developing water confidence and coordinating arm, leg and body movements. Athletics – exploring running, jumping and throwing activities showing increased control and strength. Practising isolated skills of running, jumping and throwing.	Dance – Bollywood. Moving in a clear and expressive manner. Striking and fielding – kwik cricket and rounders. Showing control and consistency when striking, hitting, sending and receiving a ball. Performing in isolation and in combination.	Athletics – further developing athletic techniques performing activities with control and strength. OAA – working successfully as part of a team, developing communication, team work and listening skills.	Athletics – Refining and performing recognised techniques. Practise a wider range of challenging activities. Net/wall games – tennis activities. Hitting a bowled or volleyed ball with increasing accuracy and control.

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



<ul style="list-style-type: none"> ✓ To know how to change the position of their hands and feet to catch a ball depending on the direction in which it is travelling. ✓ To know that they must keep their eye on the beanbag/ball to increase their chances of catching it. ✓ To know how to travel taking weight safely on different body parts. ✓ To know the difference between stretched and curved rolls and how to perform them. 	<ul style="list-style-type: none"> ✓ To know how to follow instructions accurately and stick to simple rules while playing games. ✓ To know how to show changes of speed and direction while running, and understand that this can be advantageous in a competitive situation. ✓ To know how to compete against themselves and others. 	<ul style="list-style-type: none"> ✓ To know that a stimulus in dance can give a good starting point and inspire thoughts and ideas. ✓ To know how to use some stimuli such as props or photographs to generate their own ideas for dance. ✓ To know how to hit a ball with some consistency. ✓ To know how to run with control, showing the ability to change speed and direction quickly, putting themselves in advantageous positions in small sided games. 	<ul style="list-style-type: none"> ✓ To know basic safety rules when poolside. ✓ To know that front crawl, breaststroke, back stroke and butterfly are all recognised strokes. ✓ To know that arm, leg and body movements must all be coordinated to perform a recognised stroke. ✓ To know how to run, jump and throw safely showing balance and control. 	<ul style="list-style-type: none"> ✓ Bollywood dance is typically upbeat and high energy. ✓ To know that traditionally Bollywood dances were performed in front of Hindu deities during the harvest season and that the farmers would dance to thank them for providing the right weather to grow their crops. ✓ To know that a firm grip is needed to strike the ball effectively and the ball must make contact with the centre of the bat. ✓ To know that hands must remain soft and in the cupped position in order to receive a ball safely. 	<ul style="list-style-type: none"> ✓ To know how to safely grip and throw a javelin, discus and shot put. ✓ To know that their arms need to work strongly alongside their legs to demonstrate good sprinting technique. ✓ To know how to read a simple map and orientate themselves in the school grounds. ✓ To know how to work successfully as part of a team. 	<ul style="list-style-type: none"> ✓ To know how to refine their techniques to achieve their personal bests. ✓ To know how to provide feedback to others about their performance. ✓ To know that good body and arm position will allow better control over a ball. ✓ To know that the position of a racket/bat will direct a ball more accurately.
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Connecting learning

	Yr.1 – climbing on and using low apparatus safely demonstrating control and balance. Tr.1 – Competing against themselves and others.	Yr.2 – Participating in competitive activities individually and against others. Yr.4 – Practising isolated skills.	EYFS – developing confidence, competence and precision with balls. Yr.4 – Practising isolated skills.	Yr.2 – developing running, throwing and jumping techniques. Yr.4 - Performing safe self – rescue in different water-based situations.	Yr.5 – composing creating dance sequences. Yr.6 – hitting a bowled or volleyed ball.	Yr.4 – developing running, throwing and jumping techniques. Yr.6 – refining and performing recognised techniques.	Yr.4 – showing control and consistency when striking a ball. Yr.5 – being able to hit a ball effectively, perform effective fielding skills.
SUMMER 2	Multi skills – further develop	Athletics – continuing to	Dance – Space. Moving with	Swimming – recognising how	Athletics –	Athletics – selecting and	Athletics – Performing with

	<p>and refine a range of ball skills including throwing, catching, kicking, and passing, batting and aiming. Play simple games with rules.</p> <p>Understand the importance of keeping healthy and active. Showing resilience in the face of a challenge.</p>	<p>develop their running, jumping and throwing techniques competing against themselves and others.</p> <p>Multi skills – Develop and apply locomotion, stability and object control through target activities. Maintaining pace in a range of activities and receiving a ball with hands or feet.</p>	<p>increased control, coordination and balance and using and applying ideas appropriate to the stimulus.</p> <p>Multi skills – striking/fielding games. Linking and applying fundamental locomotion, stability and object control.</p>	<p>to stay safe and performing basic self-rescue.</p> <p>Striking and fielding games – developing striking and fielding skills through kwik cricket activities. Showing control when striking and hitting a ball and develop basic fielding skills showing some understanding of how and where to throw the ball.</p>	<p>Developing running, throwing and jumping techniques through greater balance, using appropriate equipment and developing strength.</p> <p>Striking and fielding – kwik cricket and rounders. Showing control and consistency when striking, hitting, sending and receiving a ball. Performing in isolation and in combination.</p>	<p>performing techniques, showing an understanding of how to combine and link actions together.</p> <p>Net/wall games – tennis activities. Hitting a ball effectively and applying rules knowledge demonstrating respect for others.</p>	<p>increased intensity, pace, distance and speed. Remembering personal bests and identifying their own targets.</p> <p>Striking and fielding games – kwik cricket/rounders. Performing fielding skills with greater accuracy demonstrating understanding in competitive games.</p> <p>Swimming – ‘Top Up’ – swimming 25m in a recognised stroke.</p>
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Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



<ul style="list-style-type: none"> ✓ To know how to play simple games. ✓ To know how to balance a ball on a tennis racquet. ✓ To know how to explore bouncing and hitting a ball. ✓ To know how to send a ball with their feet and that they can use the inside of their foot or the laces technique. 	<ul style="list-style-type: none"> ✓ To know that for accurate throwing, they throw with their dominant hand, step forward with the opposite leg and face their target. ✓ To know how to send a ball with their feet using the inside of their foot or the 'laces' technique. ✓ To know how to receive a ball with their feet. ✓ To know how to swing their arms back, down and up to gain height and distance while jumping. 	<ul style="list-style-type: none"> ✓ To know how and when to change the speed of their swinging arm so that they have control over the velocity of their throw. ✓ To know how to hit a ball with some consistency and be able to apply this skill in the context of a game. ✓ To know how to run, jump and land effectively and with control in a game. 	<ul style="list-style-type: none"> ✓ To know how to perform some basic survival and self help rescue techniques like treading water and huddling. ✓ To know how to attract attention if help is needed in or around water. ✓ To know how to grip and angle the bat in order to guide the ball towards a target. ✓ To know that to stop and gather a rolling ball the long barrier method is used. ✓ To know how to throw a ball accurately depending on the distance it must cover. 	<ul style="list-style-type: none"> ✓ To know how to maintain good balance when running, jumping and throwing. ✓ To know how to use a range of equipment safely. ✓ To know that good eye/arm co-ordination and a smooth back swing will help to strike a ball with accuracy. ✓ To know that to catch a ball with accuracy you must have a steady base, outstretched hands and be able to bring it into the chest. 	<ul style="list-style-type: none"> ✓ To know how to jump effectively from 2 feet to 2 feet and from 2 feet to 1 foot. ✓ To know that stamina is needed to be able to run over a range of distances. ✓ To know how to evaluate others performance and provide constructive feedback. ✓ To know the playing area of different positions on a court. ✓ To know how to show good sportsmanship in a game situation. 	<ul style="list-style-type: none"> ✓ To know that training of varying intensity will help them with their pace of running. ✓ To know how to improve their own performance and to understand that resilience is needed to achieve a personal best. ✓ To know where to position fielders during a competitive game to limit runs scored. ✓ To know how to catch balls accurately at speed and from height.
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Connecting learning

<p>Yr.1 – Maintaining pace in arrange of activities and receiving a ball with hands and feet. Yr.2 – kinking and applying fundamental movement skills.</p>	<p>EYFS – Playing simple games with rules. Yr.2 – running, jumping and landing with control and accuracy.</p>	<p>Yr.1 – Competing against themselves and others. Yr.3 – Developing striking and fielding through Kwik cricket.</p>	<p>Yr.4 – showing increasing consistency when striking and receiving. Yr.5 – applying knowledge and rules to the game.</p>	<p>Yr.5 – showing an understanding of how to link and combine actions. Yr.6 – Performing with increased intensity, pace, distance and speed.</p>	<p>Yr.6 – Performing with increased intensity, pace, distance and speed. Yr.6 – demonstrating understanding in competitive situations.</p>	<p>Yr.5 – showing an understanding of how to link and combine actions. Yr.4 – showing increasing consistency when striking and receiving.</p>
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