

**Primary PE Curriculum
Long Term Plan
For St James' CE Primary
School**



PE Long Term Plan

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|-----------------------------------|---|------------------------------------|---------------------|-------------------------|--|
| FS2 | Games Unit 1 | Gymnastics Unit 1 | Dance Unit 1 | Gymnastics | Dance | Athletics |
| 1 | Gymnastics Unit 1 Games Unit 1 | Dance Unit 1 | Dance | Gymnastics Games | OAA Gymnastics | Athletics Games |
| 2 | Gymnastics Unit 1 Games Unit 1 | Dance Unit 1 | Dance | Gymnastics Games | OAA Gymnastics | Athletics Games |
| 3 | Gymnastics Unit 1 Games Unit 1 | Outdoor adventure (Which Way now?) Dance Unit 1 | Gymnastics | Dance Games | OAA Dance | Athletics Games |
| 4 | Gymnastics Unit 1 Games Unit 1 | Dance Unit 1 | Swimming OAA - Winter Warmer | Swimming | Dance Games | Athletics Gymnastics |
| 5 | Swimming | Swimming Dance Unit 1 | Gymnastics | Games Gymnastics | Dance Games | OAA - residential Athletics |
| 6 | Gymnastics Unit 1 Games Unit 1 | Dance Unit 1 | | Dance | Athletics Gymnastics | Outdoor Adventure - residential Athletics Games |

By the end of Year 2:

| | |
|-------------------|---|
| Gymnastics | <p><u>Skills:</u></p> <ol style="list-style-type: none">1. Demonstrate a range of actions for basic skills showing control, co-ordination and consistency both on the floor and using apparatus<ul style="list-style-type: none">• Travel confidently and competently on different parts of the body including hands and showing different shapes• Bounce, hop, spring, jump and land using a variety of take-offs and landings• Rotate and twist on different body parts and roll sideways and forwards• Hold a still, balanced position on large or small body parts or a combination of body parts• Use space and apparatus safely• Lift, carry and erect their own apparatus co-operating in small groups2. Choose appropriate movements or skills they have learned and link them creatively<ul style="list-style-type: none">• Plan sequences or patterns of 3 or more movements which they can plan and repeat• Show sequences which have a clear beginning, middle and end• Demonstrate an understanding of how to create different pathways and move in different directions• Demonstrate contrasts in level, speed and shape• Perform a limited range of skills with a partner on the floor and apparatus using simple relationships e.g. “Follow-my-leader” and working side by side |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none">3. Describe the actions that they and others are doing<ul style="list-style-type: none">• Observe and copy the movements of others• Use the observation and information to practise and improve the quality and control of their own work• Use the understanding to adapt work safely from floor to apparatus• Use appropriate vocabulary to describe what they and others are doing4. Recognise and describe how their bodies feel when fully extended<ul style="list-style-type: none">• Be active throughout the lesson and willingly practise to improve• Know that breathing becomes quicker and the heart pumps faster• Feel a rise in temperature and feel that they become tired after vigorous activity• See that different muscles and limbs are working hard, and that faces look red after vigorous exercise• Know that regular exercise improves health, makes you feel good and helps the body to work well |

| | |
|---------------------|---|
| <p>Dance</p> | <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Acquire and develop specific dance skills in relation to dance ideas. To remember and repeat movements phrases and patterns with some level of control and co-ordination <ul style="list-style-type: none"> • Explore actions in response to stimuli • Know and perform the basic dance actions with some understanding of mood and feeling in relation to the dance idea • Go and stop in control and perform body actions with control and co-ordination • Copy, remember and repeat simple dance phrases • Explore ideas, moods and feelings 2. Select and apply the dance skills by making appropriate choices in relation to a dance idea – then develop these choices into phrases and simple dance structures <ul style="list-style-type: none"> • Improvise to an idea and show some sensitivity to the accompaniment • Explore a range of movements suitable to the idea and showing sensitivity to the accompaniment • Choose and link appropriate actions to make short dance phrases and simple structures • Work in pairs using simple partner relationships and compositional skills |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Evaluate and improve their performance through being given opportunities to look at dance in order to identify, recognise and describe movement <ul style="list-style-type: none"> • Observe each other and themselves dancing • Understand some historical and cultural issues in dance • Describe dance phrases and expressive qualities • Say what they like and dislike, giving reasons 4. Recognise health and fitness as important to enable them to participate in dance activities <ul style="list-style-type: none"> • Know that dance is active and that changes will occur in their bodies • Know how their bodies feel after dance activities • Know that they need to warm-up and cool down for dance |
| <p>Games</p> | <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Perform in a co-ordinated and controlled manner a range of “sending” , “receiving” and “travelling with ...” skills <ul style="list-style-type: none"> • Send a ball and range of equipment by sliding, pushing, rolling, bouncing, kicking, striking and heading • Gather a ball or piece off equipment with hands, feet, other body parts or an implement • Travel with a ball or piece of equipment by carrying, balancing, pushing, tapping, bouncing, or by dribbling with hands, feet or an implement • Sustain concentration and practise to improve and perform with more confidence |

| | |
|------------------|---|
| | <ul style="list-style-type: none"> • Repeat and use the skills with co-ordination and control in a variety of co-operative and competitive games • Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to turn <p>2. Apply the skills in a variety of simple games; make choices about appropriate targets, spaces and equipment; use simple tactics</p> <ul style="list-style-type: none"> • Create games as an individual or in pairs • Understand the importance of rules and play within them and know how to score • Change the rules of the game to make it better or more challenging • Combine skills e.g. dribble and kick • Develop simple tactics and use appropriate ones to suit different situations |
| | <p><u>Knowledge:</u></p> <p>3. Observe, copy and play games, then alter rules and tasks to make the games better. Describe performances accurately and recognise what is successful</p> <ul style="list-style-type: none"> • Watch and describe performances accurately • Observe, demonstrate and copy someone else's game or idea • Use what they have learnt to improve the quality and control of their work • Work well with a partner or small group to improve their skills <p>4. Be actually involved and recognise how their body feels when playing games</p> <ul style="list-style-type: none"> • Understand and describe changes to the heart rate when playing different games • Move safely and actively about the space and when using equipment • Know that after rigorous activity, breathing and heart rate increase and body temperature rises and see that faces become flushed • Feel the muscles and limbs are working hard and that they become tired after sustained activity • Know that regular exercise improves health and helps the body to work well |
| Athletics | <p><u>Skills:</u></p> <p>1. Remember, repeat and link combinations of actions o to use their bodies and a variety of equipment with greater control and coordination</p> <p>2. Choose skills and equipment to help them meet the challenges they are set</p> |
| | <p>3. Recognise and describe what their bodies feel like during different types of activity</p> <p>4. Watch, copy and describe what they and others have done</p> |

| | |
|--|--|
| | |
|--|--|

By the end of Year 4:

| | |
|--------------------------|--|
| <p>Gymnastics</p> | <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Know and use an increased range of skills both on the floor and on apparatus showing greater control and accuracy <ul style="list-style-type: none"> • Travel fluently in a variety of ways and demonstrate different pathways • Understand and demonstrate a change of front or direction • Bounce and jump to receive and transfer body weight safely • Rotate and roll on different body parts: in different directions showing variety of shape, size and speed • Balance to show specific planned shapes e.g. symmetrical and asymmetrical • Use space and more complex apparatus safely and co-operate in pairs and small groups • Be responsible for the safe moving and construction of their own apparatus 2. Select appropriate skills and movements to plan and create sequences <ul style="list-style-type: none"> • Understand and show how to move into and from a range of skills with control • Identify and use planned variations in speed levels, directions and pathways • Create sequences with a partner on floor and apparatus using a range of relationships e.g. follow my leader”, side by side and travelling over or under |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Recognise and describe how well a sequence has been formed using appropriate terminology <ul style="list-style-type: none"> • Describe what they intend to produce • Observe and describe the movements of others in appropriate language • Understand what makes a good sequence and use the information to practise and improve their own work |

| | |
|---------------------------------|--|
| | <p>4. Recognise that gymnastics activity is a good activity for health and well-being and how to practise safely</p> <ul style="list-style-type: none"> • Know that regular exercise improves health; makes you feel good; and maintains a healthy body weight • Know that exercise helps body parts to work well • Know that exercise strengthens bones and muscles and helps keep joints flexible |
| Dance | <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Acquire and develop specific dance skills in relation to dance ideas. These skills should be performed with appropriate quality and control and a degree of accuracy. <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative • Perform the basic actions and dances clearly and fluently • Perform with expression and sensitivity to the dance idea and the accompaniment • Copy, refine and repeat dance phrases and dances 2. Select and apply appropriate movements for dance ideas. These choices should communicate the intention of the dance. The movements should be linked together and developed using simple compositional dances <ul style="list-style-type: none"> • Know how to begin to develop movement • Use simple motifs and movement pattern to structure dance phrases on their own or with a partner or in a group |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Evaluate and improve their own and others' performance by being able to identify what makes the movement good. Suggestions should be made on how to improve the performance and on composition <ul style="list-style-type: none"> • Observe themselves and others dancing • Describe and interpret the dances of the other children using appropriate language • Suggest how dances and performances can be improved 4. Recognise that health and fitness is an integral part of the dance performance. Ensure that there is an awareness of the value of "getting ready" and "ending" activities which support safe practice <ul style="list-style-type: none"> • Recognise that dance is a good activity for health and well-being <p>Show understanding of warming up and cooling down and choose appropriate activities to do so on their own</p> |
| Games – Net/ Court/ Wall | <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Keep up a continuous game using a range of throwing and catching skills and techniques. Use a small range of basic racquet skills <ul style="list-style-type: none"> • Perform basic skills with control and consistency • Keep a game going using a range of different ways of throwing (e.g. over-arm, underarm, one-handed, two-handed). • Adapt and refine the speed and direction of the ball (e.g. hard, soft, high, low, different directions). • Play games using a bat or racquet, get their feet in line with the ball and their body into position for hitting a ball |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Hit accurately a ball which is fed to them • Keep a rally going using a small range of shots (e.g. forehand, backhand, soft shots or hard shots). <p>2. Choose and use a range of simple attacking and defending tactics, adapt and refine rules and make up their own net/ court/ wall games</p> <ul style="list-style-type: none"> • Choose and say why they stand in a particular place to receive the ball • Try to make things difficult for an opponent by sending the ball at different speeds and heights and directing the ball into a space • Keep to the rules of the game • Create their own net/ court/ wall games and develop and adjust their own rules |
| | <p><u>Knowledge:</u></p> <p>3. Talk about what they and others do well and recognise things they could improve and make better</p> <ul style="list-style-type: none"> • Describe what they and others are doing and recognise what is successful in their own and others' play • Identify aspects of their game that need improving and suggest how they could do it • Work with others to organise and keep the game going • Describe the intentions and format of a created game <p>4. Recognise how net/ court/ wall games make the body work. Know how to warm up and practise safely</p> <ul style="list-style-type: none"> • Know that regular exercise improves health, makes you feel good and maintains a healthy body weight • Know the demand that net/ court/ wall activities make on the body • Know that exercise strengthens bones and muscles, including the heart • Know the importance of warming up and identify activities they could use |
| <p>Games – Striking and fielding</p> | <p><u>Skills:</u></p> <p>1. Demonstrate a range of striking, throwing and receiving skills with some control and accuracy</p> <ul style="list-style-type: none"> • Use a range of throwing, striking, intercepting and stopping skills with increasing control • Strike a ball with intent and when bowling and/ or fielding throw it more accurately • Catch the ball reasonably well and consistently intercept and stop the ball • Return the ball quickly and accurately <p>2. Successfully choose and vary skills and tactics to suit the situation in a game. Set up small games and know rules and use them fairly</p> <ul style="list-style-type: none"> • Select appropriate batting or throwing skills to make the game harder for their opponents • Judge how far they can run to score points and not be “out” • Choose where to stand as a fielder to make it hard for the batter to score • Work as a team to make it harder for the batter |

| | |
|--------------------------------------|---|
| | <ul style="list-style-type: none"> • Know the rules of the game and keep to them • Create their own striking/ fielding game and develop and adjust own rules |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Describe what they and others do that is successful; suggest what needs to be improved or requires more practice <ul style="list-style-type: none"> • Describe what they are doing and recognise what is successful in their own and others’ play • Identify parts of their performance that could be improved and suggest ways to achieve this • Work with others to organise and keep the game going • Describe the intentions and format of a created game 4. Recognise that being involved in games playing is good for health and well-being. Know how to warm up and practise safely <ul style="list-style-type: none"> • Know that regular exercise improves health, makes you feel good and maintains healthy body weight • Know the demands that specific activities make on their bodies • Know that exercise strengthens bones and muscles, including the heart • Know the importance of warming up |
| <p>Games – Invasion games</p> | <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Demonstrate an increased range of “sending”, “receiving” and “travelling with ...” skills and use them with some fluency and accuracy in small games <ul style="list-style-type: none"> • Pass and receive with hands in a variety of ways e.g. using chest pass, shoulder pass, bounce pass, controlled kick • Pass and receive using various techniques e.g. high, low, fast, slow • Change direction and speed when travelling with or dribbling the ball • Show increasing control and consistency in games • Play with greater flow and increased speed of passing 2. Know the rules of the games they play. Understand how to attack and defend in a range of games situations and use a variety of simple tactics for attacking well <ul style="list-style-type: none"> • Understand and play to the rules of the game • Modify or adapt rules of existing games in agreement with others • Create their own games, develop and adjust their own rules and then explain and teach the game to others • Know and understand a range of simple tactics e.g. how to retain possession, make progress towards a goal, make it difficult for an opponent to get the ball or how to get into a position to shoot or score • Apply principles and simple tactics in a range of “like” games |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Watch and describe others’ performances as well as their own and suggest practices that will help them and others to play better |

| | |
|------------------|---|
| | <ul style="list-style-type: none"> • Know and explain the tactics and skills that they are confident with and use well in games e.g. “how does a team keep possession of the ball?” • Choose different ways of practising these tactics and skills • Recognise what they do best/ worst • Recognise when they need help and be able to describe the help they need to improve their play • Work with others to organise and keep the game going • Describe the intentions and format of a created game <p>4. Recognise that being involved in games playing is good for health and well-being and give reasons why warming-up before an activity is important</p> <ul style="list-style-type: none"> • Lead a partner through short warm-up routines • Understand how a game helps develop speed, strength and stamina • Know that exercise strengthens bones and muscles (including the heart) • Describe the way the body reacts in different games |
| Athletics | <p><u>Skills:</u></p> <p>1. Demonstrate running, jumping and throwing skills in a co-ordinated and controlled manner</p> <ul style="list-style-type: none"> • Move consistently and smoothly when running for sustained periods or sprinting • Know and demonstrate a range of throwing techniques • Throw a range of appropriate implements with consistency and accuracy into specific target areas • Jump with control and consistency and show co-ordination when demonstrating different combinations of jumps <p>2. Show that they understand basic athletic tactics by starting to vary the way they respond to different situations</p> <ul style="list-style-type: none"> • Know that there are different styles of running, jumping and throwing and recognise the needs of the challenge • Pace and sustain their effort to maintain the quality of their performance • Demonstrate a suitable method of shuttle relay change-over for both incoming and outgoing runners |
| | <p><u>Knowledge:</u></p> <p>3. Recognise how their work is similar to and different from the work of others’ and use this understanding to improve their own performance</p> <ul style="list-style-type: none"> • Watch others’ perform and describe specific aspects of basic technique • Compare and contrast performances using appropriate language • Suggest how they can improve their own performance and, with guidance, set themselves targets <p>4. Give reasons why warming-up before an activity is important</p> <ul style="list-style-type: none"> • Recognise and identify times when their body temperature is cool, warm or hot • Understand that their body works differently in different athletic situations |

| | |
|--------------------------|--|
| | <ul style="list-style-type: none"> • Carry out appropriate stretching and warm-up activities safely |
| Outdoor adventure | <p><u>Skills:</u> Pupils understand / are able to:</p> <ul style="list-style-type: none"> • Enter the water safely and develop water confidence and competence • Map colours and common basic symbols • Use maps and diagrams to orientate themselves and successfully navigate around a simple course • Undertake simple orienteering exercises both indoors and in the school grounds • Apply the safety considerations required when participating in a particular activity • Participate in a range of activities which involve working with and trusting others • Respond to simple challenges and problem solving tasks in a familiar environment • Listen and follow instructions and recognise what is needed to keep themselves safe • Develop a variety of different ways of entering the water and show an increasing confidence and competence in the water • Read a map using more complex keys and symbols to complete a variety of orienteering exercises • Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact etc. • Construct a basic shelter in a safe environment • Respond to more varied challenges in different environments • Recognise what is needed to keep themselves and others safe • The need for and correct use of specialist equipment |
| | <p><u>Knowledge:</u> Pupils understand / are able to:</p> <ul style="list-style-type: none"> • Talk about what they and others have done using the appropriate key words. • Make suggestions with guidance about how to improve performance • Use visual and linguistic prompts effectively to guide discussion and improve performance • Describe what they and others have done using an increasing range of vocabulary in order to improve their performances • Make use of ICT to view performances |

By the end of Year 6:

| | |
|-------------------|----------------|
| Gymnastics | <u>Skills:</u> |
|-------------------|----------------|

| | |
|--------------|---|
| | <ol style="list-style-type: none"> 1. Identify and demonstrate a wide range of skills both on the floor and apparatus and use them in sequences with greater precision, fluency and consistency <ul style="list-style-type: none"> • Travel fluently in a variety of ways taking weight on hands. Show fluency and control when performing travelling skills. Travel rhythmically with a partner or small group in synchronisation or canon • Understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet to hands and back to feet again • Identify and use rotation or rolling around three different axes • Use balances to make holes or barriers for a partner to travel over, under or around to match, mirror and contrast with a partner. Make linked balances with a partner and extend by pushing or pulling against a partner in counter-balance/ counter tension • Use space and apparatus safely in 2's and small groups • Know the principles of safe siting of apparatus and take apparatus allocated by the teacher to construct their own simple groups specific for the purpose 2. Design and create imaginative sequences and develop them in more challenging circumstances <ul style="list-style-type: none"> • Identify and use planned variations in speed, directions and pathways • Understand that a well balanced sequence contains elements of all categories of movement i.e. travel, jump, turn and balance • Adapt, refine and develop movement and skills to work co-operatively and systematically with a partner, or in small groups, and understand the range of partner-relationships which may be used • Sustain concentration and practise to improve • Adapt and transfer sequences from floor to more challenging apparatus |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Observe and analyse a sequence then evaluate it using appropriate terminology and suggest ways to improve it <ul style="list-style-type: none"> • Understand the compositional principles of sequencing and recognise when they are absent • Work independently as an individual, or collectively in pairs or small group, to construct, practise, evaluate and improve the composition and quality of a sequence or movement • Accept advice and use it in a reflective way to improve the quality of their work 4. Understand the short-term effect of exercising in gymnastics activities and how to warm up and practise safely <ul style="list-style-type: none"> • Know that large working muscles need a supply of oxygen to keep going and this is provided by faster breathing and heart rate • Know that temperature increases as working muscles produce energy as heat and the skin becomes moist and sticky in order to cool the body down and avoid over-heating |
| Dance | <u>Skills:</u> |

| | |
|--|---|
| | <ol style="list-style-type: none"> 1. Acquire and develop specific dance skills in relation to a dance idea. These skills should be performed with greater accuracy, control and appropriate quality <ul style="list-style-type: none"> • Respond to a range of stimuli and accompaniment • Perform the basic dance actions with increased control, co-ordination, fluency and accuracy • Perform with expression and improvise freely using a range of continuous movements and patterns • Perform set dances from different times, places and customs 2. Select and apply appropriate dance movements for dance ideas. These choices should clearly communicate the intention of the dance. The movements should be linked together and developed using a range of simple compositional devices <ul style="list-style-type: none"> • Select and use a range of compositional ideas to create motifs that demonstrate their dance movements • Work collaboratively in small groups to communicate a dance idea. • Create their work in the context of a whole dance |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Evaluate and improve their own and others' performance by being able to identify what makes the movement good. Suggestions should be made on how to improve the performance and on composition <ul style="list-style-type: none"> • Observe themselves, each other, and professional artists, and talk about dance with understanding • Use appropriate language and terminology • Identify and explain parts of the dance that work well • Recognise how costume, music and set, contribute to a performance 4. Recognise health and fitness as an integral part of the dance performance. Ensure that there is an awareness of the value of "getting ready" and "ending" activities which support safe practice <ul style="list-style-type: none"> • Describe how dance contributes to fitness and well-being • Identify what types of exercise they need to do to help their dancing • Explain and apply basic safety principles in preparing for exercise |
| <p>Games - Net/ Court/ Wall games</p> | <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Perform a range of net/ court/ wall skills and shots with confidence and control and use the skills they prefer with competence and consistency <ul style="list-style-type: none"> • Use forehand, backhand and overhead shots increasingly well in the games they play • Use the volley in games where it is important • Use the skills they prefer with competence and consistency • Show good back-swing, follow through and feet positioning • Direct the ball reasonably well towards their opponent's court or target area 2. Understand the need for tactics and start to choose and use some tactics effectively <ul style="list-style-type: none"> • Play co-operatively with a partner |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Apply rules consistently and fairly • Hit the ball with purpose varying the height, speed and direction • Explain what they are trying to do and why • Recognise the spaces on their opponent's court and try to hit the ball towards them • Position themselves well on court |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Recognise their own and others' strengths and weaknesses in games and suggest ideas that will improve performance <ul style="list-style-type: none"> • Know what they are successful at and what they need to practise more • Suggest ideas for practices • Try things out and ask for help when actions need to be improved • Work well with others, adapting their play to suit their own and others' strengths 4. Understand the safety needs of an activity and know the basic principles involved in warming-up <ul style="list-style-type: none"> • Identify appropriate exercises and activities for warming-up and know why warming up is important to help them play better • Carry out warm-up activities carefully and thoroughly • Explain how warm-ups affect the body • Know the types of exercise they should concentrate on for these types of games e.g. speed and flexibility |
| <p>Games – Striking and fielding</p> | <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Perform a range of striking, fielding and bowling skills with confidence, control and accuracy in specific small-sided or modified games <ul style="list-style-type: none"> • Use different ways of bowling and bowl underarm accurately • Vary how they bowl e.g. different speeds and levels • Field the bat with increased accuracy and move to get their body behind the ball • Throw over-arm over a good distance with some accuracy 2. Play within the rules of the game, be an effective member of a team and apply basic principles of team play and tactics <ul style="list-style-type: none"> • Hit the ball from either side of the body • Control the hit and direct the ball away from the fielders using various angles and speeds • Work collaboratively in pairs, group activities and small-sided games and plan to outwit the opposition • Judge when to run after hitting the ball • Use tactics which involve bowlers and fielders working together as a team • Use and apply the basic rules consistently and fairly |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Recognise their own and others' strengths and weaknesses in games and suggest ideas that will improve performance |

| | |
|--------------------------------------|--|
| | <ul style="list-style-type: none"> • Know what they are successful at and what they need to practise more • Recognise and describe the best points in an individual's or team's performance • Pick out parts of performance that are weakest and suggest practices and ideas to help improve the performance <p>4. Understand the safety needs of an activity, know the basic principles involved in warming-up and recognise why a cool-down is important</p> <ul style="list-style-type: none"> • Make up their own warm-up suitable for striking and fielding activities and explain how it is organised • Know which types of fitness are particularly important to the game • Know what clothing, footwear and equipment is the most appropriate for different games |
| <p>Games – Invasion games</p> | <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Perform a range of skills with confidence, control and accuracy and use them effectively in specific small sided or modified games <ul style="list-style-type: none"> • Use a range of different techniques for passing, controlling, dribbling and shooting in games • Adapt the skills to meet the needs of the situation or game and perform the skills at greater speeds • Mark a player or space, intercept and pass and tackle safely • Shoot from a distance and from close range • Play small invasion games with reasonable fluency 2. Play within the rules of the game, be an effective member of a team and apply basic principles of team play and tactics <ul style="list-style-type: none"> • Choose when to pass or dribble so they maintain possession • Apply basic principles of team play to keep possession of the ball and make progress towards the goal • Use marking, tackling and / or interception to improve their defence • Know what position they are playing and contribute appropriately in game situations • Choose and use different formations to help the team be more attacking or defensive and understand how to use / adapt the formations across different types of invasion games |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Recognise their own and others' strengths and weaknesses in games and suggest ideas that will improve performance <ul style="list-style-type: none"> • Know what they are successful at and what they need to practise more • Recognise and describe the best points in an individual's or team's performance • Pick out parts of performance that are weakest and suggest practices and ideas to help improve the performance 4. Understand the safety needs of an activity, know the basic principles involved in warming-up and know which exercises are good for warming up in invasion games <ul style="list-style-type: none"> • Know the importance of being fit and what types of fitness are most important for games e.g. strength, stamina and speed |

| | |
|--------------------------|--|
| | <ul style="list-style-type: none"> • Know what clothing, footwear and equipment is most appropriate for the games • Plan practices and warm-ups to get ready for playing safely |
| Athletics | <p><u>Skills:</u></p> <ol style="list-style-type: none"> 1. Perform running, jumping and throwing skills with precision, control and fluency <ul style="list-style-type: none"> • Sustain their pace over longer distances and choose the best pace for a running event • Throw with greater control in different styles and show accuracy and good technique when throwing for distance • Consistently perform a variety of jumps showing power and control at take-off and safe practice when landing 2. Organise and manage themselves when practising in a group or running in a relay <ul style="list-style-type: none"> • Organise themselves safely in small groups to take turns or work as a team • Take different roles in the group e.g. starter or judge • Know and understand the basic principles of relay take-overs and plan how the team should be organised • Co-operate and take part well in a relay event |
| | <p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 3. Identify good athletic performance and explain in appropriate language why it is good, using agreed criteria <ul style="list-style-type: none"> • Observe the performance of a partner and identify and describe the main strengths • Observe and identify parts of the performance that are weaker and need to be practised. Suggest improvements and refinements 4. Explain and apply basic safety principles in preparing for exercise. Describe what effects exercise has on their bodies and how it is valuable to their fitness and health <ul style="list-style-type: none"> • Perform a range of warm-up activities with understanding and safety • Explain how warming up effectively can affect performance • Say why some athletic activities can improve strength, power or stamina • Understand how stamina and power help people to perform well in different athletic activities |
| Outdoor Adventure | <p><u>Knowledge:</u></p> <p>Pupils understand / are able to:</p> <ul style="list-style-type: none"> • Show increased water competence when performing and developing basic survival skills • Plan and organise a simple orienteering trail using a variety of map reading and compass skills • Make more complex route choices • Develop skills in unfamiliar and varying terrain • Apply the skills and safety requirements for survival in an outdoor environment • Devise appropriate responses to challenges and tasks and adapt to changing circumstances • Accept responsibility for personal and group safety |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Show increasing control when performing more advanced survival skills • Plan and navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings • Plan and undertake a journey in the outdoors • Participate in the different types of orienteering courses in preparation for competition and participating in the sport of orienteering |
| | <p><u>Skills:</u> Pupils understand / are able to:</p> <ul style="list-style-type: none"> • Make informed judgements about their own and others performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary • Record, view and evaluate their own performances independently • View and appraise their own and others performances with confidence using range of appropriate language |