



Bollinbrook CE Physical Education Curriculum

'And the child grew and was strong in spirit '

If rooted in Christ, children can **grow** into who they were created to be. Through the implementation of our curriculum our children will acquire the knowledge and skills to help them grow.

Growth in Physical Education

PE

The national curriculum requirements for physical education aims to ensure that 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 and lead healthy, active lives. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Implementation

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Bollinbrook Primary School works with Ministry4Sport who provide high quality CPD and support for all staff when delivering PE sessions.

Assessment

By the end of each key stage children are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study. Assessment focuses on pupil achievement meaning a combination of attainment and progress. As there are not specific attainment targets in PE, our assessment takes in to consideration what our children 'can do' but also records the progress they have made over a specific time period or programme of study. Assessment is on a termly basis in PE so children explore a unit in detail and have the opportunity to make meaningful progress. Progress, effort and attainment are all celebrated equally.

Key Stage 1 National Curriculum Aims

<u>Gymnastics</u>	<p>The main KS1 national curriculum aims covered in the Gymnastics units are:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p>
<u>Dance</u>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities; • perform dances using simple movement patterns.
<u>Games</u>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
<u>Athletics</u>	<p>Pupils should develop fundamental movement skills before increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.

Key Stage 2 National Curriculum Aims

<u>Gymnastics</u>	<p>The main KS2 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> • 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
<u>Dance</u>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<u>Games</u>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<u>Athletics</u>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<u>Outdoor Activities</u>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
<u>Swimming</u>	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. At Bollinbrook, we have chosen to provide this in Key stage 2 when children are in year 5.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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

Swimming

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
<p>Enter the water safely.</p> <p>Move forwards for a distance of 5m.</p> <p>Move backwards for a distance of 5m.</p> <p>Move sideways for a distance of 5m.</p> <p>Scoop the water and wash face.</p> <p>Be at ease with water showered from overhead.</p> <p>Move into a stretched floating position using aids, equipment or support.</p> <p>Regain an upright position from on the back, with support.</p> <p>Regain an upright position from on the front, with support.</p> <p>Push and glide in a horizontal position to or from a wall.</p> <p>Take part in a teacher led partner-oriented game.</p> <p>Demonstrate an understanding of pool rules.</p> <p>Exit the water safely.</p>	<p>Jump in from poolside safely.</p> <p>Blow bubbles a minimum of 3 rhythmically with nose and mouth submerged.</p> <p>Regain upright position from the back without support.</p> <p>Regain an upright position from the front with support.</p> <p>Push from wall and glide on the back.</p> <p>Push from wall and glide on the front.</p> <p>Travel on the back for 5m, aids or equipment may be used.</p> <p>Travel on the front for 5m, aids or equipment may be used.</p> <p>Perform a rotation from the front to the back to gain an upright position.</p> <p>Perform a rotation from the back to the front to gain an upright position.</p>	<p>Jump in from poolside and submerge.</p> <p>Sink, push away from wall and maintain a streamlined position.</p> <p>Push and glide on the front with arms extended and log roll onto the back.</p> <p>Push and glide on the back with arms extended and log roll onto the front.</p> <p>Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.</p> <p>Fully submerge to pick up an object.</p> <p>Correctly identify three of the four key water safety messages.</p> <p>Push and glide and travel 10 metres on the back.</p> <p>Push and glide and travel 10 metres on the front.</p> <p>Perform a tuck float and hold for three seconds.</p> <p>Exit the water without using steps</p>	<p>Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.</p> <p>Push and glide from the wall towards the pool floor.</p> <p>Kick 10 metres backstroke (one item of equipment optional).</p> <p>Kick 10 metres front crawl (one item of equipment optional).</p> <p>Kick 10 metres butterfly on the front or on the back.</p> <p>Kick 10 metres breaststroke on the front (one item of equipment optional).</p> <p>Perform a head first sculling action for 5 metres in a flat position on the back.</p> <p>Travel on back and log roll in one continuous movement onto front.</p> <p>Travel on front and log roll in one continuous movement onto back.</p> <p>Push and glide and swim 10 metres, choice of stroke is optional.</p>	<p>Perform a flat stationary scull on the back.</p> <p>Perform a feet first sculling action for 5 metres in a flat position on the back.</p> <p>Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.</p> <p>Tread water for 30 seconds.</p> <p>Perform three different shaped jumps into deep water.</p> <p>Push and glide and swim 10 metres backstroke (performed to Swim England expected standards).</p> <p>Push and glide and swim 10 metres front crawl (performed to Swim England expected standards).</p> <p>Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards).</p> <p>Push and glide and swim 10 metres butterfly (performed to Swim England expected standards).</p> <p>Perform a handstand and hold for a minimum of three seconds.</p> <p>Perform a forward somersault.</p>	<p>Give two examples of how to prepare for exercise and understand why it is important.</p> <p>Sink, push off on side from the wall, glide, kick and rotate into backstroke.</p> <p>Sink, push off on side from the wall, glide, kick and rotate into front crawl.</p> <p>Swim 10 metres wearing clothes.</p> <p>Push and glide and swim front crawl to include at least six rhythmical breaths.</p> <p>Push and glide and swim breaststroke to include at least six rhythmical breaths.</p> <p>Push and glide and swim butterfly to include at least three rhythmical breaths.</p> <p>Push and glide and swim backstroke to include at least six regular breaths.</p> <p>Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).</p> <p>Perform a 'shout and signal' rescue.</p>	<p>Push and glide and swim 25 metres backstroke (performed to Swim England expected standards).</p> <p>Push and glide and swim 25 metres front crawl (performed to Swim England expected standards).</p> <p>Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards).</p> <p>Push and glide and swim 25 metres butterfly (performed to Swim England expected standards).</p> <p>Perform a movement sequence (linking skills with strokes and sculls) of one-minute duration, in a group of three or more, incorporating a number of the following skills:</p> <p><i>Sculling:</i> head first, feet first</p> <p><i>Rotation:</i> forward or backward somersault, log roll</p> <p><i>Floating:</i> star on the front or on the back, tuck float, create own</p> <p><i>Eggbeater:</i> Moving, lifting one or both arms out of the water</p> <p>Perform a sitting dive or dive.</p> <p>Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).</p> <p>Push and glide and swim 100 metres,</p>

				Demonstrate an action for getting help.	Perform a surface dive	using a minimum of three different strokes (performed to Swim England expected standards). Tread water using eggbeater action for 30 seconds. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout

EYFS Termly Expectations

Autumn	<ul style="list-style-type: none"> • I am able to develop my sense of spatial awareness when moving around. • I can experiment with different ways of travelling, i.e. roll, crawl, jump, run, hop, skip, and climb. • I am beginning to demonstrate some control when sending a ball, i.e. Throwing, bouncing, rolling, pushing, bowling, striking • I am beginning to demonstrate some control when receiving a ball. • I am developing my hand eye and foot co-ordination. • I am able to develop my confidence with jumping and landing.
Spring	<ul style="list-style-type: none"> • Shows signs of being able to move with a fluent style, developing a sense of control and grace. • Begins to use their core muscle strength so that they have a good posture for sitting at a table or on the floor. • Build confidence when using a range of large and small equipment indoors and out, when alone or in a group. • Is able to move equipment safely and regarding their personal safety and that of those around them. • I am able to perform basic rolls in gymnastics. • I am able to be creative and create different shapes with my body, demonstrating flexibility. • I am able to alter my direction of travel, the way in which I move my body and find a space. • I am aware of different types of balance and can work in a small group or alone to perform them. • I can demonstrate increasing control when throwing, bouncing, rolling, pushing, bowling, striking a ball.
Summer	<ul style="list-style-type: none"> • Can confidently and with ease roll, crawl, jump, run, skip, hop and climb. • Has developed an overall body strength, balance, coordination and agility. • Is able to throw, catch, kick, pass, bat and aim a ball. • I am able to throw, bounce, roll, push, bowl, and strike a ball with confidence and accuracy. • I can demonstrate good hand eye and foot coordination when using equipment. • I am able to perform a range of simple rolls in gymnastics with confidence. • I can confidently control a ball by throwing, bouncing, rolling, pushing, or bowling it.
ELG	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Those working in greater depth may...	<ul style="list-style-type: none"> • Is able to demonstrate a high level of skill and performance in certain areas of sport, i.e. running, gymnastics, ball skills.

Oak Units

Gymnastics

Dance

Games

Athletics

Swimming

Gymnastics Y1 & Y2

Health and Fitness	Acquiring and Developing Skills	Gymnastics skills	Travelling and linking actions	Shapes and Balances	Compete/ Perform	Evaluate
<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p>	<p>Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care</p>	<p>Rolls: Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Jumps: Straight jump Tuck jump Jumping jack Half turn Cat spring Vaults: Straight jump off springboard Handstand, Cartwheel, Roundoffs: Bunny hop Front support wheelbarrow with partner</p>	<p>Tiptoe, step, jump and hop Hopscotch Skipping Galloping</p>	<p>Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</p>	<p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p>	<p>Watch and describe performances. Begin to say how they could improve</p>
<p>Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy</p>	<p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling.</p>	<p>Rolls: Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll</p>	<p>Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn</p>	<p>Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner</p>	<p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p>	<p>Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>

Hold a still shape whilst balancing on different points of the body.

Jump in a variety of ways and land with increasing control and balance.

Climb onto and jump off the equipment safely.

Move with increasing control and care

Jumps: Straight

jump
Tuck jump
Jumping jack
Half turn

Cat spring
Cat spring to straddle

Vault:

Hurdle step onto springboard
Straight jump off springboard
Tuck jump off springboard

Handstand,

Cartwheel,

Roundoffs:

Bunny hop
Front support wheelbarrow with partner
t-lever, scissor kick

Pike, tuck, star, straight, straddle shapes

Front and back support

Dance Y1 & Y2

Health and Fitness	Dance Skills	Compete / Perform	Evaluate
<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>
<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>

Games Y1 & Y2

Health and Fitness	Ball Skills	Games rules	Compete and Perform	Evaluate
<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Striking and hitting: Use hitting skills in a game. Practise basic striking, sending and receiving.</p> <p>Throwing and Catching Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p>Travelling: Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Passing: Pass the ball to another player in a game. Use kicking skills in a game.</p>	<p>Using Space: Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p>Attacking and Defending: Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p>Tactics and Rules: Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p>	<p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>
<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy</p>	<p>Striking and hitting: Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p> <p>Throwing and Catching: Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance.</p>	<p>Using Space: Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p> <p>Attacking and Defending: Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control. Compete against self and others</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>

Use hand-eye coordination to control a ball. Vary types of throw used.

Travelling:

Bounce and kick a ball whilst moving.
Use kicking skills in a game.
Use dribbling skills in a game.

Passing:

Know how to pass the ball in different ways.

Tactics and Rules:

Understand the importance of rules in games.
Use at least one technique to attack or defend to play a game successfully.

Athletics Y1 & Y2

Health and Fitness	Running	Jumping	Throwing	Compete and Perform	Evaluate
<p>Describe how the body feels before and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog and sprint in a straight line.</p> <p>Change direction when jogging and sprinting.</p> <p>Maintain control as they change direction when jogging and sprinting.</p>	<p>Perform different types of jumps.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high and as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>
<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p>	<p>Perform and compare different types of jumps.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Watch and describe performances and use what they see to improve their own performances.</p> <p>Talk about differences between their work and that of others.</p>

Sycamore Units

Gymnastics

Dance

Games

Athletics

Outdoor Activities

Sycamore Gymnastics Y3 & Y4

Health and Fitness	Acquiring and Developing Skills	Gymnastics skills	Travelling and linking actions	Shapes and Balances	Compete/ Perform	Evaluate
<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</p>	<p>Rolls: Crouched forward roll Forward roll from standing Tucked backward roll</p> <p>Jumps: Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump Cat leap</p> <p>Vaults: Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p> <p>Handstand, Cartwheel and roundoff: Handstand Lunge into handstand Cartwheel</p>	<p>Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap</p>	<p>Large and small body part balances, including standing and kneeling balances</p> <p>Balances on apparatus</p> <p>Matching and contrasting partner balances</p> <p>Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>
<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p>	<p>Rolling:</p> <p>Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p>Jumps:</p> <p>Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight half turn Straight full turn</p>	<p>Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn, Straight jump full turn, Cat leap Cat leap half turn Pivot</p>	<p>1, 2, 3 and 4- point balances</p> <p>Balances on apparatus</p> <p>Balances with and against a partner</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>

Improve the placement and alignment of body parts in balances.

Use equipment to vault in a variety of ways.

Carry out balances, recognising the position of their centre of gravity and how this affects the balance.

Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances

Cat leap
Cat leap half turn

Vault:

Hurdle step onto springboard
Squat on vault, Straddle on vault, Star jump off
Tuck jump off
Straddle jump off
Pike jump off

Handstand, Cartwheel and roundoff:

Lunge into handstand
Lunge into cartwheel
Lunge into round-off

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Sycamore Dance Y3 & Y4

Health and Fitness	Dance Skills	Compete / Perform	Evaluate
<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>
<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>

Sycamore Athletics Y3 & Y4

Health and Fitness	Running	Jumping	Throwing	Compete and Perform	Evaluate
<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action.</p> <p>Begin to combine running with jumping over hurdles.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely with control.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw (shotput).</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>
<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Develop a fluent changeover.</p> <p>Speed up and slow down smoothly.</p>	<p>Learn how to combine a hop, step and jump to perform the triple jump.</p> <p>Land safely with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Perform a pull throw (javelin).</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>

Sycamore Games Y3 & Y4

Health and Fitness	Ball Skills	Games rules	Compete and Perform	Evaluate
<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool-down.</p>	<p>Striking and hitting: Demonstrate successful hitting and striking skills. Develop a range of skills in striking and fielding where appropriate. Practise the correct batting technique and use it in a game. Strike the ball for distance.</p> <p>Throwing and catching: Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p>Travelling: Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p>Passing: Pass the ball in two different ways in a game situation with some success.</p> <p>Possession: Know how to keep and win back possession of the ball in a team game.</p>	<p>Using space: Find a useful space and get into it to support teammates</p> <p>Attacking and defending: Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them</p> <p>Tactics and Rules: Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner</p>	<p>Watch, describe and evaluate the effectiveness of a performance</p> <p>Describe how their performance has improved over time.</p>

Describe how the body reacts at different times and how this affects performance.

Explain why exercise is good for your health.

Know some reasons for warming up and cooling down.

Striking and hitting: Use a bat or stick to hit a ball or shuttlecock with accuracy and control.

Accurately serve underarm.

Build a rally with a partner.

Use at least two different

shots in game.

Use hand-eye coordination to strike a moving and stationary ball

Throwing and catching:

Develop different ways of throwing and catching.

Travelling: Move with the ball using a range of techniques showing control and fluency

Passing: Pass the ball with increasing speed, accuracy and success in a game situation

Possession: Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game..

Using space:
Make the best use of space to pass and receive the ball.

Attacking and defending:

Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.

Tactics and Rules:

Vary the tactics they use in a game.

Adapt rules to alter games.

Perform and apply skills and techniques with control and accuracy.

Take part in a range of competitive games and activities

Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

Modify their use of skills or techniques to achieve a better result.

Sycamore Outdoor Activities Y3 & Y4

Health and Fitness	Trails	Problem Solving	Preparation and Organisation	Communication	Compete/Perform	Evaluate
<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down</p>	<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p>	<p>Begin to choose equipment that is appropriate for an activity.</p>	<p>Communicate with others.</p>	<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>
<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>	<p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment</p>	<p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow</p>	<p>Communicate clearly with others.</p> <p>Work as part of a team</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>

Rowan Units

Gymnastics

Dance

Games

Athletics

Outdoor Activities

Rowan Y4 & Y5 Gymnastics

Health and Fitness	Acquiring and Developing Skills	Gymnastics skills	Travelling and linking actions	Shapes and Balances	Compete/ Perform	Evaluate
<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>	<p>Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances</p>	<p>Rolling: Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p>Jumps: Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight half turn Straight full turn Cat leap Cat leap half turn</p> <p>Vault: Hurdle step onto springboard Squat on vault, Straddle on vault, Star jump off Tuck jump off Straddle jump off Pike jump off</p> <p>Handstand, Cartwheel and roundoff: Lunge into handstand Lunge into cartwheel Lunge into round-off</p>	<p>Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn, Straight jump full turn, Cat leap Cat leap half turn Pivot</p>	<p>1, 2, 3 and 4- point balances</p> <p>Balances on apparatus</p> <p>Balances with and against a partner</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>
<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances.</p>	<p>Rolling: Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle</p> <p>Jumps: Straight jump Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump.</p>	<p>Tiptoe, step, jump and hop Hopscotch, Skipping Chassis steps Straight jump half turn, Straight jump full turn, Cat leap, Cat leap half turn Pivot</p>	<p>1, 2, 3 and 4- point balances</p> <p>Balances on apparatus</p> <p>Part body weight partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>

recognising the position of their centre of gravity and where it should be in relation to the base of the balance.

Confidently use equipment to vault in a variety of ways.

Apply skills and techniques consistently.

Develop strength, technique and flexibility throughout performances.

Combine equipment with movement to create sequences.

Stag jump,
Straight half turn, Straight full turn
Cat leap half turn
Split leap

Vault:

Hurdle step onto springboard
Squat on vault, Straddle on vault, Star jump off, Tuck jump off, Straddle jump off
Pike jump off
Squat through vault

Handstand, Cartwheel and roundoff:

Lunge into handstand
Lunge into cartwheel
Lunge into round-off

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Rowan Y4 & Y5 Dance

Health and Fitness	Dance Skills	Compete / Perform	Evaluate
<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>
<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>

Rowan Y4 & Y5 Games

Health and Fitness	Ball Skills	Games rules	Compete and Perform	Evaluate
<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Striking and hitting: Use a bat or stick to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use at least two different shots in game.</p> <p>Use hand-eye coordination to strike a moving and stationary ball</p> <p>Throwing and catching:</p> <p>Develop different ways of throwing and catching.</p> <p>Travelling: Move with the ball using a range of techniques showing control and fluency</p> <p>Passing: Pass the ball with increasing speed, accuracy and success in a game situation</p> <p>Possession: Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game..</p>	<p>Using space:</p> <p>Make the best use of space to pass and receive the ball.</p> <p>Attacking and defending:</p> <p>Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p>Tactics and Rules:</p> <p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>
<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Striking and hitting: Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes</p>	<p>Using space:</p> <p>Demonstrate an increasing awareness of space.</p> <p>Attacking and defending:</p> <p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Tactics and Rules:</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>

Throwing and catching:

Consolidate different ways of throwing and catching, and know when each is appropriate in a game.

Travelling: Use a variety of ways to dribble in a game with success.

Use ball skills in various ways and begin to link together

Passing: Pass a ball with speed and accuracy using appropriate techniques in a game situation

Possession: Keep and win back possession of the ball effectively in a team game.

Know when to pass and when to dribble in a game.

Devise and adapt rules to create their own game.

Rowan Y4 & Y5 Athletics

Health and Fitness	Running	Jumping	Throwing	Compete and Perform	Evaluate
<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Develop a fluent changeover.</p> <p>Speed up and slow down smoothly.</p>	<p>Learn how to combine a hop, step and jump to perform the triple jump.</p> <p>Land safely with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Perform a pull throw (javelin).</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>
<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Accelerate from a variety of different starting positions.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of a run.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Land safely and with control.</p> <p>Investigate different jumping techniques.</p>	<p>Perform a fling throw (discus).</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with strong understanding of tactics and composition.</p>	<p>Choose and use criteria to evaluate own and others performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>

Rowan Y4 & Y5 Outdoor Activities

Health and Fitness	Trails	Problem Solving	Preparation and Organisation	Communication	Compete/Perform	Evaluate
<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>	<p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment</p>	<p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow</p>	<p>Communicate clearly with others.</p> <p>Work as part of a team</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>
<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course</p>	<p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Improve a trail to increase the challenge of the course</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>

Ash Year 6 Units

Gymnastics

Dance

Games

Athletics

Outdoor Activities

Year 6 Gymnastics

Health and Fitness	Acquiring and Developing Skills	Gymnastics skills	Travelling and linking actions	Shapes and Balances	Compete/ Perform	Evaluate
<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>Rolling:</p> <p>Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll</p> <p>Jumps:</p> <p>Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight half turn, Straight full turn, Cat leap, Cal leap half turn, Cat leap full turn Split leap, Stag leap</p> <p>Vault:</p> <p>Hurdle step onto springboard Squat on vault, Straddle on vault, Star jump off, Tuck jump off, Straddle jump off Pike jump off Squat through vault Straddle over vault</p> <p>Handstand, Cartwheel and roundoff:</p> <p>Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch,</p> <p>Skipping,</p> <p>Chassis steps,</p> <p>Straight jump half turn,</p> <p>Straight jump full turn,</p> <p>Cat leap,</p> <p>Cat leap half turn</p> <p>Cat leap full turn, Pivot</p>	<p>1, 2, 3 and 4- point balances</p> <p>Balances on apparatus</p> <p>Full body weight partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

Year 6 Dance

Health and Fitness	Dance Skills	Compete / Perform	Evaluate
<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>

Year 6 Games

Health and Fitness	Ball Skills	Games rules	Compete and Perform	Evaluate
<p>Understand the importance of arming up and cooling down.</p> <p>Carry out warm ups and cool downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier</p> <p>Understand the importance of arming up and cooling down.</p> <p>Carry out warm ups and cool downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier</p>	<p>Striking and hitting: Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p> <p>Throwing and catching: Throw and catch accurately and successfully under pressure in a game.</p> <p>Travelling: Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p>Passing: Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move</p> <p>Possession: Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p>	<p>Using space: Demonstrate a good awareness of space.</p> <p>Attacking and defending: Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Tactics and Rules: Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game. Lead others during a game</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>

Year 6 Athletics

Health and Fitness	Running	Jumping	Throwing	Compete and Perform	Evaluate
<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>	<p>Build up speed quickly for a sprint finish.</p> <p>Use their preferred leg when running over hurdles.</p> <p>Accelerate to pass other competitors</p> <p>Work as a team to competitively perform a relay</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts</p>	<p>Develop the technique for the push, pull and fling throw and support others in improving their performance.</p> <p>Accurately measure and record the distance of their throws</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</p>

Year 6 Outdoor Activities

Health and Fitness	Trails	Problem Solving	Preparation and Organisation	Communication	Compete/Perform	Evaluate
<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in</p>	<p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course from it.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>