

# St Barnabas Multi Academy Trust – Physical Education Curriculum Design 2021–2022

## **Intent Statement:**

At St Barnabas Multi Academy Trust, our vision is to encourage children to engage in a healthy lifestyle and understand the importance of physical activity. Through Physical Education, the children are given many opportunities to practice and display some of our key values of courage, adventure and togetherness. Our staff and children are enthusiastic about PE and this is shown through high quality teaching and learning. We pride ourselves in helping our children identify and grow their talents, whilst developing into confident and competent learners across a broad range of physical activities. This is achieved by providing our children with a broad, exciting and inclusive curriculum that inspires them to succeed and thrive in competitive sports and other physically-demanding outdoor activities. Our children are exposed to many sporting opportunities, including regular tournaments at both inter and intra school competitions and sporting festivals which support them in demonstrating sportsmanship and leadership values. In addition, our staff offer lunchtime and after-school clubs which contribute to the extensive range of physical activities on offer and further supports the children to flourish and thrive in a safe and happy environment. We firmly believe that PE is at the heart of a child's health and well-being and continually work towards ensuring that health education is an integral part of the teaching of PE within our schools.

## **Implementation:**

To successfully embed our Physical Education values, the staff and children are involved with the following:

- Raising the profile of PE and sport across the school as a tool for whole school improvement.
- Celebrating sporting success within PE by regularly awarding certificates to recognise success within sport.
- Providing each year group with at least 2 hours of fun and high quality PE lessons each week and encouraging children to take part in a minimum of 30 active minutes daily by providing a varied menu of activities.
- Subject lead and teachers reference and discuss the effects and benefits of exercise on the body within lessons.
- Having a well balanced menu for the children to choose from at lunchtimes and providing healthy snacks at break times for all children.
- Looking at a healthy diet within Science lessons from Year 2 and identifying what types of food our body needs.
- Increased participation in competitive sports through partnerships and internal resources.
- Staff having access to online resources including 'Imoves' to allow for active lessons to facilitate well-being of children.
- Resources are audited on a regular basis and new resources for new sports are to be purchased through Sports Premium funding.
- Reception children take part in Forest School and learn positive behaviours and teamwork.
- All children have access to outdoor learning opportunities through Wild Tribe sessions, Outdoor Adventurous Activities lessons or other learning activities.
- Range of extra curricular clubs and activities offered throughout the school to enhance physical activity opportunities.

- Children are taken on extra curricular trips including Cycling, Climbing and Walking activities.
- Children are exposed to Alternative Sports Days and Sports Clubs from external coaches and subject lead.

**Impact:**

Our Physical Education curriculum is high quality and extensively planned to demonstrate progression throughout the years. We understand the wider importance of PE and our planning captures and supports the physical milestones of a child's motor and cognitive development. We measure the impact of our curriculum through the following methods:

- Teachers assessments take place through observation during lessons using assessment methods such as FFT tracking as a tool to monitor progress, identify gaps and allow for teaching and learning to be adapted and targeted for all individuals.
- Teachers make annual assessments of effort and achievement for each child as part of the child's report to parents.
- A curriculum map and curriculum provision map are in place to show the progressive stages the children access as they move through the school.
- The subject leaders ensure that the PE curriculum is delivered to a high quality throughout the school through regular professional development meetings and training as well as lesson observations, monitoring visits and discussion with staff and pupils.
- Pupil consultation is carried out on a termly basis with the student council to monitor the impact of PE and identify changes which need to be made for continuous improvement.
- A monitoring tool 'Absolute Education' is used to monitor and track participation in after school clubs, physical activity sessions and competitions.
- Take part in inter school competitions within the St Barnabas Multi Academy Trust to further develop fundamental skills and engage in further competition.
- Schools offer intra school competitions in school on a termly basis to observe the skills taught throughout one of the schemes of work for that term.

# Curriculum Map 2021-2022

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Fun Fit 1 and Multi-skills 1	Dance - Fairy Tale Stories	Fun Fit 2 and Multi-skills 2	Gymnastics - Basic Actions and Skills	Problem Solving & Team Building	Multi Skills 3
<b>1</b>	Team Games (Dodgeball/ Benchball Focus)	Health/Exercise and Problem Solving	Invasion Games (Rugby, Football Focus)	Gymnastics (Directions, Pathways and Travelling) and Dance (Animals)	Multi-skills/Athletics	Strike & Field
<b>2</b>	Team Games (Dodgeball/ Benchball Focus)	Health/Exercise and Problem Solving	Invasion Games (Rugby, Football Focus)	Gymnastics (Directions, Pathways and Travelling) and Dance (Animals)	Multi-skills/Athletics	Strike & Field
<b>3</b>	Invasion Games (Basketball, Rugby)	Health/Exercise and Gymnastics (Flight)	Invasion Games (Netball/Hockey Focus)	Dance (Machines) and OAA	Athletics	Strike & Field
<b>4</b>	Invasion Games (Basketball, Football)	Health/Exercise and Gymnastics (Flight)	Invasion Games (Netball/Hockey Focus)	Dance (Machines) and OAA	Athletics	Strike & Field
<b>5</b>	Invasion Games (Rugby/Football Focus)	Health/Exercise and Dance (Body Parts and Dance Styles)	Individual Sports (Tennis, Badminton)	Gymnastics (Partner Sequences) and OAA	Athletics	Strike & Field
<b>6</b>	Invasion Games (Rugby/Football/Gaelic Football Focus)	Health/Exercise and Dance (Body Parts and Dance Styles)	Individual Games (Tennis, Badminton)	Gymnastics (Partner Sequences) and OAA	Athletics	Strike & Field

## Overview of PE Curriculum Map for St Barnabas Multi-Academy Trust

\* Swimming – To be added at discretion for relevant year groups (Year 2/Year 4/Year 6)

\*\*Team Games and Invasion Games – The sports listed are suggested to give students as much exposure to new sports as possible throughout school life

-Intra School Competitions once a term focusing on a sport from that unit

-Inter School Festival at the end of each term focusing on a selected sport for whole school

-Motivational/Success assemblies held termly to celebrate student achievements

### Further Breakdown of Curriculum

Year	Autumn Term	Spring Term	Summer Term
<b>Reception</b>	<p>Activities – Fun Fit, Multi-Skills, Dance</p> <p>Skills – Physical Literacy, Object Manipulation, Sending and Receiving, Coordination</p> <p>Healthy Lifestyle – Healthy Eating</p> <p>Positive Mind Management – Resilience, Creativity, Respect</p>	<p>Activities – Fun Fit, Multi-skills, Gymnastics</p> <p>Skills – Physical Literacy, Object Manipulation, Sending and Receiving, Coordination</p> <p>Healthy Lifestyle – Exercise</p> <p>Positive Mind Management – Resilience, Creativity, Courage</p>	<p>Activities – Problem Solving, Team Building, Multi-skills</p> <p>Skills - Physical Literacy, Object Manipulation, Sending and Receiving, Coordination, Running, Jumping</p> <p>Healthy Lifestyle – Hygiene</p> <p>Positive Mind Management – Faith, Respect, Compassion</p>
<b>1</b>	<p>Activities – Ball Skills, Fundamental Movement Skills, Health/Exercise, Problem Solving</p> <p>Skills – Throwing, Catching, Running, Jumping, Creativity, Verbal Feedback</p> <p>Healthy Lifestyle – Protein, Carbohydrates, Fats, Water</p> <p>Positive Mind Management – Resilience, Self-belief, Respect,</p>	<p>Activities – Target Skills, Fundamental Movement Skills, Gymnastics, Dance</p> <p>Skills – Dance, Movement, Strength, Flexibility, Coordination, Agility, Attacking/Defending Principles, Self-assessment</p> <p>Healthy Lifestyle – Vitamins, Minerals, Sleep</p> <p>Positive Mind Management – Positive Thinking, Teamwork, Service</p>	<p>Activities – Strike/Field, Health/Exercise, Multi-skills</p> <p>Skills – Striking, Catching, Running, Jumping, Throwing, Balance, Coordination, Flexibility, Agility</p> <p>Healthy Lifestyle – Hygiene</p> <p>Positive Mind Management – Winning or learning, Compassion, Courage</p>
<b>2</b>	<p>Activities – Dodgeball, Benchball, Health/Exercise, Problem Solving</p> <p>Skills – Throwing, Catching, Running, Jumping, Creativity, Verbal Feedback,</p> <p>Healthy Lifestyle – Protein, Carbohydrates, Fats, Water</p>	<p>Activities – Rugby, Football, Gymnastics, Dance</p> <p>Skills – Dance, Movement, Strength, Flexibility, Coordination, Agility, Attacking/Defending Principles, Self-assessment</p>	<p>Activities – Strike/Field, Health/Exercise, Multi-skills</p> <p>Skills – Striking, Catching, Running, Jumping, Throwing, Balance, Coordination, Flexibility, Agility</p> <p>Healthy Lifestyle – Hygiene</p>

	Positive Mind Management – Resilience, Self-belief, Creativity	Healthy Lifestyle – Vitamins, Minerals, Sleep Positive Mind Management – Positive Thinking, Teamwork	Positive Mind Management – Winning or learning, Courage, Respect
3	Activities – Basketball, Rugby, Health/Exercise, Gymnastics  Skills – Throwing, Catching, Running, Jumping, Attacking and Defensive Principles, Balance, Coordination, Strength, Flexibility, Creativity, Peer Assessment  Healthy Lifestyle – Protein, Carbohydrates, Fats and Water  Positive Mind Management - Resilience, Self-belief, Respect	Activities – Netball, Hockey, Dance, OAA  Skills – Dance, Movement Sequences, Strength and Flexibility, Self-assessment, Coordination, Attacking and Defensive Principles  Healthy Lifestyle – Vitamins, Minerals, Sleep  Positive Mind Management – Positive Thinking, Teamwork, Faith	Activities – Strike/Field, Health/Exercise, Athletics  Skills – Striking, Catching, Running, Jumping, Throwing, Balance, Coordination, Strength, Flexibility, Agility, Speed, Endurance  Healthy Lifestyle – Hygiene  Positive Mind Management – Winning or learning, Compassion, Courage
4	Activities – Basketball, Football, Health/Exercise, Gymnastics  Skills – Throwing, Catching, Running, Jumping, Attacking and Defensive Principles, Balance, Coordination, Strength, Flexibility, Creativity, Peer Assessment, Goal Setting  Healthy Lifestyle – Protein, Carbohydrates, Fats, Water  Positive Mind Management - Resilience, Self-belief, Respect	Activities – Netball, Hockey, Dance, OAA  Skills – Dance, Movement Sequences, Strength and Flexibility, Self-assessment, Coordination, Attacking and Defensive Principles  Healthy Lifestyle – Vitamins, Minerals, Sleep  Positive Mind Management – Positive Thinking, Teamwork, Faith	Activities – Strike/Field, Health/Exercise, Athletics  Skills – Striking, Catching, Running, Jumping, Throwing, Balance, Coordination, Strength, Flexibility, Agility, Speed, Endurance  Healthy Lifestyle – Hygiene  Positive Mind Management – Winning or learning, Compassion, Courage
5	Activities – Rugby, Football, Health/Exercise, Dance	Activities – Tennis, Badminton, Gymnastics, OAA	Activities – Strike/Field, Health/Exercise, Athletics

	<p>Skills – Throwing, Catching, Running, Jumping, Kicking, Dance, Movement Sequences, Attacking and Defensive Principles (in isolation and as a team), Balance, Coordination, Flexibility, Agility, Creativity, Peer-assessment, Goal setting, Overcoming barriers</p> <p>Healthy Lifestyle – Protein, Carbohydrates, Fats, Water</p> <p>Positive Mind Management – Resilience, Courage, Self-belief</p>	<p>Skills – Movement sequence, Strength, Flexibility, Striking, Catching, Attacking and Defensive Principles in isolation and combination, Goal setting, Self-assessment</p> <p>Healthy Lifestyle – Vitamins, Minerals, Sleep</p> <p>Positive Mind Management – Positive Thinking, Goal setting, Routines</p>	<p>Skills – Striking, Catching, Running, Jumping, Throwing, Balance, Coordination, Flexibility, Agility, Speed, Endurance, Reaction Time, Group assessment, Feedback</p> <p>Healthy Lifestyle – Hygiene</p> <p>Positive Mind Management – Winning or learning, Respect, Compassion</p>
6	<p>Activities – Rugby, Football, Gaelic Football, Health/Exercise, Dance</p> <p>Skills – Throwing, Catching, Running, Jumping, Kicking, Dance, Movement Sequences, Attacking and Defensive Principles (in isolation and as a team), Balance, Coordination, Flexibility, Agility, Creativity, Peer-assessment, Goal setting, Overcoming barriers</p> <p>Healthy Lifestyle – Protein, Carbohydrates, Fats, Water</p> <p>Positive Mind Management – Resilience, Courage, Self-belief</p>	<p>Activities – Tennis, Badminton, Gymnastics, OAA</p> <p>Skills – Movement sequence, Strength, Flexibility, Striking, Catching, Attacking and Defensive Principles in isolation and combination, Goal setting, Self-assessment</p> <p>Healthy Lifestyle – Vitamins, Minerals, Sleep</p> <p>Positive Mind Management – Positive Thinking, Goal setting, Routines</p>	<p>Activities – Strike/Field, Health/Exercise, Athletics</p> <p>Skills – Striking, Catching, Running, Jumping, Throwing, Balance, Coordination, Flexibility, Agility, Speed, Endurance, Reaction Time, Group assessment, Feedback</p> <p>Healthy Lifestyle – Hygiene</p> <p>Positive Mind Management – Winning or learning, Respect, Compassion</p>

# PE Provision Map – Learning Outcomes and Skills Progression

## EYFS

Activity	Learning Outcomes	Skills
Fun Fit 1	<p>Can show hand eye coordination, spatial awareness and a range of ball skills.</p> <p>Can use their different senses to identify objects.</p> <p>Can identify aspects of safety whilst taking part in physical activity and be comfortable in the outdoors environment.</p>	<p>Ability to move and travel safely in a variety of ways.</p> <p>Develop their ability to listen and follow instructions carefully with support.</p> <p>Develop observation skills.</p> <p>Develop coordination and balance.</p>
Fun Fit 2	<p>Can describe feelings and things that they see and hear.</p> <p>Can work with tools and equipment in different environments.</p> <p>Can begin to develop postural stability, balance, concentration and focus when taking part in physical activities.</p>	<p>Develop multi skills in both an indoor and an outdoor environment and show awareness of safety when moving around a small natural environment.</p> <p>Develop ability to work independently and follow more than up to three clear instructions.</p> <p>Develop communication skills.</p> <p>Develop teamwork skills and ability to guide and help others.</p> <p>Further develop coordination and balance.</p>
Multi Skills 1	<p>Can begin to use the skills to start and stop, move in different directions and balance in different shapes.</p>	<p>Ability to listen and observe.</p> <p>Develop confidence when moving including coordination, control and methods of travelling.</p>
Multi Skills 2	<p>Can take part in an agility course using the skills I have learnt to bound, hop, jump and skip – I can take turns with other children.</p>	<p>Jump in different ways, showing control and coordination</p> <p>Recognise what happens to their bodies during exercise.</p>

	Can use a small range of equipment, including ball handling and manipulation.	Ability to work with a partner.
Multi Skills 3	Can run, throw and jump with prompting. Can show good control and coordination when handling equipment and when travelling with large and small movements. Can move confidently in a range of ways, safely negotiating space. Recognise the changes that occur to the body when we are active.	Eye-hand coordination and control Throwing and catching skills. Spatial awareness. Striking with different body parts Ability to work in small groups.
Dance - Fairy Tale Stories	Can move in a range of ways, use their imagination and show control and confidence when performing different actions.	To link symmetrical body shapes and movements. To link asymmetrical body parts and movements. Ability to choose different ways of moving isolated body parts and linking these together.
Gymnastics - Basic Actions and Skills	Perform a variety of actions using the floor and apparatus where appropriate. Show control and coordination in movements.	Ability to listen and observe, show an awareness of space for themselves and others.
Problem Solving and Team Building	Can work as part of a team and use a variety of skills to help solve problems, both individually and with others.	Develop running, jumping, bounding and balancing skills. Ability to listen and follow instructions. Ability to solve problems by communicating with others and showing confidence and creativity with their own ideas. Basic teamwork skills.



## Year 1 and 2

Activity	Learning Outcomes	Skills
Team Games - Benchball and Dodgeball	<p>Can handle a variety of sized equipment and demonstrate sending and receiving skills in game situations.</p> <p>Can play competitive games of Benchball and Dodgeball.</p> <p>Can show control over the body to move in different directions to dodge or find space.</p>	<p>Develop throwing, catching, movement, speed and agility.</p> <p>Develop awareness of strategies and tactics within team sports.</p> <p>Demonstrate teamwork and improve communication skills.</p>
Health and Exercise 1	<p>Can understand the benefits and components of living a healthy and active lifestyle.</p> <p>Can take part in fitness training activities and test their own fitness levels.</p>	<p>Develop teamwork through working in small groups to take part in testing and training.</p> <p>Develop endurance, speed, throwing, catching, running, jumping skills through different forms of training.</p>
Problem Solving	<p>Can work as an individual and as part of a team to overcome problems.</p> <p>Can recognise strengths and weaknesses and identify ways to generate success during a variety of different activities.</p>	<p>Develop teamwork, co-operation, communication, leadership and organisation skills.</p> <p>Hopping, skipping and running skills.</p> <p>Develop creativity and imagination to overcome small challenges.</p> <p>Recognise their own space and explore finding different places.</p>
Invasion Games KS1 - Rugby and Football	<p>I can send, receive and steer a ball in a game situation.</p> <p>Can participate in small sided rugby and football games and begin to understand attack and defence.</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p>

		<p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p>
Gymnastics - Direction, Pathways, Travelling and Jumping	<p>Can join together four actions showing different pathways.</p> <p>Can show a start and finish to different movements.</p> <p>Can include jumps into a sequence and link movements together using the floor and apparatus, so movements are continuous (one after another).</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control.</p> <p>Choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Knowledge of lifting, moving and placing equipment safely.</p> <p>Improve their work using information they have gained by watching, listening and investigating.</p>
Dance - Animals	<p>Can recall and perform a dance based on animals and describe the work of others.</p>	<p>Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance.</p> <p>Compose and perform dance phrases and short dances.</p> <p>Recognise and describe how different dance activities make them feel.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Watch and describe dance phrases and dances and use what they learn to improve their own work.</p>
Strike and Field	<p>Can perform basic sending and receiving skills required for striking and fielding activities including hitting, bowling and stopping the ball.</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p>

	Can understand the rules and objectives for the main disciplines within Cricket and engage in various conditioned games.	Recognise good quality in performance. Use information to improve their work.
Athletics	Can demonstrate a variety of multi skills in competitive situations. Can run in a coordinated and fluent way at different speeds and over small obstacles. Can throw a range of different throwing implements for increasing distance. Can increase jumping distance by improving technique and linking a hop, jump and leap together and effectively using arms, legs and head positioning to enable a good take-off and landing.	Develop ability to recall, repeat and link combinations of actions. Develop a variety of running, jumping and throwing techniques. Develop speed, endurance, coordination, balance and power. Use their bodies and a variety of equipment with greater control and coordination. Recognise and describe what their bodies feel like during different types of athletics activities. Ability to observe, copy and describe what they and others have done.
Swimming and Water Skills 1	Can travel a minimum distance of 5m on my front with a float. Can travel a minimum distance of 5m on my back with a float. Can propel a floating object for 3m by any method.	Understand water safety. Develop water confidence. Learn how to float with an aid. Push and glide with a float. Practice arm action standing in shallow water.

## Year 3 and 4

Activity	Learning Outcomes	Skills
Invasion Games KS2 - Basketball, Rugby (Year 3) and Football (Year 4)	Can throw and catch a range of different equipment including both rugby and basketballs, using multiple different techniques.	Throwing, catching and dribbling skills. Develop endurance, agility, balance, speed and reactions.

	<p>Can kick a football and show basic coordination and control when dribbling a ball at their feet.</p> <p>Can show coordination and control when travelling with different equipment.</p> <p>Can participate in competitive invasion games and understand the concept of these sports.</p>	<p>Develop initiative and tactical methods to outwit opponents during invasion games.</p> <p>Develop communication and team work skills.</p>
Health and Exercise 2	<p>Can understand the importance of being physically fit and complete fitness testing and training to help them improve their own fitness.</p> <p>Can understand different components of fitness including agility and coordination and how these affect people in daily life and sport.</p>	<p>Develop teamwork and communication skills by talking through ways to improve fitness and creating their own forms of aerobics training.</p> <p>Develop coordination, agility, balance and endurance.</p> <p>Recognise and describe the short term effects of exercise on the body during different activities.</p>
Gymnastics - Flight	<p>Can make a sequence of 6 or more actions that link together using the floor and apparatus.</p> <p>Can use contrasting shapes, actions and travelling movements within different levels of sequence.</p>	<p>improve the quality of their actions, body shapes and balances, and their ability to link movements.</p> <p>Improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Know the importance of suppleness and strength.</p> <p>Describe and evaluate the effectiveness and quality of a performance.</p> <p>Recognise how their own performance has improved.</p>
Invasion Games KS2 2 - Netball and Hockey	<p>Can demonstrate some footwork, shooting, passing and receiving skills in Netball.</p> <p>Can find space, begin to identify positions and engage in competitive games of High 5 Netball.</p> <p>Can control the Hockey ball whilst moving as well as being able to pass and receive it in a game situation.</p>	<p>Develop the ability to consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Know and describe the short-term effects of different exercise activities on the body.</p>

		<p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify parts of their own and others performance that need improving.</p> <p>Use what they have learned to improve their work.</p>
Dance - Machines	<p>I can create and perform a dance using different sections.</p> <p>I can include a unison and cannon within a dance.</p> <p>I can include an action and reaction element to a dance.</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p> <p>Create and link dance phrases using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</p> <p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p> <p>Talk about how they might improve their dances.</p>
OAA	<p>Can work with a partner to complete an orienteering course of 10 controls on a playground.</p> <p>Can work in a group to cross an imaginary river safely.</p> <p>Can effectively work as part of a team.</p> <p>Can complete a course using a map to find controls.</p> <p>Can work cooperatively with my partner/group to complete challenges.</p>	<p>Recognise their own space.</p> <p>Explore finding different places.</p> <p>Follow simple routes and trails, orienteering themselves successfully.</p> <p>Solve simple challenges and problems successfully.</p> <p>Recognise and describe how their body feels during exercise.</p> <p>Observe what they and others have done and use their observations to improve their performance.</p>
Strike and Field	<p>Can use the required skills to play a striking and fielding game; throw a ball overhand, stopping a</p>	<p>Develop the range and consistency of their skills in all games.</p>

	<p>ball passing when fielding and hitting a ball at different distances.</p> <p>Can play a cricket game using the following skills:</p> <ul style="list-style-type: none"> <li>● Hit the ball a range of distances off a batting tee.</li> <li>● Bowl a ball underarm or overarm towards a target or area, allowing the ball to bounce once.</li> <li>● Scoring runs and knowing how this is done correctly.</li> </ul> <p>Can play a rounders game using the required skills and adhere to the main rules and objectives.</p>	<p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games.</p> <p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p>
Athletics	<p>Can participate in an athletics competition and am trying to improve my sprinting, jumping and throwing skills.</p> <p>Can sprint using an effective arm action. Can pass and receive a baton successfully.</p> <p>Can select a jump for distance, driving arms and legs to gain height.</p> <p>Can throw balls in a variety of ways with increasing accuracy.</p>	<p>Develop the quality, range and consistency of the techniques they use for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe how the body reacts to different types of activity.</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p>
Swimming and Water Skills 2	<p>Can swim 1 width on the front with a float with both arms outstretched in front.</p> <p>Can swim 1 width on the back with a float, using a straight leg action kick.</p> <p>Can swim 1 width on the front with a float, using a breaststroke style leg action.</p>	<p>Understand water safety.</p> <p>Develop confidence in swimming up to 5 metres.</p> <p>Enter and exit the water safely and confidently from the poolside.</p> <p>Develop arm action standing in shallow water.</p> <p>Develop the whole stroke within reaching distance of the pool side.</p>

		Develop the use of breaststroke leg action using a float.
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## Year 5 and 6

Activity	Learning Outcomes	Skills
Invasion Games KS2 5 - Rugby, Football and Gaelic Football (Year 6)	<p>Can apply passing, dribbling and tackling skills and apply these into attacking and defending strategies within game play.</p> <p>Can understand formation and begin to discuss and demonstrate effective decision making to keep possession of the ball and outwit opponents in both rugby and football.</p> <p>Can run forward with the ball and pass backwards to a player once tagged in rugby.</p> <p>Can understand rules and objectives of rugby and football and take part in competitive game play.</p>	<p>Progress with throwing, catching, running, jumping and kicking skills.</p> <p>Apply attacking and defensive principles (in isolation and as a team).</p> <p>Develop balance, coordination, flexibility and agility skills.</p> <p>Develop creativity, resilience, courage and self-belief, as well as the ability to peer-assess, goal set and overcome barriers.</p>
Health and Exercise 3	<p>Can understand the effects of fitness training on the body.</p> <p>Can understand the relationship between breathing rate and pulse rate.</p> <p>Can take part in circuit training sessions and perform a variety of exercises which target different areas of the body and fitness.</p>	<p>Develop communication skills by being able to talk through and explain different aspects of fitness.</p> <p>Show perseverance when taking part in circuits and other fitness training.</p> <p>Develop endurance, strength, balance, coordination and flexibility.</p> <p>Develop peer and self assessment by suggesting ways to improve and also taking responsibility over their own technique and form during training.</p>

		Show an understanding of why it is important to warm up and cool down.
Dance - Body Parts and Dance Styles	<p>I can use different body parts and equipment to create different dance phrases.</p> <p>I can be part of a group dance sequence and play an effective role in telling a story through dance.</p>	<p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Compose dances by adapting and developing steps, formations and patterning from different dance styles.</p> <p>Perform dances expressively, using a range of performance skills.</p> <p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p>
Games 1 - Tennis and Badminton	<p>Can play a competitive tennis game using the following skills: to play a forehand and backhand tennis shot in a match, be able to overhead pop and push serve, to be able to volley and use some tactics in gameplay for both singles and doubles matches.</p> <p>Can show racket familiarisation in badminton, whilst being able to perform underarm and overarm shots.</p> <p>Can take part in conditioned games of badminton.</p>	<p>Ability to select, combine and perform skills more fluently and effectively in net games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p>
Gymnastics - Partner Sequences	<p>Can work with a partner to create and perform a sequence of 6-8 actions on the floor and using apparatus.</p> <p>Can travel apart and together showing a range of gymnastic skills.</p> <p>Can perform a range of balances with a partner.</p>	<p>Perform actions, shapes and balances consistently and fluently in specific activities.</p> <p>Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.</p>



		Develop the ability to evaluate their own and others' work and suggest ways to improve.
OAA	Can take part in an orienteering competition using most of the skills that I have learned. I can work sensibly and collaboratively with your partner/group to achieve a safe outcome and be able to trust each other.	<p>Develop and refine orienteering and problem-solving skills when working individually and in small groups.</p> <p>Decide what approach to use to meet different challenges.</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</p> <p>See the importance of a group or team plan, and the value of pooling ideas.</p> <p>Improve their performance by changing or adapting their approaches as needed.</p>
Strike and Field	<p>Can play a competitive cricket game by hitting the ball over a range of distances, bowling a ball over or underarm consistently into a designated area, allowing the ball to bounce once.</p> <p>Can stop the ball and throw both over and under arm towards the bowler at the stumps.</p> <p>Can play a competitive rounders game, understand the rules and objectives and apply the appropriate throwing, catching and striking skills required.</p>	<p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p>

		Suggest improvements in their own and others' performances.
Athletics	<p>Can participate in an athletics competition and am trying to improve my sprinting, long distance running, jumping and throwing skills.</p> <p>Can sprint with a good knee lift and arm action and hurdle at speed. I can aim and throw a variety of different implements with accuracy and long jump by landing on both feet.</p>	<p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use. Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up. Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others' work and suggest ways to improve it.</p>
Swimming and Water Skills 3	<p>I can swim front crawl for 1 width showing a good technique and arm recovery</p> <p>I can swim back crawl for 1 width showing a good technique and arm recovery.</p> <p>I can scull head first for a distance of 5m and return feet first.</p>	<p>Further development of stroke technique for 3 main strokes.</p> <p>Jump into the water at full reach depth and swim a continuous 10m without holding the side or touching the pool bottom.</p> <p>Surface dive in the water showing good technique.</p> <p>Hold a stationary position by treading water with heads up for 45 seconds.</p> <p>Start to develop early life saving skills eg. Enter the water of full reach depth/tread water for 10 seconds / Followed by a 10m swim.</p>