PHYSICAL DEVELOPMENT

Vision - 'all things are possible'

At Benedict Biscop we want our children to learn that all things are possible. We want our children to aspire and to achieve highly.

We want our children to develop as active and healthy citizens, who excel at sport.

As part of our Physical development curriculum, we teach formal Physical Education sessions (P.E.) and we offer a range of additional opportunities for children to be active on a daily basis as we recognise the wider implications that a positive sporting experience can bring. We believe that a positive experience of sport and physical activity at a young age can build a lifetime habit of participation. As well as the health benefits, it can develop positive mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression). Children who are physically active are happier and more resilient and can ultimately enhance academic achievement across the curriculum.

During P.E. sessions we aim to improve the key skills of co-ordination, control, manipulation and movement through fun and enjoyable activities. Opportunities are given for children to participate in group situations so that they gain experience of team work. We actively promote living a healthy lifestyle. Sessions motivate and stimulate interest and excitement for learning and ensure children discuss their learning and take an active part. We ensure children are given opportunities to develop both knowledge and key skills. We emphasise positive attitudes of fair play, honesty, enjoyment in success, learning through disappointment and a willingness to attempt all challenges put in front of the pupils.

The formal school curriculum is not used to practice full sided team games – the emphasis is on small sided team games which give pupils an opportunity to put skills into practice.

We offer a programme of sporting activities beyond the school day, which change dependent on interest and seasonality. By participating in the local school leagues and by taking part in competitions, children are encouraged to join some of the many sporting activities organised outside of our school. In addition, children have the opportunity to take their interests beyond the school curriculum and talents are nurtured, as well as a healthy competitive attitude.

We offer children Outdoor Learning and Play (OPAL) opportunities throughout the school day, encouraging children to be physically active in a non-competitive environment.

National Curriculum Aims

all pupils:

- develop competence to excel in a broad range of physical activities
- · are physically active for sustained periods of time

- engage in competitive sports and activities
- lead healthy, active lives.

Key Stage 1 P.E. looks at:

- 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 P.E. looks at:

- 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.
- swimming instruction where 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] and to perform safe self-rescue in different water-based situations.

To meet our curriculum aims, we revisit identified core units of learning which run throughout our curriculum [Dance, Gymnastics, Games and Athletics]. The curriculum is taught in a spiral design where learning is revisited and embedded – deepening learning and developing Mastery.

PE Coverage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Dance (Feelings and emotions)	Dance (Basic line dancing)	Net and Wall games (Tennis)	Net and wall games (Volleyball)	Net and wall games (Tennis)	Invasion Games (Tag Rugby)
				Swimming	Swimming	

<u>Autumn 2</u>	Gymnastics	Gymnastics	Dance (Liturgical Dance)	Dance (World Dance- Greece) Swimming	Gymnastics Swimming	Gymnastics
Spring 1	Invasion Games (Benchball)	Invasion Games (Benchball)	Gymnastics Company of the Company of	Gymnastics Swimming	Dance (Skip dance) Swimming	Dance (Hip Hop/Street)
Spring 2	Net and wall games (Tennis Skills)	Net and wall games (Tennis skills)	Invasion games (Hockey)	Invasion games (Tag Rugby) Swimming	Invasion games (Hockey) <i>Swimming</i>	Net and wall games (Volleyball)
Summer 1	Striking and fielding games (Football rounders)	Striking and fielding games (Football rounders)	Striking and fielding games (Cricket)	Striking and fielding Games (Baseball) Swimming	Striking and fielding games (Cricket) Swimming	Striking and fielding games (Baseball)
Summer 2	Athletics	Athletics	Athletics	Athletics Swimming	Athletics Swimming	Athletics

PROGRESSION

Key generic learning units	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard	Upper KS2 working at the EXPECTED STANDARD	Upper KS2 working ABOVE the expected standard
Dance	-To keep up activity over a period of time and know they need to warm up and cool down for danceTo talk about how they might improve their dances -To move in a clear, fluent and expressive mannerTo refine movements into sequencesTo change speed and levels within a performanceTo develop physical strength and suppleness by practising moves and stretching.	-To describe and evaluate some of the compositional features of dances performed with a partner and in a groupTo plan, perform, improvise and repeat dance sequences with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.	-To use the correct techniques and form involved in performing a variety of styles while working independently or with a partnerTo demonstrate control of gymnastics apparatusTo move forward and backwards while performingTo work with partners in a cooperative manner and in timeTo have an understanding of different speed and levels and how to move in themTo move in different pathways other than a straight lineTo plan, perform and repeat sequencesTo perform expressively.	-To be creative and imaginative when composing dances and movements which convey a definite ideaTo refine movements into sequences and work in time with others and to a piece of music.	-To prepare effectively for dancing and understand how other forms of exercise can improve dance performanceTo perform expressively with confidence and hold a precise and strong body postureTo combine movements fluently to perform and create complex sequencesTo express an idea in original and imaginative waysTo plan to perform with high energy, slow grace or other themes and maintain this throughout a pieceTo understand how dance is formed and performed considering different styles of danceTo understand why dance is good for their fitness, health and wellbeing	-To evaluate, refine and develop performance using appropriate dance terminologyTo confidently perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)To explore, improvise and compose creative and imaginative dance sequences
Gymnastics	-To know that it is important to	-To improve their work using information they	-To develop the range of actions, body shapes	-To describe their own and others' work, making simple judgments about	-To perform these with confidence and more fluently.	-To evaluate their own and others' work.

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warm up	have gained by	and balances used in a	the quality of	-To confidently hold	-To suggest ways of
properly.	watching, listening	performance	performances and	shapes that are strong,	making improvements
-To show an	and investigating.	-To plan, perform and	suggesting ways they	fluent and expressive.	-To create complex and
awareness of	-To copy, remember	repeat skill and	could be improved	-To vary speed, direction,	well-
space when	and repeat	sequences more	-To show a kinaesthetic	level and body rotation	executed sequences
moving.	combinations of	accurately and	sense in order to improve	during floor	that include a full range
-To link three or	gymnastic actions,	consistently for an	the placement and	performances.	of movements including:
more actions to	body shapes and	audience.	alignment of body parts	-To practise and refine	travelling, balances,
make a	balances with control	-To make changes in	(e.g. in balances	the gymnastic techniques	swinging, springing,
sequence.	and precision.	speed, level and	experiment to find out	used in performances	flight, vaults, inversions,
-Show contrasts		direction during a	how to get the centre of	(listed above).	rotations, bending,
(such as		performance.	gravity successfully over	-To carry out warm ups	stretching, twisting,
small/tall,		-To move in a clear,	base and organise	safely and effectively and	gestures linking skills.
straight/ curved		fluent and	body parts to create an	understand why it is	
and wide/		expressive manner	interesting body shape).	important to warm up and	
narrow).		-To confidently travel in a	-To refine movements	cool down.	
-To travel by		variety of ways, including	into gymnastic		
rolling forwards,		flight, by transferring	sequences that meet a		
backwards and		weight to generate power	theme and express		
sideways		in movements.	emotion or feeling.		
understanding		-To swing and hang from			
technique		equipment safely (using			
involved.		hands).			
-To hold a					
controlled					
position whilst					
balancing on					
different points					
of the body.					
-To carry and					
climb safely on					
equipment.					
-To stretch and					
curl to develop					
flexibility.		10.00			
-To jump in a					
variety of ways					
and land with					
increasing					
control and					
balance.					
To recognise					
and describe					

		I				,
	what their					
	bodies feel like					
	during different					
	types of activity.					
Games	-To improve the	-To recognise good	-To understand the rules	-To choose and use	-To understand, choose	-To use a range of
Carries	way they	quality in	of tag rugby and play by	information to evaluate	and apply a range of	tactics and strategies to
	coordinate and	performance.	them.	their own and others'	appropriate tactics and	overcome opponents
	control their	-To use information	-To throw and catch with	work.	strategies which are	in face-to-face
	bodies and a	to improve their	control and accuracy.	-To recognise when	suitable for a game.	competition
	range of	work.	-To follow the rules of the	speed, strength and	-To use these tactics and	through team and
	equipment	-To develop tactics	game and play fairly.	stamina are important in	strategies more	individual games.
	-To remember,	suitable to the	-To gain and maintain	games and which	consistently in similar	-To choose, combine
	repeat and link	activity.	possession of a ball	activities help them.	games.	and perform techniques
	combinations of	-To lead others when	(with, e.g. feet, a hockey	-To choose appropriate	-To work alone, or with	more fluently and
	skills.	appropriate.	stick or hands).	tactics to cause problems	team mates in order to	effectively in invasion
	-To confidently		-To pass to team mates	for the opposition and	gain points or	games (running,
	use the terms		at appropriate times and	adapt them to different	possession.	throwing,
	'opponent' and		using a variety of	situations.	-To uphold the spirit of	catching, passing,
	'team-mate'.		passes.	- ERAY	fair play and respect in all	jumping and kicking,
	-To understand		-To lead others and act	I I E I A	competitive situations.	etc.).
	what it means		as a respectful		-To confidently lead	
	to attack and		team member, following		others when called upon	
	defend.		rules.		and act as a good role	
	-To decide on		-To know and		model within a team	
	the best		understand the basic		-To evaluate strengths	
	position to be in		principles of warming up,		and weaknesses in their	
	during a game.		and understand why it is		own and others'	
	-To choose, use		important for a good-		performances and	
	and vary simple		quality performance.		suggest improvements in	
	tactics to suite				order to refine.	
	the game.					
	-To recognise					
	and describe					
	what their					
	bodies feel like		1			
	during different					
	types of activity					
	To use rolling,					
	hitting, running,					
	jumping,					
	catching and					
	kicking skills in					
	combination.					

Athletics	N/A	N/A	-To use their bodies and	-To recognise and	-To improve the	-To recognise that
Athletics			a variety of equipment	describe what their	consistency of sprinting	different types of activity
			with greater control and	bodies feel like during	and combine it with low	require different types of
	12		coordination.	different types of activity.	hurdles over 60 metres.	fitness.
			-To choose skills and		-To throw accurately and	-To choose the best
			equipment to help them		refine performance	pace for running over
			meet the challenges they		by analysing technique	a variety of distances
			are set.		and body shape.	and be able to sustain
			-To sprint over a short		-To understand a range	running over a longer
			distance up to 60 metres.		of jumps and show	distance.
			-To run over a longer		control in take-off and	-To understand the
			distance, conserving		landings when jumping.	nature of athletic
			energy in order to		-To compete with others	activities and make
			sustain performance.		and apply strategies for	effective evaluations of
			-To begin to use a range		effective competitive	strengths and
			of throwing techniques		performance.	weaknesses in their own
			(such as under arm, over		-To keep track	and others' performance
			arm).	- 9.1/	of personal best	·
			-To throw with increasing	$-\Gamma N N Y$	performances, setting	
			accuracy to hit a target	ULIAI.	targets for improvement.	
			or cover a distance.		-To prepare and recover	
			-To begin to jump in a		from exercise safely and	
			number of ways,		effectively and to know	
			sometimes using a short		the principles used	
			run up.			
			-To compete with others			
			and aim to improve			
			personal best			
			performances.			
			VAL			
Swimming	N/A	N/A			-To swim competently,	-To describe and
Ownining				A	confidently and	evaluate the quality of
	- 3				proficiently over a	swimming, and to
					distance of at least 25m	recognise what needs
					unaided.	improving.
					-To use a range of	-To perform safe self-
		**			strokes effectively (e.g.	rescue in different water
					front crawl, backstroke	based situations.
					and breastroke)	-To describe personal
					-To describe different	survival skills.
					types of stroke and	
					develop breathing	
					technique.	

-To coordinate leg and arm movements. -To swim using arms and legs in a confident and coordinated manner. -To swim at the surface and below the water. -To know and describe the short-term effects of exercise on the body, and how it reacts to different types of activity

Year 1

C.E. ACADEMY

Autumn Term

Unit Learning Objectives: Dance

- To explore movement ideas and respond imaginatively to a range of stimuli
- To move confidently and safely in their own and general space, using changes of speed, level and direction
- To recognise how their body feels when still and when exercising
- To talk about dance ideas inspired by different stimuli.
- To copy, watch and remember dance moves and positions

- I Know: The importance of the representations of different moves in dance.
- I Perform: Individual skills within isolated practices before expanding them in to sequenced routines.

To move with increasing control, rhythm and coordination.
 I Understand: The importance of variety in dance and can explain and demonstrate different styles of movement.
 Health Related: Prepare for dance performance and develop flexibility.

Unit Learning Objectives: Gymnastics

- To move confidently and safely in their own and general space, using changes of speed, level and direction
- To watch, copy and describe what they and others have done
- To copy, explore and remember actions.
- To move with increasing control, coordination and awareness of space.
- To link two or more actions to make a sequence with beginnings, middles and ends.
- To show contrasts (such as small/tall, straight/ curved and wide/ narrow).
- To travel by rolling forwards, backwards and sideways.
- To hold a position whilst balancing on different points of the body.
- To be able to curve and stretch.
- To carry and climb safely on equipment.
- To recognise how their body feels when still and when exercising.
- To talk about what I have done and describe it to others.

Success Criteria:

- I Know: The importance of flexibility, agility and balance within a Gymnastics environment.
- I Perform: Individual skills within isolated practices before expanding them in to short sequences.
- I Understand: The importance of individual components in Gymnastics and combining these movements to create short sequences.

Health Related: Increase core strength and flexibility to aid performance in other sports.

Spring Term

<u>Unit Learning Objectives: Invasion Games - Benchball</u>

- To be confident and safe in the spaces used to play games
- To explore and use skills, actions and ideas individually and in combination to suit the game they are playing
- To choose and use skills effectively for particular games
- To know that being active is good for them and fun
- To watch, copy and describe what others are doing
- To use the term 'team-mate'
- To use of different rolling, hitting, running, jumping and catching skills in combination
- To develop tactics.

- I Know: The importance of both attacking and defending in Benchball.
- I Perform: Individual skills within isolated practices before applying them in to mini and full game scenario's.
- I Understand: The importance of individual techniques and combining these techniques to attack and defend.

To decide where to stand to make a game difficult for the other team

Health Related: Increase speed, co-ordination and reaction time to aid performance in other sports.

BENEDICT

Unit Learning Objectives: Net and Wall Games

- To use a tennis racket to move a tennis ball around the area
- To perform a variety of skills using a tennis racket
- To understand the action used when playing a tennis shot
- To be able to push the ball with a tennis racket along the floor
- To hit the tennis ball with a racket correctly
- To be able to hit a tennis ball to a partner
- To continue to hit a tennis ball with a racket correctly
- To aim tennis shot towards a target

Success Criteria

- I Know: The importance of spatial-awareness, hand-eye coordination, agility and ball striking within a racquet sport environment.
- I Perform: Individual skills within isolated practices before expanding them in to conditioned games.
- I Understand: The importance of agility within tennis and combining court movement and ball striking in order to exploit space.

Health Related: Prepare for tennis performance and develop agility (particularly lateral movement).

Summer Term

Unit Learning Objectives: Striking and Fielding Games

- To throw and catch with control and accuracy.
- To develop a range of throwing techniques.
- To develop an understanding of the rules of football rounders.
- To strike a ball with control.
- To follow the rules of the game and play fairly.
- To pass to team mates at appropriate times.
- To act as a respectful team member.

- I Know: The importance of spatial- awareness, hand-eye coordination, agility, strategy and striking within a striking and fielding environment.
- I Perform: Individual skills within isolated practices before expanding them in to conditioned games.
- I Understand: The importance of agility within striking and fielding games, combining movement, strategy and striking in order to exploit space.

- To recognise how specific activities affect their bodies.
- To begin to understand the importance of warming up.

Health Related: Prepare for football rounders performance.

Unit Learning Objectives: Athletics

- To recognise and describe what their bodies feel like during different types of activity.
- To sprint over a distance of 25m
- To run over a distance of 100m
- To skip over a distance of 25m
- To dribble a football over a distance of 25m
- To use athletics equipment safely.
- To compete in a team event.

Success Criteria

- I Know: The importance of muscular strength and endurance.
- I Perform: Individual skills within isolated practices before expanding them into competitive events.
- I Understand: The importance of individual components as well as how they can be transferred into competitive events
- **Health Related**: Increase muscular strength and endurance in order to prepare for athletics competition

YEAR 2

Autumn Term

Unit Learning Objectives: Dance

- To plan, perform, improvise and repeat dance sequences with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.
- To keep up activity over a period of time and know they need to warm up and cool down for dance.

- I Know: The importance of the representations of different moves in dance.
- I Perform: Individual skills within isolated practices before expanding them in to sequenced routines.

• To describe and evaluate some of the compositional features of dances performed with a partner and in a group

- To talk about how they might improve their dances
- To move in a clear, fluent and expressive manner.
- To refine movements into sequences.
- To change speed and levels within a performance.
- To develop physical strength and suppleness by practicing moves and stretching.

I Understand: The importance of variety in dance and can explain and demonstrate different styles of movement.

Health Related: Prepare for dance performance and develop flexibility.

Unit Learning Objectives: Gymnastics

- To know that it is important to warm up properly.
- To copy, remember and repeat combinations of gymnastic actions, body shapes and balances with control and precision.
- To show an awareness of space when moving.
- To link three or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/ curved and wide/ narrow).
- To travel by rolling forwards, backwards and sideways understanding technique involved.
- To hold a controlled position whilst balancing on different points of the body.
- To carry and climb safely on equipment.
- To stretch and curl to develop flexibility.
- To jump in a variety of ways and land with increasing control and balance
- To improve their work using information they have gained by watching, listening and investigating
- To recognise and describe what their bodies feel like during different types of activity.

Success Criteria:

- I Know: The importance of flexibility, agility and balance within a Gymnastics environment.
- I Perform: Individual skills within isolated practices before expanding them in to short sequences.
- I Understand: The importance of individual components in Gymnastics and combining these movements to create short sequences.

Health Related: Increase core strength and flexibility to aid performance in other sports.

Spring Term

Unit Learning Objectives: Invasion Games- Benchball

- To improve the way they coordinate and control their bodies and a range of equipment
- To remember, repeat and link combinations of skills.
- To confidently use the terms 'opponent' and 'team-mate'.

Success Criteria:

I Know: The importance of both attacking and defending in Benchball.

- To understand what it means to attack and defend.
- To decide on the best position to be in during a game.
- To choose, use and vary simple tactics to suite the game.
- To recognise and describe what their bodies feel like during different types of activity
- To recognise good quality in performance.
- To use information to improve their work
- To use rolling, hitting, running, jumping, catching and kicking skills in combination.
- To develop tactics suitable to the activity.
- To lead others when appropriate.

I Perform: Individual skills within isolated practices before applying them in to mini and full game scenario's.

I Understand: The importance of individual techniques and combining these techniques to attack and defend.

Health Related: Increase speed, co-ordination and reaction time to aid performance in other sports.

Unit Learning Objectives: Net and Wall Games

- To use a tennis racket to move a tennis ball around the playground
- To perform a variety of skills using a tennis racket
- To understand the action used when playing a tennis shot
- To be able to push the ball with a tennis racket along the floor
- To hit the tennis ball with a racket correctly
- To be able to hit a tennis ball to a partner
- To continue to hit a tennis ball with a racket correctly
- To aim tennis shot towards a target
- To be able to perform a rally with a partner
- To be able to hit the ball over a net

Success Criteria

I Know: The importance of spatial-awareness, hand-eye coordination, agility and ball striking within a racquet sport environment.

I Perform: Individual skills within isolated practices before expanding them in to conditioned games.

I Understand: The importance of agility within tennis and combining court movement and ball striking in order to exploit space.

Health Related: Prepare for tennis performance and develop agility (particularly lateral movement).

Summer Term

Unit Learning Objectives: Striking and Fielding Games

- To throw and catch with control and accuracy.
- To develop a range of throwing and kicking techniques
- To know and understand the rules of football rounders.

Success Criteria

I Know: The importance of spatial-awareness, hand-eye coordination, agility, strategy and striking within a striking and fielding environment.

- To strike a ball with control and accuracy.
- To follow the rules of the game and play fairly.
- To know why passing is important.
- To pass to team mates at appropriate times.
- To lead others and act as a respectful team member.
- To recognise how specific activities affect their bodies.
- To understand the importance of warming up.

I Perform: Individual skills within isolated practices before expanding them in to conditioned games.

I Understand: The importance of agility within striking and fielding games, combining movement, strategy and striking in order to exploit space.

Health Related: Prepare for football rounders performance.

Unit Learning Objectives: Athletics

- To recognise and describe what their bodies feel like during different types of activity.
- To sprint over a distance of 25m
- To run over a distance of 100m
- To skip over a distance of 25m
- To dribble a football over a distance of 25m
- To use athletics equipment safely.
- To compete in a team event.
- To understand why a warm up is important in athletics.
- To understand why a cool down is important in athletics.

Success Criteria

- I Know: The importance of muscular strength and endurance.
- I Perform: Individual skills within isolated practices before expanding them into competitive events.
- I Understand: The importance of individual components as well as how they can be transferred into competitive events.

Health Related: Increase muscular strength and endurance in order to prepare for athletics competition.

Success Criteria:

YEAR 3

Autumn Term

Unit Learning Objectives: Net and Wall Games - Tennis

- To understand the rules of tennis
- To consolidate and develop the range and consistency of their skills in net games
- To choose and use appropriate tactics to cause problems for the opposition.
- To keep, adapt and make rules for net games and play fairly
- To know why warming up is important
- To recognise how playing affects their bodies
- To perform the basic skills needed for the games with control and consistency
- To keep a game going using a range of different ways of throwing
- To vary the speed and direction of the ball
- To play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots.
- To choose good places to stand when receiving, and give reasons for their choice
- To try to make things difficult for their opponent by directing the ball to space, at different speeds and heights.
- To identify aspects of their game that need improving, and say how and where they could go about improving them.

- I Know: The importance of spatial-awareness, hand-eye coordination, agility and ball striking within a racquet sport environment.
- I Perform: Individual skills within isolated practices before expanding them in to conditioned games.
- I Understand: The importance of agility within tennis and combining court movement and ball striking in order to exploit space.

Health Related: Prepare for tennis performance and develop agility (particularly lateral movement).

Unit Learning Objectives: Dance

 To plan, perform, improvise and repeat dance sequences with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.

- I Know: The importance of the representations of different moves in dance.
- I Perform: Individual skills within isolated practices before expanding them in to sequenced routines

- To keep up activity over a period of time and know they need to warm up and cool down for dance.
- To describe and evaluate some of the compositional features of dances performed with a partner and in a group
- To talk about how they might improve their dances
- To move in a clear, fluent and expressive manner.
- To refine movements into sequences.

Unit Learning Objectives: Gymnastics

To know the importance of suppleness and strength

- To change speed and levels within a performance.
- To develop physical strength and suppleness by practising moves and stretching.

I Understand: The importance of variety in dance and can explain and demonstrate different styles of movement

Health Related: Prepare for dance performance and develop flexibility as well as knowledge of the muscular system.



- To plan, perform and repeat sequences.
- To improve their ability to move in a clear, fluent and expressive manner.
- To refine the quality of actions and movements into sequences using appropriate actions, body shapes and balances.
- To show changes of direction, speed and level during a performance.
- To know how a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
- To describe and evaluate the effectiveness and quality of a performance
- To recognise how their own performance has improved and discuss how it is similar and different to the work of others.
- To recognise and describe the short-term effects of exercise on the body during different activities
- To work on developing strength and suppleness.

- I Know: The importance of flexibility, agility, balance and core strength within a Gymnastics environment.
- I Perform: Individual skills within isolated practices before expanding them in to routines/sequences.
- I Understand: The importance of individual components in Gymnastics and combining these movements to create sequences and routines.

Health Related: Increase core strength and flexibility to aid performance in other sports.

- To understand rules and play by them.
- To throw and catch with control and accuracy.
- To choose appropriate tactics to cause problems for the opposition and adapt them to different situations.
- To recognise when speed, strength and stamina are important in games and which activities help them.
- To follow the rules of the game and play fairly.
- To gain and maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- To pass to team mates at appropriate times and using a variety of passes.
- To lead others and act as a respectful team member, following rules.
- To know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.
- To choose and use information to evaluate their own and others' work.

- I Know: The importance of both attacking and defending in Hockey
- I Perform: Individual skills within isolated practices before applying them in to mini and full game scenario's.
- I Understand: The importance of individual techniques and combining these techniques to attack and defend.

Health Related: Increase speed, co-ordination and reaction time to aid performance in other sports.



BENEDICT

Unit Learning Objectives: Striking and Fielding Games- Cricket

- To consolidate and develop the range and consistency of their skills in striking and fielding games.
- To throw and catch with control and accuracy.
- To develop a range of throwing techniques
- To develop an understanding of the rules of Cricket and play by them.
- To strike a ball and field with control.
- To choose appropriate tactics to cause problems for the opposition.
- To follow the rules of the game and play fairly.
- To pass to team mates at appropriate times.
- To lead others and act as a respectful team member.
- To recognise good performance and identify the parts of a performance that need improving.
- To recognise how specific activities affect their bodies.
- To begin to understand the importance of warming up.

Success Criteria:

- I Know: The importance of spatial- awareness, hand-eye coordination, agility, strategy and striking within a striking and fielding environment.
- I Perform: Individual skills within isolated practices before expanding them in to conditioned games.
- I Understand: The importance of agility within Cricket and combining movement, strategy and striking in order to exploit space.

Health Related: Prepare for Cricket performance and develop agility (particularly lateral movement).

Unit Learning Objectives: Athletics

- To use their bodies and a variety of equipment with greater control and coordination.
- To choose skills and equipment to help them meet the challenges they are set.
- To recognise and describe what their bodies feel like during different types of activity
- To sprint over a short distance up to 60 metres.
- To run over a longer distance, conserving energy in order to sustain performance.
- To begin to use a range of throwing techniques (such as under arm, over arm).
- To throw with increasing accuracy to hit a target or cover a distance.
- To begin to jump in a number of ways, sometimes using a short run up.
 To compete with others and aim to improve personal best performances.

Success Criteria:

I Know: The importance of muscular strength and endurance.

I Perform: Individual skills within isolated practices before expanding them into competitive events.

I Understand: The importance of individual components as well as how they can be transferred into competitive events

Health Related: Increase muscular strength and endurance in order to prepare for athletics competition.

YEAR 4

Autumn Term

Unit Learning Objectives: Net wall games- Volleyball

- To understand the rules of Volleyball
- To consolidate and develop the range and consistency of their skills in net games
- To choose and use appropriate tactics to cause problems for the opposition.
- To keep, adapt and make rules for net games and play fairly
- To know why warming up is important
- To recognise how playing affects their bodies
- To perform the basic skills needed for the games with control and consistency
- To keep a game going using a range of different ways of throwing
- To vary the speed and direction of the ball
- To play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots.
- To choose good places to stand when receiving, and give reasons for their choice
- To try to make things difficult for their opponent by directing the ball to space, at different speeds and heights.
- To identify aspects of their game that need improving, and say how and where they could go about improving them.

Success Criteria:

I Know: The importance of spatial-awareness, hand-eye coordination, agility and ball striking within a racquet sport environment.

I Perform: Individual skills within isolated practices before expanding them in to conditioned games.

I Understand: The importance of agility within tennis and combining court movement and ball striking in order to exploit space.

Health Related: Prepare for Volleyball performance and develop agility (particularly lateral movement).

Unit Learning Objectives: Swimming

• To swim competently, confidently and proficiently over a distance of at least 25m unaided.

Success Criteria:

I Know: The importance of swimming and being able to swim

- To use a range of strokes effectively (e.g. front crawl, backstroke and breastroke)
- To describe different types of stroke and develop breathing technique.
- To coordinate leg and arm movements.
- To perform safe self-rescue in different water based situations.
- To describe personal survival skills.
- To swim using arms and legs in a confident and coordinated manner.
- To swim at the surface and below the water.

Unit Learning Objectives: Dance-World Dance (Greece)

- To know and describe the short-term effects of exercise on the body, and how it reacts to different types of activity.
- To describe and evaluate the quality of swimming and to recognise what needs improving.

- I Perform: Individual skills within isolated practices before applying them to competitive swimming scenarios.
- I Understand: The importance of individual techniques and combining techniques for effective swimming

Health Related: Be able to swim competently and unaided to a distance of 25m.



- To explore and compose creative and imaginative dance sequences, developing steps, formations and patterning.
- To refine dances with style and artistic intention.
- To perform dances that match the mood of the accompanying music.
- To perform expressively and hold a precise and strong body posture.
- To perform and begin to create complex sequences with precision, control and fluency.
- To express an idea in original and imaginative ways.
- To plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- To organise their own warm-up and cool-down activities to suit the dance
- To perform specific skills and movement patterns for different dance styles with accuracy
- To use appropriate dance terminology to identify and describe different styles in their own and others' dances
- To suggest ways to develop their technique and composition

- I Know: The importance of the representations of different moves in dance.
- I Perform: Individual skills within isolated practices before expanding them in to sequenced routines.
- I Understand: The importance of variety in dance and can explain and demonstrate different styles of movement.

Health Related: Prepare for dance performance and develop flexibility.

Spring Term

Unit Learning Objectives: Gymnastics

- To begin creating complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures linking skills.
- To begin to hold shapes that are strong, fluent and expressive.
- Include in a sequence set pieces, choosing the most appropriate linking elements.
- To vary speed, direction, level and body rotation during floor performances.
- To practise and refine the gymnastic techniques used in performances (listed above).
- To show some kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
- To begin to use equipment to vault and to swing (remaining upright).
- To understand why physical activity is good for their fitness and health.
- To choose and use information and basic criteria to evaluate their own and others' work.
- To know and understand the basic principles of warming up and why it is important for good-quality performance.

Success Criteria:

- I Know: The importance of flexibility, agility, balance and core strength within a Gymnastics environment.
- I Perform: Individual skills within isolated practices before expanding them in to routines/sequences.
- I Understand: The importance of individual components in Gymnastics and combining these movements to create sequences and routines.

Health Related: Increase core strength and flexibility to aid performance in other sports.

Unit Learning Objectives: Invasion Games/ Tag Rugby

- To understand rules and play by them.
- To throw and catch with control and accuracy.
- To choose appropriate tactics to cause problems for the opposition and adapt them to different situations.
- To recognise when speed, strength and stamina are important in games and which activities help them.
- To follow the rules of the game and play fairly.
- To gain and maintain possession of a ball.
- To pass to team mates at appropriate times and using a variety of passes.
- To lead others and act as a respectful team member, following rules.
- To know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.
- To choose and use information to evaluate their own and others' work.

Success Criteria:

I Know: The importance of both attacking and defending in Tag Rugby.

I Perform: Individual skills within isolated practices before applying them in to mini and full game scenario's.

I Understand: The importance of individual techniques and combining these techniques to attack and defend.

Health Related: Increase speed, co-ordination and reaction time to aid performance in other sports.

Summer Term

Learning Objectives: Striking and fielding- Baseball

- To consolidate and develop the range and consistency of their skills in striking and fielding games.
- To throw and catch with control and accuracy.
- To develop a range of throwing techniques
- To develop an understanding of the rules of Baseball and play by them.
- To strike a ball and field with control.
- To choose appropriate tactics to cause problems for the opposition.
- To follow the rules of the game and play fairly.
- To pass to team mates at appropriate times.
- To lead others and act as a respectful team member.
- To recognise good performance and identify the parts of a performance that need improving.
- To recognise how specific activities affect their bodies.
- To begin to understand the importance of warming up

Success Criteria:

I Know: The importance of spatial-awareness, hand-eye coordination, agility, strategy and striking within a striking and fielding environment.

I Perform: Individual skills within isolated practices before expanding them in to conditioned games.

I Understand: The importance of agility within Baseball and combining movement, strategy and striking in order to exploit space.

Health Related: Prepare for Baseball performance and develop agility (particularly lateral movement).

Unit Learning Objectives: Athletics

- To use their bodies and a variety of equipment with greater control and coordination.
- To choose skills and equipment to help them meet the challenges they are set.
- To recognise and describe what their bodies feel like during different types of activity
- To sprint over a short distance up to 60 metres.
- To run over a longer distance, conserving energy in order to sustain performance.
- To begin to use a range of throwing techniques (such as under arm, over arm).
- To throw with increasing accuracy to hit a target or cover a distance.
- To begin to jump in a number of ways, sometimes using a short run up.
 To compete with others and aim to improve personal best performances.

Success Criteria:

I Know: The importance of muscular strength and endurance.

I Perform: Individual skills within isolated practices before expanding them into competitive events.

I Understand: The importance of individual components as well as how they can be transferred into competitive events

Health Related: Increase muscular strength and endurance in order to prepare for athletics competition.

YEAR 5

Autumn Term

National Curriculum Learning Objectives: Net wall/ Tennis

- To understand the rules of tennis
- To consolidate and develop the range and consistency of their skills in net games
- To choose and use appropriate tactics to cause problems for the opposition.
- To keep, adapt and make rules for net games and play fairly
- To know why warming up is important
- To recognise how playing affects their bodies
- To perform the basic skills needed for the games with control and consistency
- · To keep a game going using a range of different ways of throwing
- To vary the speed and direction of the ball
- To play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots.
- To choose good places to stand when receiving, and give reasons for their choice
- To try to make things difficult for their opponent by directing the ball to space, at different speeds and heights.
- To identify aspects of their game that need improving, and say how and where they could go about improving them.

Success Criteria:

I Know: The importance of spatial-awareness, hand-eye coordination, agility and ball striking within a racquet sport environment.

I Perform: Individual skills within isolated practices before expanding them in to conditioned games.

I Understand: The importance of agility within tennis and combining court movement and ball striking in order to exploit space.

Health Related: Prepare for tennis performance and develop agility (particularly lateral movement).

Unit Learning Objectives: Gymnastics

- To begin creating complex and well-executed sequences that include a
 full range of movements including: travelling, balances, swinging,
 springing, flight, vaults, inversions, rotations, bending, stretching,
 twisting, gestures linking skills.
- To begin to hold shapes that are strong, fluent and expressive.
- Include in a sequence set pieces, choosing the most appropriate linking elements.
- To vary speed, direction, level and body rotation during floor performances.
- To practise and refine the gymnastic techniques used in performances (listed above).
- To show some kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
- To begin to use equipment to vault and to swing (remaining upright).
- To understand why physical activity is good for their fitness and health.
- To choose and use information and basic criteria to evaluate their own and others' work.
- To know and understand the basic principles of warming up and why it is important for good-quality performance.

Success Criteria:

- I Know: The importance of flexibility, agility, balance and core strength within a Gymnastics environment.
- I Perform: Individual skills within isolated practices before expanding them in to routines/sequences.
- I Understand: The importance of individual components in Gymnastics and combining these movements to create sequences and routines.

Health Related: Increase core strength and flexibility to aid performance in other sports.

Spring Term

Unit Learning Objectives: Dance-Skip Dance

- To use the correct techniques and form involved in performing a variety of jumping rope styles while working independently or with a partner.
- To understand timing of jumps to clear the rope.
- To demonstrate control of objects in a swinging motion.
- To move forward and backwards while jumping.
- To work with partners in a cooperative manner and in time while swinging a rope.
- To have an understanding of different speed and levels and how to move in them.
- To move in different pathways other than a straight line.
- To plan, perform and repeat sequences.
- To perform expressively.
- To refine movements into sequences and work in time with others and to a piece of music.
- To be creative and imaginative when composing dances and movements which convey a definite idea.

Success Criteria:

I Know: The importance of the representations of different moves in dance.

I Perform: Individual skills within isolated practices before expanding them in to sequenced routines

I Understand: The importance of variety in dance and can explain and demonstrate different styles of movement

Health Related: Prepare for dance performance and develop flexibility as well as knowledge of the muscular system.

Unit Learning Objectives: Invasion game/ Hockey

- To understand rules and position
- To develop and perform a range of skills and techniques with accuracy, confidence and control, focusing on dribbling.
- To know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations
- I am beginning to understand the role of defenders and attackers.
- To perform the different techniques for passing a ball and understand the benefits of different passes.
- To pass a ball while running. know the difference between attacking skills and defending skills.
- To respond consistently in the games played, choosing and using skills which meet the needs of the situation.
- To recognise parts of a performance that could be improved, and identify practices that will help.
- To receive a ball correctly and safely.
- To begin to pass and receive a ball during a game situation.
- To work alone, or collaboratively with team mates in order to gain points or possession.
- To uphold the spirit of fair play and respect in all competitive situations.
- To begin to lead others when called upon and act as a good role model within a team.
- To explain how different parts of the body react during different types of exercise.

Success Criteria:

I Know: The importance of both attacking and defending in Hockey

I Perform: Individual skills within isolated practices before applying them in to mini and full game scenario's.

I Understand: The importance of individual techniques and combining these techniques to attack and defend.

Health Related: Increase speed, co-ordination and reaction time to aid performance in other sports.

Summer Term

Learning Objectives: Striking/Cricket

- To understand the rules of kwik cricket.
- To understand why exercise is good for their fitness, health and wellbeing
- To bowl underarm accurately and vary ways of bowling.
- To throw overarm with accuracy and for a good distance.
- To direct the ball away from fielders, using different angles and speeds.
- To gauge when to run after hitting the ball.
- To use tactics which involve bowlers and fielders working together.
- To choose and combine techniques in game situations, especially striking and fielding games (running, throwing, catching, passing, batting, etc.).
- To work alone, or with team mates in order to gain points or possession.
- To strike a bowled or volleyed ball with accuracy from both sides of the body.
- To field, defend and attack tactically with increased accuracy by anticipating the direction of play.
- To choose the most appropriate tactics for a game, involving bowlers and fielders working together.
- To uphold the spirit of fair play and respect in all competitive situations.
- To lead others when called upon and act as a good role model within a team.
- To evaluate strengths and weaknesses and identify what they need to improve in their performance and suggest how they could do this.

Success Criteria:

I Know: The importance of spatial- awareness, hand-eye coordination, agility, strategy and striking within a striking and fielding environment.

I Perform: Individual skills within isolated practices before expanding them in to conditioned games.

I Understand: The importance of agility within Cricket and combining movement, strategy and striking in order to exploit space..

Health Related: Prepare for Badminton performance and develop agility (particularly lateral movement).

Unit Learning Objectives: Athletics

- To develop the consistency of their actions a number of events and select appropriate techniques for events.
- To take part well in a relay event and understand the principles of relay take-overs
- To begin to combine sprinting with low hurdles over 60 metres.
- To consider the best pace for running over a variety of distances and begin to sustain pace over longer distances.
- To throw with increasing accuracy and refine performance by analysing technique and body shape.
- To show control in take-off and landings when jumping in a range of ways.
- To compete with others and keep track of personal best performances, setting targets for improvement.
- To understand the basic principles of warming up
- To understand why exercise is good for fitness, health and wellbeing.
- To watch a partner's athletic performance and identify the main strengths.
- To identify parts of the performance that need to be practised and refined, and suggest improvements.
- To show accurate control, speed, strength and stamina.

Success Criteria:

- I Know: The importance of muscular strength and endurance.
- I Perform: Individual skills within isolated practices before expanding them into competitive events.
- I Understand: The importance of individual components as well as how they can be transferred into competitive events

Health Related: Increase muscular strength and endurance in order to prepare for athletics competition.

Autumn Term

Unit Learning Objectives: Invasion Games/Tag Rugby

- To choose, combine and perform techniques more fluently and effectively in invasion games (running, throwing, catching, passing and scoring).
- To understand, choose and apply a range of appropriate tactics and strategies which are suitable for a game.
- To use these tactics and strategies more consistently in similar games.
- To work alone, or with team mates in order to gain points or possession.
- To uphold the spirit of fair play and respect in all competitive situations.
- To confidently lead others when called upon and act as a good role model within a team
- To evaluate strengths and weaknesses in their own and others' performances and suggest improvements to refine.
- To use a range of tactics and strategies to overcome opponents in faceto-face competition through team and individual games.

Tag Rugby specifics:

- To be able to perform the basic Tag Rugby skills of passing, receiving, and running with the ball.
- To be able to perform these in a small sided games, and to understand and know the basic laws of the game i.e. the ball cannot be passed forwards.
- To understand and know where passing is used in Tag Rugby and be able to perform a range of different passes and explain the benefits of each.

Success Criteria:

I Know: The importance of speed, power and timing in Tag Rugby

I Perform: Individual skills within isolated practices before expanding them in to conditioned games.

I Understand: The importance of self and team evaluation in order to improve.

Health Related: Prepare for Tag Rugby performance and develop agility (particularly lateral movement).

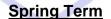
Unit Learning Objectives: Gymnastics

- To create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures linking skills.
- To perform these with confidence and more fluently.
- To confidently hold shapes that are strong, fluent and expressive.
- To vary speed, direction, level and body rotation during floor performances.
- To practise and refine the gymnastic techniques used in performances (listed above).
- To carry out warm ups safely and effectively and understand why it is important to warm up and cool down.
- To evaluate their own and others' work.
- To suggest ways of making improvements.

Success Criteria:

- I Know: The importance of flexibility, agility, balance and core strength within a Gymnastics environment.
- I Perform: Individual skills within isolated practices before expanding them in to routines/sequences.
- I Understand: The importance of individual components in Gymnastics and combining these movements to create sequences and routines.

Health Related: Increase core strength and flexibility to aid performance in other sports.



Unit Learning Objectives: Dance- Hip-Hop/Street Dance

- To prepare effectively for dancing and understand how other forms of exercise can improve dance performance.
- To explore, improvise and compose creative and imaginative dance sequences.
- To perform expressively with confidence and hold a precise and strong body posture.
- To combine movements fluently to perform and create complex sequences.
- To express an idea in original and imaginative ways.
- To plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
- To confidently perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
- To understand how dance is formed and performed considering different styles of dance.
- To understand why dance is good for their fitness, health and wellbeing
- To evaluate, refine and develop performance using appropriate dance terminology.

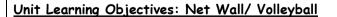
Success Criteria:

I Know: The importance of the representations of different moves in dance.

I Perform: Individual skills within isolated practices before expanding them in to sequenced routines.

I Understand: The importance of variety in dance and can explain and demonstrate different styles of movement.

Health Related: Prepare for dance performance and develop flexibility.



- To choose, develop, apply and combine techniques in game situations, specifically net games (running, throwing, hitting and jumping etc.).
- To work alone, or with team mates in order to gain points and/or possession.
- To use various shots when playing net games, varying the speed, height and direction of the ball.
- To decide on a suitable position on court and spot the spaces in the opponent's court and try to hit the ball towards them.
- To show good serving technique, aiming for specific points on the court.
- To show an understanding of the rules system used in Volleyball.
- To analyse and evaluate performance
- To choose the most appropriate tactics for a game
- To uphold the spirit of fair play and respect in all competitive situations.
- To know why warming up and cooling down are important and know how physical activity affects their health.

- I Know: The importance of spatial-awareness, hand-eye coordination, agility and ball striking within a racquet sport environment.
- I Perform: Individual skills within isolated practices before expanding them in to conditioned games.
- I Understand: The importance of agility within tennis and combining court movement and ball striking in order to exploit space.

Health Related: Prepare for tennis performance and develop agility (particularly lateral movement).



Learning Objectives: Striking and fielding- Baseball

- To understand the rules of Baseball
- To understand why exercise is good for their fitness, health and wellbeing
- To bowl underarm accurately and vary ways of bowling.
- To throw overarm with accuracy and for a good distance.
- To direct the ball away from fielders, using different angles and speeds.
- To gauge when to run after hitting the ball.
- To use tactics which involve bowlers and fielders working together.
- To choose and combine techniques in game situations, especially striking and fielding games (running, throwing, catching, passing, batting, etc.).
- To work alone, or with team mates in order to gain points or possession.
- To strike a bowled or volleyed ball with accuracy from both sides of the body.
- To field, defend and attack tactically with increased accuracy by anticipating the direction of play.
- To choose the most appropriate tactics for a game, involving bowlers and fielders working together.
- To uphold the spirit of fair play and respect in all competitive situations.
- To lead others when called upon and act as a good role model within a team
- To evaluate strengths and weaknesses and identify what they need to improve in their performance and suggest how they could do this.

Success Criteria:

I Know: The importance of spatial- awareness, hand-eye coordination, agility, strategy and striking within a striking and fielding environment.

I Perform: Individual skills within isolated practices before expanding them in to conditioned games.

I Understand: The importance of agility within Baseball and combining movement, strategy and striking in order to exploit space.

Health Related: Prepare for Baseball performance and develop agility (particularly lateral movement).

Unit Learning Objectives: Athletics

