

PE					
	Links Personal Development	Y3	Y4	Y5	Y6
National curriculum	Gymnastics	Pupils should be taught to: - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Skills	* Working collaboratively with others when sharing ideas. * Using their creativity to choreograph a sequence. * Develop confidence through performance. * Developing communication skills. * Understanding the link between effort and achievement. * Understand that exercise contributes towards a healthy lifestyle.	* Develop the range of actions, body shapes and balances. * Explore jumping and rolling and link them with other actions. * Explore combinations of mats and apparatus * Improve their ability to select appropriate actions and use simple compositional ideas. * Adapt basic sequences to suit different types of apparatus- use music. * Work with a partner sharing ideas and creating a simple sequence starting to introduce matching and mirroring a partner. * Describe and evaluate the effectiveness and quality of a performance. Commenting on similarities and differences in sequences. * Be able to talk about how their own performances have improved and what was adapted. * Recognise and describe the short term effects of exercise on the body during different activities. * Begin to understand the importance of suppleness and strength.	* Consolidate and improve the quality of their actions, body shapes and balance, and their ability to link movements together. * Practise symmetrical and asymmetrical body shapes. * Perform rolls and actions with more accuracy. * Explore different combinations of apparatus varying shapes, balances and ways of travelling. * Create gymnastic sequences that follow a set criteria, follow a specific theme or piece of music. * Use compositional devices when creating their sequences, such as change in speed, level and direction. * Work with a partner to create, repeat and improve a sequence with more than two phases. * Describe their own and others work, making simple judgements about the quality of the performance and suggesting ways in which they can improve. * Describe how the body reacts during different types of activity and how this affects the way they perform.	* Perform actions, shapes and balances consistently and fluently to a high standard, in specific activities. * Develop skills of flexibility, strength, balance, symmetrical and asymmetrical body shapes. * Develop skills such as rolling, bridging and incorporate into a sequence. * Perform movements in canon and unison. * Choose and apply basic compositional ideas to the sequences they create. * Develop longer and more varied movement phrase demonstrating smooth transitions. * Work with a partner to make a short sequence using the floor, mats and apparatus. * I can follow a success criteria to evaluate a performance. * Choose and use information and basic criteria to evaluate their own and other's work. * Adapt their sequences to suit specific audiences. * Know and understand the basic principles of warming up and why it is important to lead to a good quality performance. * Understand and explain why physical activity is good for their health and well-being.	* Combine and perform gymnastic actions, shape and balances more fluently and effectively, ensuring actions are clear, accurate and consistent, showing good body tension and extension. * Refine skills of flexibility, strength, balance, symmetrical and asymmetrical body shapes. * Develop skills such as counterbalances, balances and cartwheels. * Combine sequences together with partners or small groups on floor, mats and apparatus. * Develop their own gymnastic sequence showing a range of actions – speed, levels and direction. * Set sequences to specific timings (music) and strictly stick to them, individually, with a partner or in a small group. * Appropriately evaluate their own and other work, making fair judgements and offering appropriate tips to improve * Understand why exercise is good for health, fitness and well-being and how to become healthier themselves. * Carry out warm up and cool down exercises confidently and accurately supporting all parts of the body.

Knowledge		*I can name a variety of Balances eg star, tuck, Jumps eg straight, star, tuck, Rolls eg dish, back, pencil * I know that when actions are linked it is called a sequence. *I know that apparatus (e.g. beam) and mats can be used in gymnastics. * I know that matching is in a sequence is when everyone does the same and mirroring is when you face someone and use the opposite arm/leg. *I know that evaluating involves improving the quality of a performance and making changes. *I know that exercise makes the heart beat faster, pumping blood around the body more quickly. * I know that Beth Tweddle was a British gymnast who was the first woman to win a European medal.	*I know that symmetrical body shapes are when they are the same on both sides and asymmetrical are when they are different. *I know that a sequence is made up of linked movements and includes balances, actions, a change of speed and direction. * I know that gymnastics can involve apparatus such as mats, beams and bars. *I know that exercise can improve fitness and performance. * I know that Louis Smith was a British gymnast. He won Olympic medals on the pommel horse at the 2008, 2012 and 2016 Olympics.	*I know different jumps and leaps such as straight jump, tuck, pike, stag and split leaps. *I know that rolls can be forward, backwards and sideways. * I know that gymnasts need to be strong and flexible. *I know that unison means moving at the same time and canon means one following another. * I know that gymnastics can include mats, beams, bars, vaults and floor. * I know that warm-ups prepare our bodies for exercise. * I know that exercise is good for the heart muscle and our mental well being. * I know that Olga Korbut was a Russian gymnast who made the world take notice of the sport because of her popularity.	*I know that a point balance involves a specific number of body parts making contact. *I know that a counter balance relies on 2 people supporting each other. * I know that a gymnast shows good body tension, extension, flexibility and strength. * I know that sequences should flow, adhering to strict timings and can be performed individually or with a partner. They should be aesthetically pleasing. * I know that to evaluate others you need to be fair and offer tips for improvement. *I know that warm-ups prepare your body for exercise and cool downs prepare your body to stop exercising. *I know that increasing your heart-rate regularly improves your fitness and well being and that muscles relax and contract during movement. * I know that Nadia Comaneci was Romanian gymnast who scored the first ever perfect 10.
Vocabulary		improve, balance, apparatus, link movements, sequence, matching, mirroring, performance. suppleness, similarities, differences	symmetrical, asymmetrical, accuracy, criteria, repeat, phase. combination composition, judgements, create	fluency, consistency, refine, incorporate, smooth transitions, canon, unison, flexibility, bridging	body tension, levels, extension, synchronised, choreography, aesthetically pleasing
People, Culture, gender		Beth Tweddle – British Gymnast Current world champions can be referred to if time	Louis Smith – British Gymnast Current world champions can be referred to if time	Olga Korbut – Russian gymnast Current world champions can be referred to if time	Nadia Comaneci – Romanian Gymnast. Simone Biles Current male champion

	Links Personal Development	Y3	Y4	Y5	Y6
National Curriculum	Dance	Pupils should be taught to: - perform dances using a range of movement patterns - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Skills	* Working collaboratively with others when sharing ideas. * Using their creativity to choreograph a dance * Develop confidence through performance. * Developing communication skills. * Understanding the link between effort and achievement. * Understand that exercise contributes towards a healthy lifestyle.	* Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. * Perform a dance with rhythm and expression. * Develop precision of movement. * Work with a partner/group to create dance patterns * Create and link actions to make dance phrases. * Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups, with good control. * Work co-operatively in a group with confidence. * Describe and evaluate some of the compositional features of dance performed by others. * Talk in more detail and be specific about what they might improve in their own dance. * Keep up actively over a period of time and know they need to warm up and cool down for dance.	* Respond imaginatively to a range of stimuli related to character and narrative. * Create their own ideas and movement phrases. * Demonstrate with a partner actions that link with fluency and accuracy. * Begin to combine movement phrases and patterns. * Explore speed and level. - Use simple choreographic principles (unison and canon) with a partner/group. * Take the lead/control when working with a partner or in a group. * Perform more complex dances that communicate narrative, dance style or character with fluency. * Describe, interpret and evaluate their own and others dances, taking into account narrative, dance style and character. Can they use appropriate language related to dance? * Know and describe what an effective warm up and cool down is, and how to do this safely.	* Explore and improvise ideas for dances in different styles, individually, with a partner and with a group, expressing themselves clearly and fluently. * Think about character and narrative. * Experiment with a wide range of actions, varying patterns, speed, levels, tension. * Compose planned dances by using, adapting and developing steps, formations and patterning from different dance styles. * Perform dances expressively, using a range of performance skills, showing accuracy and fluency. * Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context. * Organise their own warm up and cool down activities, to suit their own dance. * Show an in-depth understanding of the importance of warm up/cool down and how to do this safely. * Explain some important safety principles when preparing to exercise.	* Explore, improvise and combine movement ideas fluently, effectively and being creative, on their own, with a partner or in a small group. * Show controlled movements which express emotion and feeling. * Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. * Create and structure motifs, sections and whole dances. * Begin to use basic compositional principles when creating their own dances. * Select their own music, style and dance based on interests. * Understand and talk about how a dance is formed and performed. Evaluate, refine and develop their own work and others work using an appropriate criteria. * Understand and talk about why dance is good for health, fitness and well-being. * Take necessary and detailed steps to prepare for dance, using accurate and appropriate warm up and cool down strategies, independently.
Knowledge		* I know that music can be a stimulus for dance. * I know that rhythm means keeping in time with the music. * I know that dance can be done individually, in pairs or in a group. * I know that a dance phrase has a beginning, a middle and an end.	* I know that a stimulus arouses the imagination and could be a piece of music, art or literature. * I know that a dance phrase is a sequence of movements that link with fluency and accuracy.	* I know that there are different styles of dance eg rock and roll, ballet, ballroom, street dance etc. * I know that to improvise means to dance spontaneously, without preparation.	* I know that a stimulus arouses the imagination and could be a piece of music, art or literature, which require improvised movements that are controlled and creative. * I know that you can incorporate emotion and feeling into a dance.

		* I know that working co-operatively means listening to others and sharing ideas. * I know that dances can be improved and changed in order to get better. * I know that a warm-up prepares you for movement and a cool down prepares you to stop moving. * I know that Walt Disney animated films include some iconic dance routines.	* I know that during a dance you can change speed, levels and actions. * I know that unison means moving at the same time and canon means one after another. * I know that choreography means to design dance phrases that fit in with the music. * I know that to evaluate means to give opinions, make changes and to improve a performance. * I know that an effective warm-up raises the heart rate and a cool down stretches and relaxes the body. * I know that Diversity made a significant contribution to the popularity of body combat/street dance.	* I know that to compose a dance means to plan and prepare a dance so that it is accurate and fluent. * I know that evaluating a dance involves making changes and improvements yet remembering to keep the style and the context. * I know the importance of warm-ups and cool downs and the effect they have on the body eg heart and muscles. * I know that warm-ups should be a gradual build up so as to stay safe. * I know that Elvis Presley was a trail blazer for Rock and Roll both with his music and dance moves.	* I know that a motif is a movement phrase that is repeated throughout a dance. * I know that planning and evaluating a dance should include vocab such as composition, control, emotion, criteria, refine and evaluate. * I know that dancing improves your fitness and is good for your health and well being. * I know that warm-ups and cool downs are necessary and I can plan them appropriately. * I know Martha Graham is considered to be one of the best dancers of all time choreographing and dancing for over 70 years
Vocabulary		warm-up, rhythm, cool-down, improve, stimulus, collaborate dance phrases, expression, improvise	character, fluency, imagination accuracy, dance style, choreography, evaluate, communication	tension, adapting, formations, analyse, style, content	control, emotion, strategies, refine, motifs, composition, criteria, independent
People/Culture Gender Historical period		Walt Disney (linked to Disney dance unit) – USA – Male – First animation dance routines, examples <i>*Beauty and Beast (ballroom)</i> <i>*Mary Poppins (MP, Bert and penguins)</i> <i>*Toy Story 3 (Buzz Lightyear)</i> <i>*Frozen (Anna and Duke of Weselton</i>	Diversity (linked to Body Combat/Street dance unit)	Elvis Presley (linked to Rock and Roll dance unit)	Martha Graham 1994-1991 American dancer and choreographer.

	Links Personal Development	Y3	Y4	Y5	Y6
National Curriculum	Games	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending - compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Skills	* Working co-operatively as part of a team. * Showing stamina, persistence and resilience in a competitive situation. * Developing confidence through performance. * Developing communication skills. * Understanding the link between effort and achievement. * Understanding that exercise contributes towards a healthy lifestyle.	FUNDAMENTAL SKILLS STRIKING AND FIELDING SKILLS * Consolidate and improve the quality of their techniques when throwing, catching, striking. * Develop the range and consistency of their skills in mini games situations. * Consolidate their ability to choose and use simple tactics and strategies. * Begin to keep, adapt and make rules for different games, and play by them fairly. <u>Invasion Games/ Field/Striking Games</u> * Accurately pass to someone, kicking and throwing, and catch/receive the ball, whilst stationary and when moving * Investigate different ways of throwing. * Practise correct batting/dribbling techniques. * Begin to maintain possession of the ball in different situations. * Accurately use space to support team mates. * Play games competitively in a mini tournament <u>Net/Racket Games</u> * Become familiar with short tennis rackets and grip. * Take part in opposed conditioned games. * Serve underarm over a target or net. * Accurately pass to someone else.	FOOTBALL, CRICKET, ROUNDERS, TENNIS * Develop the range and consistency of their skills in all games. * Keep, adapt and make rules for different games, and play by them fairly. * Use and adapt tactics in different situations, individually during a game according to what is happening and with a team during breaks. <u>Invasion Games/ Field/Striking Games</u> * Consistently throw and catch with accuracy and with speed. R C * Strike the ball with increasing force and direction at a target. R C * Choose appropriate tactics to cause trouble for the opposition. * Communicate effectively with team mates and work as part of a team and lead a team effectively. * Dodge defenders, being aware of opponents. F Dribble a ball around different obstacles and pass with some accuracy. F * Play competitively in a mini tournament and show sporting behaviour. <u>Net/Racket Games</u> * Become familiar with short tennis rackets and different grips. * Confidently use forearm to hit the ball.	HOCKEY, NETBALL, ROUNDERS, TENNIS * Develop a broader range of techniques and skills for attacking and defending. H F * Develop consistency in their skills. * Know and apply the basic strategic and tactical principles of attack, and to adapt them in different situations. * Choose and apply skills more consistently in all games. Choose the best tactics needed to suit the game. <u>Invasion Games/ Field/Striking Games</u> * Throw and catch a ball with accuracy and consistency when under pressure and on the move. N * Develop batting control showing accuracy and force. R * Understand the role of a backstop. R * Work alongside team mates to gain and keep possession of the ball. * Use a variety of techniques to pass the ball. H N R * Work alone/in pairs to gain possession of the ball. H N * Play a competitive game using tactics to beat the opposition <u>Net/Racket Games</u> * Learn correct grips of a racket * Control a ball accurately with a racket keeping it within a designated area.	FOOTBALL, ROUNDERS, CRICKET, TENNIS * Choose, combine and perform skills more fluently and effectively in invasion, striking and net games. * Understand, choose and apply a range of strategies for defence and attack. * Use tactics and strategies more consistently in similar games (making links). * Explain rules to other confidently and accurately. * Effectively make a team plan and communicate this to others. *Lead others in a game situation. <u>Invasion Games/ Field/Striking Games</u> * Use all members of a team effectively to maintain possession or field. F R C * Show control and consistent accuracy when throwing and catching a ball under pressure in a game situation or dribbling, passing and receiving a ball. F C R * Play longer duration games, to encourage use of skills and tactics learnt. * Strike the ball with increased force and accuracy. C R * Improve accurate passing techniques in a game using hands and feet accordingly. F C R * Control movement with a ball in opposed situation, whilst moving. F

		*Recognise good quality in performance and specifically identify the parts which need developing. *Use what they have learnt to improve their own performance. *Set targets to improve performance. *Know and describe the short term effects of different exercise activities on the body. *Know and understand how to improve stamina. *Begin to understand and explain the importance of warming up.	*Be able to return a shot confidently. *Begin to start rallies (x3+), passing back and forth. *Play competitive mini games. *Be able to clearly explain their plans and ideas and share these with others. *Specifically identify the parts of others performances which need developing. *Suggest practices to improve their play. *Recognise which activities help their speed, strength and stamina and know when they are important in games. *Recognise how specific activities/games can affect specific parts of the body.	*Use forehand and backhand with a racquet. *Choose and use information to evaluate their own and others' work. *Specifically identify the parts of their own and others performances which need developing and professionally approach these. *Know and understand the principles of warming up and understand why it is important for high quality performance. *Understand the importance of physical activity and can talk confidently about why	*Confidently field, attack and defend typically by anticipating the direction of play. <u>Net/Racket Games</u> *Use forehand and backhand strokes with increased accuracy and speed, confidently using a racket. *Develop serve technique with speed and precision. *Develop their ability to evaluate their own work and others work and to suggest constructive and specific ways to improve. *Be able to confidently talk about injury and ways of overcoming these to improve performance in various games (warming up). *Understand why exercise is good for their fitness, health and well-being and supports energy for day-to-day life. *Understand and explain the need to prepare properly for activities/games and to understand that preparation may differ dependent on activity
Knowledge		FUNDAMENTAL SKILLS STRIKING AND FIELDING SKILLS * I know that all games need rules so that they can be played fairly. * I know to have 'W' hands when I am catching a ball. * I know when throwing underarm I need to swing my arm to the front of the body, transferring the weight from back foot to front foot. *I know when throwing overarm I stand side on, step towards the target with my arm at shoulder height. * I know to use the side of the foot to pass a football.	FOOTBALL, CRICKET, ROUNDERS, TENNIS (build on Y3) * I know that games can be invasion, net or striking and fielding. * I know that rules need to be followed for a game to be fair and that tactics can cause problems for the opposition. * I know that an effective team needs to communicate and show sportsmanship. * I know to have 'W' hands when I am catching a ball whether I am stationary or on the move. C R * I know that dodging is an effective skill for getting past the opposition. F	HOCKEY, NETBALL, ROUNDERS, TENNIS * I know that games can be invasion, net or striking and fielding. * I know that games involve attacking and defending (invasion games). H N * I know a variety of different throws – underarm, chest pass, overarm and shoulder pass. N * I know the right hand is at the bottom of the stick with the thumb pointing up and fingers pointing down to grip a hockey stick. H * I know that to keep possession of the ball you need to work as a team. H N	FOOTBALL, ROUNDERS, CRICKET, TENNIS * I know that invasion games include football. rugby, hockey, netball and striking games include rounders and cricket. * I know that a successful team uses tactics, is aware of defence and attack and are good communicators. * I know to hit a ball using forearm in tennis you turn sideways, keep your eye on the ball, and swing your arm smoothly and continuously. T *I know with a backhand stroke you hold the racquet in 2 hands with the left hand above. T

		*I know to use both feet to dribble using the inside of the big toes. * I know when serving underarm or passing to someone in tennis I bring my serving arm back drop the ball then move the serving arm forward. *I know how exercise affects the body by making the heart beat faster, making us sweat, making us breathe heavy. *I know it is important to warm up so that muscles aren't sore and you don't get injured. * I know that you can improve by listening to others and setting targets * I know that Owen Farrell is an England Rugby player. *I know that Sarah Hunter is the England Ladies captain * I know that Bjorn Borg was the first man of the modern era and the first to win 5 successive Wimbledon titles. *I know that Martina Navratilova is considered one of the best players of all time. * I know that Brian Lara holds the record for scoring the most runs in an innings.	* I know the basic grip for a racket means forming a v with your forefinger and thumb. T * I know to hit a ball using forearm in tennis you turn sideways, keep your eye on the ball, and swing your arm smoothly and continuously. T * I know that a rally is 3 or more passes. T * I know that performances can be improved by listening to suggestions from others. * I know that different activities affect different parts of the body. * I know that David Beckham made a significant contribution to football during the 1990s and 2000s. * I know that Marta Vieira de Silva is regarded as the best female football player ever. * I know that Boris Becker was a German tennis player who, at 17, was the youngest to ever win at Wimbledon. * I know that Steffi Graf dominated women's tennis in the 1990s. * I know that Jimmy Anderson is regarded as one of the best bowlers of all time. * I know that Heather Knight is the current England Cricket captain.	* I know the technique for batting in rounders is to grip the bat firmly, away from the body, standing sideways with the bat level with the rear shoulder. R *I know the backstop collects the ball if the batter misses and can throw to first post to get a player out. R * I know that in a competitive situation tactics need to be used. * I know the ball can be hit in the forehand and backhand. T * I know how to identify the parts of a performance that need improving. * I know the importance of warming up so that the body does not get injured as there is an increased blood supply to the muscles. *I know that physical activity is not only good for your heart but also your mental well being.	* I know when fielding the ball on the ground I stay low, crouch down on one knee using this as a barrier and put your wrists together and spread fingers. C R * I know when fielding a high ball, I keep my eye on the ball, position myself underneath and put wrists together and spread fingers. C R *I know when attacking I need to create space, keep the ball and get into a threatening position. F *I know when defending I need to get to the player with the ball quickly, putting on pressure, bend the knees and put arms out to balance. F * I know that when evaluating performance, you need to give constructive advice. *I know the link between injuries and warming up, which may vary for different activities. * I know that exercise is good for fitness, health and well being.
Vocabulary		link movements, batting, dribbling, possession, competitive, tactics, underarm, stationary, overarm, space, stamina	adapt, opposition, dodge, communicate, grip, opponent, rally, chest push, shoulder pass, underarm, overarm, fielder	technique, attacking/defending, backstop, pivot, bounce pass, overhead pass, shoulder pass, push shot, reverse stick, dribble, Indian dribble, grip, strike, rounder	fluency, strategies, direction of play, serve technique, defence/offense, tag/contact rugby, stationary, intercept, offside, tactics, dodging, sidestepping, grip, techniques, tackle
People, Culture Gender Historical period		Fundamental Skills – Owen Farrell Sarah Hunter Tennis – Bjorn Borg Martina Navratilova Striking and Fielding – Brian Lara	Football – David Beckham Marta Vieira de Silva Cricket – Jimmy Anderson Heather Knight Tennis – Boris Becker Steffi Graf	Hockey – Giselle Ainsley Tennis – Serena Williams and Andy Murray Netball - Serena Guthrie	Tennis – Roger Federer Billie Jean King Football – Harry Kane Pele Netball (High 5s) – Laura Langman Cricket – Ian Botham Mithali Raj

	Links Personal Development	Y3	Y4	Y5	Y6
National Curriculum	Athletics	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Skills	*Reflecting on ones performance in order to improve. * Showing stamina, persistence and resilience during running events. *Developing confidence through performance. *Developing communication skills. *Understanding the link between effort and achievement. * Understanding that exercise contributes towards a healthy lifestyle.	*Run in different directions and at different speeds. *Improve throwing with accuracy at a target. *Reinforce standing and running jump techniques *Difference between sprinting and running. *Understand the relay and passing the baton. *Compete in a mini competition, recording scores. *Choose which throw to use to reach a target and which role to play in a group situation *Describe and comment on their own performance and that of others and make simple suggestions to improve quality. *Children suggest appropriate warm up ideas. Children dress appropriately for PE. They work in a safe and responsible manner. *Children recognise changes in body temperature, heart rate and breathing.	*Select and maintain a running pace for different distances. * Increase the distance when they are running through fitness and pacing oneself. *Practise throwing with power and accuracy, understanding about safety. *Demonstrate good running technique in a competitive situation. *Explore different jumping techniques – which is best for distance? *Utilise skills learnt in a competitive situation. *Choose which throw, running pace or action to complete to allow then to reduce their times/increase distance within areas of athletics. *Observe others carefully in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see. *Children begin to think about warm-up activities that prepare them for exercise. They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.	*Use correct technique to run at speed and maintain it. *Improve on their personal running target. *Develop the ability to run for distance. *Throw with accuracy and power. *Identify and apply techniques of relay running and passing a baton. *Understand the effective techniques when jumping for distance. *Demonstrate good techniques in a competitive situation. *Plan and carry through an event *From observation of others, begin to describe constructively how to refine, improve and modify performance. Refine own performance in response to comments of others’ and self analysis. *Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates. *Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	*Show strength, stamina and speed when running, jumping and throwing, know the rules and judge events. * Utilise all their skills in a competitive situation. *Adapt skills and techniques to different challenges and equipment. *Analyse the skills and techniques needed for an activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding. *Show responsibility for personal warm-up programme specific to the activity. *Demonstrate all round safe practice, including handling equipment, safety of self and others, playing with accepted rules and conventions.

Knowledge		* I know that sprinting is faster than just running. * I know that a standing long jump is 2 feet to 2 feet. * I know that a relay is done in teams and involves passing a baton. * I know that improve you should listen to the suggestions of others. * I know that during exercise our heart rate, temperature and breathing increase. * I know that Usain Bolt is considered the greatest sprinter of all time. * I know that David Weir is recognised as the world's best wheelchair racing athlete. * I know that track events are running and field events are jumping and throwing.	* I know that you need to pace yourself when running over different distances. * I know that when throwing a javelin you need an overarm technique and you need to be aware of safety. * I know that a standing long jump requires a 2 foot to 2 foot jump and that a longer jump requires a run up. * I know that to increase distance or reduce times changes can be made to improve. * I know that exercise contributes towards a healthy lifestyle * I know that Jesse Owens won 4 gold medals at the 1936 Berlin Olympic Games. * I know that Libby Clegg is a Paralympian who ran 100 and 200m.	* I know the correct technique when running over a long distance (tall posture, use your glutes, don't bounce, control breathing, pace self). * I know the correct technique when running at speed (arms at 90 degrees, lean slightly forward, feet propel you forward, shin perpendicular when foot hits the ground). * I know when throwing a javelin, I turn sideways with feet apart, hand level with head. I step towards the target with the opposite foot and aim towards the target with accuracy and power. * I know the triple jump is made up of a hop, a step and a jump. * I know that improvements can be made by refining and modifying your performance. * I know that warm ups can involve stretching and activities that increase heart rate and breathing rate. * I know that energy is created through the process of respiration. * I know that Carl Lewis is an American who won 9 gold medals in the 80s and 90s. * I know that Jessica Ennis-Hill has taken part in the heptathlon which is 7 track and field events and the pentathlon which is 5.	* I know that stamina is the ability to sustain prolonged physical activity. * I know the correct technique when running over a long distance (tall posture, use your glutes, don't bounce, control breathing, pace self). * I know the correct technique when running at speed (arms at 90 degrees, lean slightly forward, feet propel you forward, shin perpendicular when foot hits the ground). * I know for an effective triple jump I need acceleration, control on the take off for the hop and jump and a safe landing on 2 feet with flexible legs. * I know how to confidently use my knowledge to evaluate the performances of others and make suggestions on how to improve. * I know that energy is created through the process of respiration and that muscles relax and contract during movement. * I know that Mo Farah has won Olympic gold medals in the 5000m and 10 000m. * I know that Tanni Grey-Thompson has been called the greatest ever Paralympian athlete winning 16 medals.
Vocabulary		sprint, long distance, relay, baton, compete, standing long jump, track, field	sprint, long jump, relay, baton, compete, standing long jump, triple jump, , track, field	personal running target, refine, improve, modify performance, self-analysis, stretching, joint mobility, stride, heart-rates, breathing rates	adapt, challenges, judge events acceleration, take off
People, Culture Gender Historical period		Usain Bolt – Olympic Champion David Weir - Paralympian	Jesse Owens – Links with WW2 Roger Bannister Libby Clegg - Paralympian	Carl Lewis Jessica Ennis-Hill	Mo Farrah Tanni Grey-Thompson – Paralympian

	Links Personal Development	Y3	Y4	Y5	Y6
National Curriculum	Outdoor and Adventurous	Pupils should be taught to: - 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.			
Skills	*Understanding that teamwork involves taking on board other people's ideas but also suggesting your own. * Showing stamina, persistence and resilience when against the clock. *Developing confidence and belief through performance. *Developing communication and collaboration skills. *Understanding the link between effort and achievement. * Understanding that exercise contributes towards a healthy lifestyle.	*Orientate themselves with increasing confidence and accuracy around a short trail (start in hall, then move outside) *Identify and use effective communication to begin to work as a team. *Identify symbols used on a key *Begin to use equipment that is appropriate for an activity. *Communicate with others. *Begin to complete activities in a set period of time. *Begin to offer an evaluation of personal performances and activities. *Watch, describe and evaluate the effectiveness of a performance. *Describe how their own performance has improved over time. *Recognise and describe the effects of exercise on the body. *Know the importance of strength and flexibility for physical activity. *Explain why it is important to warm up and cool down.	*Orientate themselves with confidence and accuracy around a short trail. *Create a short trail for others with a physical challenge. * Start to recognise features of an orienteering course. *Communicate clearly with other people in a team and with other teams. *Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. *Try a range of equipment for creating and completing an activity. *Make an informed decision about the best equipment to use for an activity. *Plan and organise a trail that others can follow. *Communicate clearly with others. *Work as part of a team *Begin to use a map to complete an orienteering course *Complete an orienteering course more than once and begin to identify ways of improving completion time. * Offer an evaluation of personal performances and activities *Start to improve trails to increase the challenge of the course. *Watch, describe and evaluate the effectiveness of a performance giving ideas for improvement.	*Orientate themselves with confidence and accuracy around an orienteering course with further challenge. *Design an orienteering course that can be followed and offers some challenge to others. *Begin to use navigation equipment to orientate around a trail. *Use clear communication to effectively complete a particular role in a team. *Complete orienteering activities as part of a team and independently. *Identify a key on a map and begin to use the information in activities. *Organise the best equipment for an outdoor activity. *Create an outdoor activity that challenges others *Create a simple plan of an activity for others to follow. *Identify the quickest route to accurately navigate an orienteering course. *Communicate clearly and effectively with others. *Work effectively as part of a team. *Successfully use a map to complete an orienteering course. *Begin to use a compass for navigation. *Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.	*Orientate themselves with confidence and accuracy around an orienteering course when under pressure e.g. time. *Design an orienteering course that is clear to follow and offers challenges to others. *Use navigation equipment (maps, compasses) to improve the trail. *Use clear communication to effectively complete a particular role in a team. *Complete orienteering activities as part of a team and independently. *Use a range of map styles and make an informed decision on the most effective. *Select and organise the best equipment for an outdoor activity. *Prepare an orienteering course for others to follow. *Identify the quickest route to accurately navigate an orienteering course. *Manage an orienteering event for others to compete in. *Communicate clearly and effectively with others when under pressure. *Successfully use a map to complete an orienteering course. *Use a compass for navigation. *Organise an event for others. *Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.

			Modify their use of skills or techniques to achieve a better result. .	*Offer a detailed and effective evaluation of both personal performances and activities. * Improve trails to increase the challenge of the course. *Choose and use criteria to evaluate own and others' performances. *Explain why they have used particular skills and techniques and the effect they have had on their performance. *Know and understand the reasons for warming up and cooling down. *Explain some safety principles when preparing for and during exercise.	*Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. *Listen to feedback and improve an orienteering course from it. *Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. * Understand the importance of warming up and cooling down. *Carry out warm-ups and cool-downs safely and effectively. *Understand why exercise is good for health, fitness and wellbeing. *Know ways they can become healthier.
Knowledge		* I know that orienteering is when you move around a course collecting clues using a map and can be completed on foot, bike or skis. * I know that a map gives you a birds-eye view of an area. * I know that a key on a map explains what the symbols mean. * I know that when working in a team you need to communicate and co-operate with each other. * I know that evaluating a performance means looking at the good points and thinking how it can be improved. *I know the importance of strength and determination to finish a course. *I know Ernst Killander, a major in WW1, was one of the first people to make orienteering popular in Scandinavia.	* I know that maps have a key that identifies features around a course. * I know that performance can be improved by improving the time of completion. * I know that within a team there are many roles and that collaboration is essential. * I know that evaluating a performance involves watching and offering suggestions and ideas for improving. *I know the importance of strength and determination to finish a course. *I know that Olav Lundanes has won 10 gold medals in the World Orienteering Championships.	* I know that a key on a map helps to orientate around a course. * I know that control cones or markers are located on a map and provide clues. * I know that to be successful a team needs to show resilience, speed, strength, stamina and teamwork. * I know that evaluating the performance of others involves positive comments but also advice on how to improve. *I know that compasses can be used and the 8 compass points are N S E W NW NE SW SE. *I know that Tove Alexandersson is an orienteer, skyrunner and ski mountaineer.	* I know that orienteering is an adventurous activity that is mentally and physically challenging. *I know that equipment includes maps, controls and compasses. * I know that success relies on good communication, collaboration, the giving of roles, perseverance and effective teamwork. * I know that when planning a course for others to follow you need to plan, prepare a map, organise the controls, decide on activities and prepare answers. *I know Karen Drake is a wheelchair user who competes in the British orienteering team and promotes the development of inclusive expeditions and outdoor sport.

Vocabulary		orientate, trail, symbols, key, personal performance, warm-up, cool-down, teamwork, communication	physical challenge, orienteering, course, roles within a team, informed decision, completion time, increase challenge, modify, co-operate, collaborate	navigation equipment, resilience, compass, evaluation	improved technique, detailed and effective evaluation, personal performance, feedback
People, Culture Gender Historical period		Ernst Killander 1882-1958 Swedish	Olav Lundanes Norwegian Born 1987	Tove Alexandersson Sweden Born 1992	Karen Drake British Wheelchair user

	Links Personal Development	Y3	Y4	Y5	Y6
National Curriculum	Fitness Pupils should be taught to: - compare their performances with previous ones and demonstrate improvement to achieve their personal best.				
Skills	* Accepting responsibility for your own fitness and wellbeing. * Showing stamina, persistence and resilience when against the clock. * Developing confidence and belief through performance. * Knowing that personal challenge is in your own hands and there are times when you need to 'dig deep'. * Understanding the link between effort and achievement. * Understanding that exercise contributes towards a healthy lifestyle.	Circuits * Using the body eg sit-ups, star jumps, step up/down, high knees * Using equipment eg hurdles, ladders, skipping ropes, running in/out of cones etc * Obstacle courses inside/outside * Core strengthening activities * Aerobic dancing/Zumba to music Scores could be recorded and personal challenges and targets set (data analysis in maths) * Begin to offer an evaluation of personal performances and activities. * Watch, describe and evaluate the effectiveness of a performance. * Describe how their own performance has improved over time.	Circuits * Using the body eg sit-ups, star jumps, step up/down, high knees, spotty dog, plank etc * Using equipment eg hurdles, ladders, skipping ropes, running in/out of cones etc * Obstacle courses inside/outside * Core strengthening activities * Aerobic dancing/Zumba to music Children to begin to design their own activities. Scores could be recorded and personal challenges and targets set (data analysis in maths) * Complete a course more than once and begin to identify ways of improving technique and performance. * Offer an evaluation of personal performances and activities * Start to improve activities to increase the challenge of the course. * Watch, describe and evaluate the effectiveness of a performance giving ideas for improvement. * Modify their use of skills or techniques to achieve a better result.	Circuits * Using the body eg sit-ups, star jumps, step up/down, high knees, spotty dog, planks sprints, jacks squats, etc * Using equipment eg hurdles, ladders, skipping ropes, running in/out of cones etc * Obstacle courses inside/outside * Core strengthening activities * Aerobic dancing/Zumba to music Children design their own activities, decide on the equipment needed, modal how it should be done. Scores could be recorded and personal challenges and targets set (data analysis in maths) * Complete a course on multiple occasions, in a quicker time due to improved technique. * Offer a detailed and effective evaluation of both personal performances and activities. * Improve activities to increase the challenge of the course. * Choose and use criteria to evaluate own and others' performances. * Explain why they have used particular skills and techniques	Circuits * Using the body eg sit-ups, star jumps, step up/down, high knees, spotty dog, planks, sprints, jacks, squats, burpees, press-ups, etc * Using equipment eg hurdles, ladders, skipping ropes, running in/out of cones etc * Obstacle courses inside/outside * Core strengthening activities * Aerobic dancing/Zumba to music Children design their own activities, decide on the equipment needed, modal how it should be done. Justify why they have chosen it. Which body part is it exercising? Scores could be recorded and personal challenges and targets set (data analysis in maths) * Complete a course on multiple occasions, in a quicker time due to improved technique. * Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.

				and the effect they have had on their performance.	*Listen to feedback and improve a course from it. *Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Knowledge		* I know the name of a variety of fitness activities eg sit-ups, star jumps, step ups and high knees. * I know that core strength is holding your body still in different positions. * I know that personal challenge is setting yourself targets to improve. * I know that different activities will exercising certain body parts e.g. Legs – step up step down, leg lifts, squats Arms – press ups, curls, circles, star jumps Core – plank, sit ups * I know that Joe Wicks is a well known body coach who provides fitness work outs and received an MBE for his “PE with Joe” to help children stay active in lockdown.	* I know the name of a variety of fitness activities eg sit-ups, star jumps, step ups, high knees, planks, spotty dog etc * I know that your core strength involves a group of muscles that enables your body to maintain certain positions. * I know that personal challenge is challenging yourself to beat your best and to show improvement over time. * I know that activities are designed to exercise specific body parts e.g. Legs – step up step down, leg lifts, squats Arms – press ups, curls, circles, star jumps Core – plank, sit ups * I know that Joe Wicks is a well known body coach who provides fitness work outs and received an MBE for his “PE with Joe” to help children stay active in lockdown.	* I know the name of a variety of fitness activities eg sit-ups, star jumps, step up/down, high knees, spotty dog, planks sprints, jacks squats, etc * I know that core strength is less about power and more about the use of muscles to hold the body in different positions. * I know that personal challenge is challenging yourself to improve your score, time and ultimately your own fitness. * I know that activities can be designed to exercise different muscles and that these can be tailored to improve all around fitness. * I know that Mr Motivator is a well known Jamaican born fitness instructor who performed live fitness sessions on breakfast TV.	* I know the name of a variety of fitness activities eg sit-ups, star jumps, step up/down, high knees, spotty dog, planks, sprints, jacks, squats, burpees, press-ups * I know that the core is a group of muscles that stabilises and controls the pelvis and spine therefore influencing the legs and upper body. It is less about power and more about being able to maintain the body in different postures. * I know that personal challenge can be monitored over time by setting yourself targets along the way. It can involve the improvement of technique, time or amount. * I know that fitness involves the exercising of different muscles and that activities can be designed accordingly for all round fitness. * I know that Mr Motivator is a well known Jamaican born fitness instructor who performed live fitness sessions on breakfast TV.
Vocabulary		sit-ups, planks, aerobic, star jumps, step down, obstacle press-ups, course hurdles, core	personal challenge, targets, technique, stamina, evaluation, resilience, modify, perseverance	Year 3,4 and 5 words plus: model, multiple occasions	Year 3,4 and 5 words plus: justify
Famous People		Joe Wicks MBE British Born 21.9.1985	Joe Wicks MBE British Born 21.9.1985	Mr Motivator (Derrick Errol Evans) Born 1952 Jamaican	Mr Motivator (Derrick Errol Evans) Born 1952 Jamaican

	Links to Personal Development	Y3	Y3
National Curriculum	Swimming	In particular, pupils should be taught to: - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations.	
<u>Skills</u>	Water safety	Beginners (Non-swimmers and developing swimmers)	Developing and competent swimmers
		*Work with confidence in the water. *Explore and use skills, actions and ideas individually and in combination. i.e. Use arms to pull and push the water; use legs in kicking actions; hold their breathe under water. *Remember to repeat and link skills learnt. *Know how to choose and use skills for different swimming tasks. i.e. using arms to stay balanced; knowing how to push against the water to move in a particular direction. Improve the control and co-ordination of their bodies in the water. *Swim up to 25m unaided, co-ordinating stroke and breathing. *Watch, copy and describe what they and others have done and use the information to improve their work.	*Consolidate and develop the quality of their skills. i.e. front crawl, back crawl, breaststroke, floating, survival skills. *Improve linking movements and actions together more fluently. *Choose and use a variety of strokes and skills, according to the task and the challenge. i.e. swimming without aids, distance and time challenges. *Swim up to 50m unaided, co-ordinating stroke and breathing. *Describe and evaluate the quality of swimming and recognise what needs improving.
Knowledge		*Know swimming is good for your health and works the whole body. * Know that water safety and lifesaving are important life skills due to the dangers around water. *Name the different swimming strokes – breast stroke, front crawl, backstroke. *Know that Rebecca Addlington is from Mansfield and won 2 gold and 2 bronze medals at the Olympics. *Know that Trisha Zorn is the most successful Paralympic swimmer and has won 55 medals and broken 8 world records.	*Know that swimming builds muscle strength, fitness and endurance. * Know that water safety and lifesaving are important life skills due to the dangers around water. *Name the different swimming strokes – breast stroke, front crawl, backstroke, butterfly. *Know that Rebecca Addlington is from Mansfield and won 2 gold and 2 bronze medals at the Olympics. *Know that Trisha Zorn is the most successful Paralympic swimmer and has won 55 medals and broken 8 world records.
Vocabulary		control, co-ordination, backstroke, floats, front crawl breath-stroke, safety	control, co-ordination, backstroke, floats, front crawl breath-stroke, safety
Famous People		Rebecca Adlington Trisha Zorn (Paralympian)	Rebecca Adlington Trischa Zorn (Paralympian)