



LAMBOURN C of E PRIMARY SCHOOL

PE CURRICULUM

Intent

Our intent is to enthuse and inspire pupils to engage in a lifelong love and practice of physical activity, sport and exercise. We aim to ensure our children achieve informed, safe and healthy lifestyles, physical fitness and strong mental wellbeing.

We teach our children social skills, including leadership and team work. We teach them how to compete and to manage success and failure, to develop not only a sense of self, but also a sense of community. In dance and gymnastics our children are taught to explore and develop their personal, emotional and spiritual identities.

We teach our children how to set and respond to challenges. We encourage and support their progress, through our teaching of the key Olympic values: inspiration, determination, excellence, equality, friendship, respect and courage.

Implementation

Our learning is based on the Statutory Framework for the Early Years Foundation Stage - 2021.

EYFS

Curriculum planning is based on child-initiated learning, rather than subject specific areas; learning is experiential and holistic. Our curriculum is based on the *Statutory Framework for the Early Years Foundation Stage document*, Department for Education, 2021, and the supporting guidance: *Development Matters in the Early Years Foundation Stage (EYFS)*, 2020. Children learn to make sense of the world in their own way through play and first-hand experiences. Some aspects of the Key Stage One and Key Stage Two (Y1-Y6) PE curriculum have their roots in the EYFS learning experiences and are reflected in a range of goals across this interconnected curriculum, but most notably those in the following areas: 'Physical Development.

Y1 – Y6

In our curriculum plans we have outlined the progression of knowledge in a black font, and skills in blue. Key skills and knowledge are revisited and embedded in order to secure a mastery of skills, knowledge and understanding.

PE is taught as part of the curriculum timetable each week. At least two hours a week is devoted to PE education. In addition, pupils are encouraged to participate in clubs that take place after school and competitions with other local schools.

Although we teach PE as a specific subject area, we also recognize the links with other subject areas, in particular PSHE and science. Work in these areas can embed and enrich

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the children's work in PE. Teachers have considered this when mapping areas of learning across the year.

In our PSHE curriculum, we teach our children about the importance of inclusion, team work and respect for others. Our vulnerable learners, including our Pupil Premium and SEND pupils, are supported through this work as a lot of the work in PE is collaborative. Specific needs-based support is provided, if appropriate, for individuals. Extension opportunities are available to pupils both as part of the learning and competition experiences.

Our children learn about health and wellbeing and how to care for themselves through living healthily. We teach them about safe and healthy habits, including appropriate clothing, warm up and cooling off activities, nutrition and hydration, the safe use of equipment, positive competition and challenge. We teach them how to deal with success and failure, as well as ways they can support and encourage each other.

The PE curriculum is fully resourced. We use a scheme, Get Set 4 PE to support our teaching and learning. The PE grant helps to provide opportunities to support the development of excellence in pedagogic practice, through the use of PE specialists, training and resources. This is explained in greater detail in the PE Action Plan and Impact Analysis, available on our website.

Impact

The impact and measure of our curriculum is the extent our children acquire the skills, knowledge, vocabulary, enthusiasm and life style habits needed, to lead healthy, happy lives. We aim to see high aspirations, which will see our pupils through to further study and a safe, successful, healthy life.

A specific outcome is planned for the end of each unit of learning. Progress against assessment criteria for each activity area is mapped on individual profiles. Class floor books can be used to record key thoughts / photos as a way of celebrating the pupils' achievements.

For further information about curriculum procedures and processes, please see our Curriculum Policy.

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EYFS

Our pupils learn how to look after their bodies in a variety of ways. They begin to understand personal health care, hygiene, healthy eating, safety and risk management, as well as how exercise affects the body.

We teach our children to be active and interactive, and to develop their coordination, control, and movement. We help our children to understand the importance of physical activity, and to make healthy choices. We encourage them to share their thoughts, ideas and feelings through the medium of dance.

Teachers use the school's PE scheme: *Get Set 4 PE* to plan their curriculum

F1: Introduction 1, Fundamentals 1, Gymnastics 1, Dance 1, Ball Skills 1, Games 1

F2: Introduction 2, Fundamentals 2, Gymnastics 2, Dance 2, Ball Skills 2, Games 2

Teachers consider each child's stage of development, observing what he / she can do and then consider ways to support the child to strengthen and deepen their current learning and development. In general terms, this can be seen to be the basis of the curriculum in Nursery (birth to 3 years), F1 (3 and 4 year olds) and F2 (Reception) – but as children develop at different rates and times, in practice, the curriculum and teaching is adapted to suit individuals.

Birth to three - babies, toddlers and young children will be learning to:

- Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside.
- Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking.
- Reach out for objects as coordination develops. Eat finger food and develop likes and dislikes. Try a wider range of foods with different tastes and textures. Lift objects up to suck them. Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

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- Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently
- Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control. Explore different materials and tools.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Learn to use the toilet with help, and then independently

3 & 4-year-olds will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.

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Children in reception will be learning to:

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene

Early Learning Goals

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Year One

Games Get Set4PE units: Net and Wall; Ball Skills	Athletics: Get Set4PE units: Athletics
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To defend space, using the ready position. To defend space, using the ready position. To play against an opponent and keep the score. To develop control when handling a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop playing over a net. To develop placing the ball. To develop hitting over a net. To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To learn to move at different speeds for varying distances. To develop a foundation for balance and stability. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop balance whilst jumping and landing. To develop balance and rhythm when travelling over obstacles. To develop throwing for distance. To develop throwing for accuracy.

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<p>To explore throwing with accuracy towards a target.</p> <p>To explore dribbling and rolling skills developing control and accuracy.</p> <p>To explore catching with two hands.</p> <p>To recognise changes in the body during exercise.</p> <p>To explore control and co-ordination when dribbling a ball with your feet.</p> <p>To explore tracking a ball that is coming towards me.</p> <p>To explore ball skills (rolling, dribbling, throwing, tracking and catching) in small group games.</p>	
<p>Vocabulary: <i>fair, run, jump, names of balls</i></p>	<p>Vocabulary: <i>bean bags, cones, hoops, skittles</i></p>
<p><u>Outcome</u> Min-games</p>	<p><u>Outcome</u> Sports Day</p>
<p>Gymnastics: Get Set4PE unit: Gymnastics</p>	<p>Dance Body patterns</p>
<p>Pupils will be taught to:</p> <p>To explore travelling movements using the space around you.</p> <p>To develop quality when performing gymnastic shapes.</p> <p>To develop stability and control when performing balances.</p>	<p>Pupils will be taught to:</p> <p>THEME: Counting To explore travelling actions.</p> <p>To be able to use counts of 8 to move in time with music.</p> <p>THEME: Trees and Leaves To remember and repeat actions.</p> <p>To respond</p>

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<p>To develop technique and control when performing shape jumps.</p> <p>To develop technique in the barrel, straight and forward roll.</p> <p>To build strength and begin to take body weight on hands.</p> <p>To explore key skills on apparatus showing quality, control and balance.</p> <p>To link gymnastic actions to create a sequence.</p>	<p>imaginatively to a stimulus.</p> <p>THEME: Pirates</p> <p>To copy, remember and repeat actions that represent the theme.</p> <p>THEME: Pirates</p> <p>To copy, remember and repeat actions.</p> <p>To choose and perform actions that represent the theme.</p> <p>THEME: The Lost Toy</p> <p>To use expression to show feelings.</p> <p>To create actions that relate to the story.</p> <p>THEME: The Lost Toy</p> <p>To use a pathway when travelling.</p> <p>To remember and repeat actions.</p> <p>THEME: Puddles</p> <p>To choose actions that represent the theme.</p> <p>To copy, remember and repeat actions that represent the theme.</p> <p>THEME: Puddles</p> <p>To show changes in expression, level and shape.</p>
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<p>Vocabulary: <i>jump, land, rock, roll, push, pull, tall, long, wide, forwards, high, low, straight, travel, shape, balance, barrel roll, straight roll, forward roll</i></p>	<p>Vocabulary: <i>dance, movement</i></p>
<p><u>Outcome</u> Short simple sequences</p>	<p><u>Outcome</u> A simple sequence of movements to music</p>

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Swimming Entrance/exit, floating, push and glide	Other Get Set 4 PE: Fitness; Fundamentals Outdoor adventurous activities: team challenges
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To develop confidence when entering and moving in the water. To safely enter and exit the pool. To develop confidence in the water. To develop confidence when travelling in the water. To begin to develop floating. To develop confidence to submerge in the water. To develop confidence when submerging. To develop floating on front and back. To develop the kicking action on front. To develop the kicking action and introduce breathing. To develop the arm action of pulling. To develop the pulling arm action and begin to 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To understand how to run for longer periods of time without stopping. To develop co-ordination through hula hoop skills. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and co-ordination. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination.

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<p>develop gliding on fronts. To develop the kicking on action on backs and gliding on backs. To consolidate skills learnt. To develop confidence and consistency in a range of skills.</p>	
Vocabulary: <i>rules, safety, float, push, glide</i>	Vocabulary: <i>listen, team, together, explore, success</i>
<u>Outcome</u> General water confidence	<u>Outcome</u> Team challenges

Year Two

<p>Games: Get Set 4 PE: Sending and Receiving; Invasion; Target Games</p>	<p>Athletics: Get Set 4 PE: Athletics</p>
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Pupils will be taught to:

To roll a ball towards a target.

To be able to track and receive a rolling ball.

To be able to stop, send and receive a ball with your feet.

To develop sending and receiving a ball with your feet.

To develop throwing and catching skills.

To develop throwing and catching skills.

To send and receive a ball using a stick.

To send and receive a ball using a racket.

To develop underarm throwing towards a target.

To develop throwing for accuracy.

To develop throwing for accuracy.

To develop underarm throwing for accuracy.

To explore overarm throwing towards a target.

To develop throwing for accuracy with an underarm and overarm throw.

To develop throwing for distance.

To develop throwing for accuracy and distance.

To select the correct technique for the situation.

Pupils will be taught to:

To develop the sprinting action.

To develop rhythm and balance in running over obstacles.

To develop agility and co-ordination.

To develop jumping for distance.

To develop technique when jumping for height.

To develop throwing for distance.

To develop throwing for accuracy.

To develop technique when taking part in an athletics carousel.

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<p>To develop throwing for accuracy.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy and distance under pressure.</p>	
<p>Vocabulary: <i>attack, defence, space, send, receive, team, dodge</i></p>	<p>Vocabulary: <i>hurdles, speed, direction, control, distance, safety</i></p>
<p><u>Outcome</u> Mini-games, including those based on net & wall games (tennis) and invasion games (football)</p>	<p><u>Outcome</u> Sports Day</p>
<p>Gymnastics Get Set 4 PE: Gymnastics</p>	<p>Dance Levels, speed, body shape, direction</p>

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Pupils will be taught to:

To perform gymnastic shapes and link them together.

To be able to use shapes to create balances.

To explore travelling actions, directions and levels.

To be able to link travelling actions and balances using apparatus.

To demonstrate different shapes, take off and landings when performing jumps.

To develop rolling and sequence building.

To develop exploring apparatus.

To develop sequence work on apparatus.

Pupils will be taught to:

THEME: Exploring space and travel
To remember, repeat and link actions.

To explore space and simple movement patterns.

THEME: Actions and rhythms

To create actions and accurately copy other's actions.

THEME: The Circus

To copy, remember and repeat actions.

To use facial expressions to show different characters.

THEME: The Circus

To perform in unison.

To create interesting shapes with a partner.

THEME: Mirrors

To be able to mirror a partner.

To work with a partner to create ideas.

THEME: The Rainforest

To create actions in response to a stimulus.

To copy and repeat actions.

THEME: The Rainforest

To copy, create and perform actions in response to the stimulus.

To use dynamics in the performance.

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	<p>THEME: The Rainforest</p> <p>To create a short dance phrase with a partner showing clear changes of speed.</p>
Vocabulary: <i>tense, extend, relax, shape jumps, take-off, landing</i>	Vocabulary: <i>high, medium, low levels; narrow, tall, thin, wide, direction, turn, sequence</i>
<p><u>Outcome</u></p> <p>Simple sequences</p>	<p><u>Outcome</u></p> <p>A simple remembered routine that uses change (in direction or levels).</p>
<p>Swimming</p> <p>Floating, push and glide, leg action, rolls</p>	<p>Other</p> <p>Get Set 4 PE: Fitness</p> <p>Outdoor adventurous activities: team challenges</p>

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Pupils will be taught to:

To develop confidence when entering and moving in the water.
To safely enter and exit the pool.
To develop confidence in the water.
To develop confidence when travelling in the water.
To begin to develop floating.
To develop confidence to submerge in the water.
To develop confidence when submerging.
To develop floating on front and back.
To develop the kicking action on front.
To develop the kicking action and introduce breathing.
To develop the arm action of pulling.
To develop the pulling arm action and begin to develop gliding on fronts.
To develop the kicking on action on backs and gliding on backs.
To consolidate skills learnt.
To develop confidence and consistency in a range of skills.

Pupils will be taught to:

To understand how to run for longer periods of time without stopping.
To develop co-ordination through hula hoop skills.
To develop co-ordination and timing when jumping in a long rope.
To develop individual skipping.
To take part in a circuit to develop stamina and co-ordination.
To take part in a circuit to develop stamina and agility.
To explore exercises that use your own body weight.
To develop 'ABC,' agility, balance and co-ordination.

To follow instructions and work with others.
To develop communication skills when working with a partner.
To co-operate and communicate in a small group to solve challenges.
To create a plan with a group to solve the challenges.
To communicate effectively and develop trust.

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	<p>To work as a group to solve problems.</p> <p>To discuss and plan with a partner and small group to solve problems.</p> <p>To work with a group to copy and create a basic map.</p>
<p>Vocabulary: <i>glide, push, tuck, log roll, extend</i></p>	<p>Vocabulary: <i>listen, support, team work, suggestion, problem, challenge, solution, cooperate.</i></p>
<p><u>Outcome</u> Travel for 5 metres (glide or similar)</p>	<p><u>Outcome</u> Answers to team challenges</p>

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Year Three

Games Get Set4PE units: Football, Netball, Tennis	Athletics: Get Set4PE unit: Athletics
<p>Pupils will be taught to:</p> <ul style="list-style-type: none">To develop control whilst dribbling the ball.To develop controlling the ball and dribbling under pressure.To develop passing to a teammate.To develop passing and moving.To be able to control the ball with different parts of the body.To develop changing direction with the ball using an inside and outside hook.To be able to jockey / track an opponent.To be able to apply the rules and tactics you have learnt to play in a football tournament.To develop ball handling skills.To practise throwing and catching.To develop passing and moving.	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">To develop the sprinting technique and improve on your personal best.To develop changeover in relay events.To develop fluency and rhythm when running over obstacles.To develop jumping technique in a range of approaches and take off positions.To develop jumping for height and safety on landing.To develop throwing for distance and accuracy.To develop throwing for distance in a pull throw.To develop officiating and performing skills.

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<p>To be able to play within the footwork rule.</p> <p>To develop passing and moving towards a goal.</p> <p>To develop movement skills to lose a defender.</p> <p>To be able to defend an opponent and try to win the ball.</p> <p>To develop the shooting action.</p> <p>To develop playing using netball rules.</p> <p>To learn the positions of 5-a-side netball and where each is allowed to go.</p> <p>To be able to use the ready position.</p> <p>To develop ball control and movement skills.</p> <p>To develop racket and ball control.</p> <p>To develop returning the ball using a forehand groundstroke.</p> <p>To be able to rally using a forehand.</p> <p>To develop the two handed backhand.</p> <p>To learn how to score.</p> <p>To develop playing against an opponent.</p> <p>To work collaboratively with a partner and compete against others.</p>	
<p>Vocabulary: <i>defend, attack, mark, space, competition, control, jockeying, dribble, pass, intercept, forehand, backhand</i></p>	<p>Vocabulary: <i>types of balls, lane, track, relay</i></p>
<p><u>Outcome</u> Small sided games of netball and football</p>	<p><u>Outcome Sports</u> Day</p>
<p>Gymnastics: Get Set4PE unit: Gymnastics</p>	<p>Dance Improvisation, motifs, sequences</p>

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<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To be able to create interesting point and patch balances. To be able to match a partner in a sequence. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To explore gymnastics skills using hoops. To create a partner sequence incorporating equipment. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> THEME: Machines To create actions in response to a stimulus and move in unison with a partner. THEME: Machines To create actions to move in contact with a partner or interact with a partner. THEME: Machines To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea. THEME: Forces and Magnets To work with a partner to choose actions that relate to an idea. THEME: Seasons To remember and repeat actions. To use dynamics to clearly show different phrases. THEME: Seasons To choose actions which relate to the idea. To use space and timing to make my work look interesting. THEME: Romans To understand and use formations. To choose poses
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	<p>which relate to the stimulus.</p> <p>THEME: Romans</p> <p>To use transitions and changes of timing to move into and out of shapes.</p>
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<p>Vocabulary: <i>sequence, independently, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, apparatus names</i></p>	<p>Vocabulary: <i>improvise, partner, create, motif, evaluate, compare, improve</i></p>
<p><u>Outcome</u> Sequences, alone and with others, showing developing technique and control, on the floor and on apparatus.</p>	<p><u>Outcome</u> A remembered longer dance sequence with well-defined motifs</p>
<p>Swimming Push and glide, submerge, float, water safety</p>	<p>Other Get Set4PE unit: Fitness Outdoor Education: challenges in an unfamiliar situation</p>

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<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To test and record baseline fitness scores. To develop your sprinting technique. To develop your speed. To develop strength using my own body weight. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina. To re-test fitness scores and recognise improvement. <ul style="list-style-type: none"> To develop cooperation and teamwork skills. To develop communication skills and work effectively with a partner. To develop trust and team work. To be able to follow and give instructions. To work effectively in small groups. To develop planning
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	<p>and problem solving skills.</p> <p>To involve all team members in an activity and work towards a collective goal.</p> <p>To develop trust and accept support.</p> <p>To be able to listen to others and follow instructions.</p> <p>To be able to identify objects on a map.</p> <p>To be able to draw and follow a simple map.</p> <p>To draw a route using directions.</p> <p>To be able to orientate a map and navigate around a grid.</p>
<p>Vocabulary: <i>glide, push, tuck, log roll, extend</i></p>	<p>Vocabulary: <i>team work, communicate, collaborate, challenge, perseverance, strength, agility, balance, co-ordination, speed, stamina, power</i></p>
<p><u>Outcome</u> Travel 10 metres (push and glide) and 5 metres swimming</p>	<p><u>Outcome</u> Problem solving challenges, including low rope challenges</p>

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Year Four

Games Get Set4PE unit: Hockey , Tag Rugby	Athletics Get Set4PE unit: Athletics
<p>Pupils will be taught to:</p> <ul style="list-style-type: none">To develop open stick dribbling.To develop sending the ball with a push pass.To develop receiving the ball.To develop dribbling using the reverse stick (Indian dribble).To develop dribbling to beat a defender.To develop moving into space after passing the ball.To be able to use an open stick tackle.To apply defending and attacking principles and skills in a hockey tournament.To develop ball handling skills demonstrating increasing control and accuracy.To develop throwing, catching and running with the ball.To develop an understanding of tagging rules.To begin to use the 'forward pass' and 'off side' rule.To be able to support a teammate when attacking.To be able to dodge a defender and move	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">To develop stamina and an understanding of speed and pace in relation to distance.To develop power and speed in the sprinting technique.To develop communication skills and technique in relays.To develop technique when jumping for distance.To develop fluency and technique in the vertical jump.To develop power and technique when throwing for distance.To develop a pull throw for distance and accuracy.To develop officiating and performing skills.

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<p>into space when running towards the goal. To develop defending skills and use them in a game situation. To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</p>	
<p>Vocabulary: dribble, bounce, kick, attack, defend, shoot, pass, receive, intercept, tackle</p>	<p>Vocabulary: <i>hop, skip, jump, range of balls, hurdles, stop watch, power, javelin, strength, balance, agile</i></p>
<p><u>Outcome</u> Small sided games, including hockey and tag rugby</p>	<p><u>Outcome</u> Sports Day</p>
<p>Gymnastics: Get Set4PE unit: Gymnastics</p>	<p>Dance Sequence, dynamics, motifs</p>
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to explore pathways and travelling movements. To be able to create a sequence to include apparatus and inverted movements. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> THEME: The Spy To copy and create actions in response to an idea. To use changes of space to adapt the set material. THEME: The Spy To choose actions which relate to the theme. To work with a partner to show action and reaction. THEME: States of Matter To use actions, dynamics, spacing and timing to represent a state of matter.

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<p>To be able to create a partner sequence to include apparatus.</p>	<p>THEME: States of Matter To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>THEME: Superpowers To remember and repeat actions and create dance ideas in response to a stimulus.</p> <p>THEME: Superpowers To use action and reaction when creating ideas with a partner.</p> <p>THEME: A trip to... To remember, repeat and create actions to represent an idea.</p> <p>THEME: A trip to... To use choreographing ideas to change how actions are performed.</p>
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<p>Vocabulary: <i>straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand, ½ turn etc, rotation, fluent, tension, sequence, apparatus names</i></p>	<p>Vocabulary: <i>dynamics, evaluate, control, precision</i></p>
<p><u>Outcome</u> Sequences, alone and with others, showing further technique and control, on the floor and on apparatus.</p>	<p><u>Outcome</u> A controlled, dance that relates to the music stimulus</p>
<p>Swimming Front crawl, breaststroke, backstroke, butterfly</p>	<p>Other Get Set4PE unit: Yoga Outdoor adventurous activities: orienteeing</p>

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<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To develop cooperation and teamwork skills. To develop communication skills and work effectively with a partner. To develop trust and team work. To be able to follow and give instructions. To work effectively in small groups. To develop planning and problem solving skills. To involve all team members in an activity and work towards a collective goal. To develop trust and accept support. To be able to listen to others and follow instructions. To be able to identify objects on a map. To be able to draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid. To develop an understanding of yoga. To explore breathing.
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	<p>To explore connecting breath and movement.</p> <p>To explore new yoga poses and begin to connect them.</p> <p>To explore gratitude when remembering and repeating a yoga flow.</p> <p>To develop flexibility and strength in a positive summer flow.</p> <p>To develop flexibility in an individual yoga flow.</p> <p>To develop confidence and strength in arm balances.</p> <p>To develop balance and control in a paired yoga flow.</p>
<p>Vocabulary: <i>front crawl, breast stroke, butterfly, back stroke</i></p>	<p>Vocabulary: <i>bearing, control, control card, orienting, punching, breathing, balance, flexible, strength, coordination</i></p>
<p><u>Outcome</u> Swim 10 metres in a range of strokes</p>	<p><u>Outcome</u> Use a map to solve orienteering problems. Own yoga flow</p>

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Year Five

Games: Get Set4PE units: kwik cricket, dodgeball, volleyball	Athletics Get Set4PE unit: Athletics
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To develop throwing accuracy and catching skills. To develop underarm bowling accuracy. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To develop the defensive and driving hitting techniques. To develop a variety of fielding techniques and to use them within a game. To develop long and short barriers and apply them to a game situation. To recap on the rules of dodgeball and apply them to a game. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching to get an opponent out. To learn to block using a dodgeball. To select and apply tactics in the game. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To be able to apply different speeds over varying distances. To develop fluency and coordination when running for speed. To develop technique in relay changeovers. To develop power, control and consistency in jumping for distance. To develop technique and coordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. To develop officiating and performing skills.

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<p>To develop officiating skills and referee a dodgeball game.</p> <p>To apply skills, rules and tactics to a dodgeball tournament.</p> <p>To use the ready position to move to the ball.</p> <p>To develop the fast catch volley.</p> <p>To be able to volley the ball using a set shot.</p> <p>To develop the dig and understand when to use it.</p> <p>To keep a continuous rally going over the net.</p> <p>To develop the underarm serve and learn the rules of serving.</p> <p>To be able use the scoring system and understand when to rotate.</p> <p>To apply the rules, skills and tactics learnt to play in a volleyball tournament.</p>	
<p>Vocabulary: <i>tactics, underarm, overarm, long and short barrier, dodging, blocking</i></p>	<p>Vocabulary: <i>triple jump, strength, power, endurance, speed, coordination, reaction, agility, balance, stamina</i></p>
<p><u>Outcome</u> Dodgeball and kwik cricket games</p>	<p><u>Outcome</u> Sports Day</p>
<p>Gymnastics Get Set4PE unit: Gymnastics</p>	<p>Dance Expression, fluency, pace, space, improvisation, sequences</p>

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<p>Pupils will be taught to:</p> <p>To be able to perform symmetrical and asymmetrical balances.</p> <p>To develop the straight, forward, straddle and backward roll.</p> <p>To develop the straight, barrel, forward, straddle and backward roll.</p> <p>To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>To be able to perform progressions of inverted movements.</p> <p>To be able to perform progressions of a handstand.</p> <p>To explore matching and mirroring using actions both on the floor and on apparatus.</p> <p>To be able to create a partner sequence using apparatus.</p>	<p>Pupils will be taught to:</p> <p>THEME: Dance by Chance</p> <p>To create a dance using a random structure and perform the actions showing quality and control.</p> <p>THEME: Dance by Chance</p> <p>To understand how changing the dynamics of an action changes the appearance of the performance.</p> <p>To provide and use feedback to improve on performance.</p> <p>THEME: Dance by Chance</p> <p>To understand and use relationships and space to change how a performance looks.</p> <p>THEME: Snapshot</p> <p>To work with a group to create poses and link them together using transitions.</p> <p>THEME: Snapshot</p> <p>To use choreographing devices when working as a group.</p> <p>THEME: Rock 'n' Roll</p> <p>To copy and repeat movements in the style of Rock 'n' Roll.</p> <p>THEME: Rock 'n' Roll</p> <p>To work with a partner to copy and repeat actions and keeping in time with the music.</p> <p>THEME: Rock 'n' Roll</p> <p>To work collaboratively</p>
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	with a group to create a dance in the style of Rock 'n' Roll.
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Vocabulary: <i>Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand, canon, synchronisation, matching, mirroring</i>	Vocabulary: <i>expression, flexibility, fluid, levels, direction, pace timing, spacing.</i>
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Outcome: A more complex, controlled sequence, alone and / or with a partner.	Outcome: A well-remembered sequence that uses the elements of dance to effect.
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Swimming: Sculling, front crawl, backstroke, breaststroke and butterfly, treading water, jumps, summersaults, handstands	Other Outdoor Education: local centre (e.g. archery, canoeing)
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<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To develop gliding, front crawl and backstroke. To develop rotation, sculling and treading water. To develop the front crawl stroke and breathing technique. To develop the technique for backstroke arms and legs. To develop breaststroke technique. To develop breaststroke technique. To develop breaststroke and breathing technique. To develop basic skills of water safety and floating. To develop the dolphin kick. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems. To suggest ideas and listen to others. To develop cooperation and teamwork skills. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop trust in others. To be able to listen to others and follow instructions. To develop navigational skills and map reading.
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<p>To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. To increase endurance in swim challenges. To identify fastest strokes and personal bests.</p>	<p>To be able to use a key to identify objects and locations.</p> <ul style="list-style-type: none"> •
<p>Vocabulary: <i>scull, tread water</i></p>	<p>Vocabulary: <i>challenge, perseverance, concentration, stamina, strength, coordination, endurance</i></p>
<p><u>Outcome</u></p>	<p><u>Outcome</u> Course in OAA at a local centre</p>
<p>Push and glide and swim 10 metres front crawl, backstroke, breaststroke and butterfly (performed to Swim England expected standards).</p>	

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Year Six

<p>Games Get Set 4 PE: Rounders, Basketball</p>	<p>Athletics: Get Set 4 PE: Athletics</p>
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To throw and catch with accuracy under pressure. To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To develop decision making and tactical awareness when playing competitively. To apply the rules and skills you have learnt to play in a rounders tournament. To be able to dribble the ball abiding by the double dribble and travelling rules. To develop protective dribbling against an opponent. To use a variety of passes in a game situation. To be able to move into a space to support a teammate. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop running over obstacles with greater control and co-ordination. To develop take off position when jumping for height. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

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<p>To be able to choose when to pass and when to dribble.</p> <p>To be able to track an opponent and use defensive techniques to win the ball.</p> <p>To be able to perform a set shot and a jump shot.</p> <p>To be able to apply the rules and tactics you have learnt to play in a basketball tournament.</p>	
<p>Vocabulary: <i>tactics, fielders, backstop, batter, intercept</i></p>	<p>Vocabulary: <i>relay, baton, bell lap, reaction time, acceleration, deceleration</i></p>
<p><u>Outcome</u> Rounders and basketball games</p>	<p><u>Outcome</u> Sports Day</p>
<p>Gymnastics Get Set 4 PE: Gymnastics</p>	<p>Dance Expression, imagination, pace, fluency</p>
<p>Pupils will be taught to:</p>	<p>Pupils will be taught to:</p>

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<p>To be able to develop the straddle, forward and backward roll.</p> <p>To develop counter balance and counter tension.</p> <p>To be able to link partner balances into a sequence.</p> <p>To be able to perform inverted movements with control.</p> <p>To be able to perform the progressions of a headstand and a cartwheel.</p> <p>To be able to use flight from hands to travel over apparatus.</p> <p>To develop group balances and sequence work.</p> <p>To be able to create a group sequence using formations and apparatus.</p>	<p>THEME: Stamp, Clap To copy and repeat a set dance phrase showing confidence in movements.</p> <p>THEME: Stamp, Clap To work collaboratively with a partner to explore and develop the dance idea.</p> <p>THEME: Stamp, Clap To use changes in level and speed when choreographing.</p> <p>THEME: Waiting for... To copy and create actions using a prop as a dance stimulus.</p> <p>THEME: Waiting for... To use choreographing devices to improve how the performance looks.</p> <p>THEME: Anti Bullying To select actions and dynamics to convey different characters.</p> <p>THEME: Anti Bullying To choreograph a dance that shows contrasting characters.</p> <p>THEME: Anti Bullying To communicate a story through dance.</p>
<p>Vocabulary: <i>counterbalance, counter tension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault, stag, cartwheel, refine, extend, fluency, clarity of movement, flexible, agile, strong, coordinated</i></p>	<p>Vocabulary: <i>imagination, expression, precision</i></p>

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<p><u>Outcome</u> A complex, controlled sequence, alone and / or with a partner.</p>	<p><u>Outcome</u> A more complex, imaginative dance in which the elements of dance are used effectively and body movements are controlled.</p>
<p>Swimming Front crawl, backstroke, breaststroke and butterfly, surface dives, self-save rescues</p>	<p>Other Get Set 4 PE: Fitness, Yoga Outdoor Education: a range of OAA</p>
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To develop gliding, front crawl and backstroke. To develop rotation, sculling and treading water. To develop the front crawl stroke and breathing technique. To develop the technique for backstroke arms and legs. To develop breaststroke technique. To develop breaststroke technique. To develop breaststroke and breathing technique. To develop basic skills of water safety and floating. To develop the dolphin kick. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. To increase endurance in swim challenges. To identify fastest strokes and personal bests. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To test and record baseline fitness scores. To develop sprinting technique and speed. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To complete actions to develop stamina. To develop control whilst balancing. To re-test fitness and identify areas of improvement. To develop an understanding of yoga. To develop flexibility through the sun salutation flow. To link actions together to create a yoga flow. To develop strength through yoga flows. To create your own flow showing quality in

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	<p>control, balance and technique.</p> <p>To develop balance through yoga flows.</p> <p>To develop strength, balance and control when taking weight on my hands.</p> <p>To work collaboratively to create a controlled paired yoga flow.</p> <p>To create your own yoga flow that challenges technique, balance and control.</p> <p>To build communication and trust whilst showing an awareness of safety.</p> <p>To work as a team to solve problems.</p> <p>To suggest ideas and listen to others.</p> <p>To develop cooperation and teamwork skills.</p> <p>To develop tactical planning and problem solving.</p> <p>To share ideas and work as a team to solve problems.</p> <p>To develop trust in others.</p> <p>To be able to listen to others and follow instructions.</p> <p>To develop navigational skills and map reading.</p> <p>To be able to use a key to identify objects and locations.</p>
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Vocabulary: <i>surface dive</i>	Vocabulary: <i>strength, power, endurance, speed, coordination, reaction, agility, balance, relay, balance, co-ordination, flexibility</i>
<u>Outcome</u> Swim competently, confidently and proficiently over a distance of at least 25 metres in a range of strokes (including front crawl, breast stroke and backstroke.) Perform self-save rescue in different waterbased situations	<u>Outcome</u> Residential OAA Own yoga flow Improved fitness outcomes

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