

Statements in black: Guidance of skills and knowledge to cover within each unit of work.
Statements in Blue: Taken directly from the National Curriculum.

The intent of our PE Curriculum at Waltham Leas Primary:

At Waltham Leas we aim to deliver a high quality PE curriculum that inspires all children to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for children to become physically confident that supports their health and fitness. We encourage our children to compete in sport and other activities to learn how to co-operate and collaborate with others, as part of a team, build character and embed values such as fairness and equity of play to embed life-long values.

Our PE offer aims to develop initiative and leadership skills, promoting positive attitudes towards physical activities. Enabling children to make informed decisions concerning a healthy lifestyle. We aim to provide a lasting legacy of sporting enjoyment and success for our children both now and in their future lives.

Our curriculum is designed to help our children to:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Year Foundation Stage.

Our Curriculum from September 2021 has been modified in line with the new EYFS Foundation Stage Curriculum September 2021.

ELGs (September 2021) ELG:

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.

Year 1

Over the course of the year children in Year 1 will develop the following knowledge and skills:

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.

Perform dances using simple movement patterns.

Participate in team games, developing simple tactics for attacking and defending.

Autumn Topic	Spring Topic	Summer Topic
<u>Gymnastics</u> <i>When sequencing:</i>	<u>Dance</u> <i>When composing:</i> • Copy some moves Develop control of movement using: • Actions (WHAT) – travel, stretch, twist, turn,	<u>Games</u> • Practise different skills associated with simple games (e.g. co-ordinating throwing and catching). • Work

• Perform gymnastic sequence with a balance, a travelling action, a jump and a roll • Teach sequence to a partner and perform together When balancing: • Stand and sit “like a gymnast” • Explore the 5 basic shapes: straight/tucked/star/ straddle/pike • Balance in these shapes on large body parts: back, front, side, bottom • Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) • Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet • Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes • Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) When travelling: • Begin to travel on hands and feet (hands flat on floor and fully extend arms) • Monkey walk (bent legs and extended arms) • Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) • Bunny hop (transfer weight to hands) When jumping: • Explore shape in the air when jumping and landing with control (e.g. star shape) When rolling: • Continue to develop control in different rolls • Pencil roll – from back to front keeping body and limbs in	jump • Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others • Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics (HOW) – slowly, quickly, with appropriate expression • Use own ideas to sequence dance • Sequence and remember a short dance When performing: • Move spontaneously showing some control and coordination • Move with confidence when walking, hopping, jumping, landing • Move with rhythm in the above actions • Demonstrate good balance • Move in time with music • Co-ordinate arm and leg actions (e.g. march and clap) • Interact with a partner (e.g. holding hands, swapping places, meeting and parting) When appreciating: • Respond to own work and that of others when exploring ideas, feelings and preferences • Recognise the changes in the body when dancing and how this can contribute to keeping healthy When travelling: • Begin to travel on hands and feet (hands flat on floor and fully extend arms) • Monkey walk (bent legs and extended arms) • Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) • Bunny hop (transfer weight to hands)	co-operatively in teams. Athletics When running: • Run for 1 minute • Show differences in running at speed and jogging • Use different techniques to meet challenges • Describe different ways of running When jumping: • Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) • Perform combinations of the above • Show control at take-off and landing • Describe different ways of jumping • Explain what is successful or how to improve When throwing: • Throw into targets • Perform a range of throwing actions e.g. rolling underarm, overarm • Describe different ways of throwing • Explain what is successful or how to improve Prior Learning - Striking and Fielding Skills: Throw underarm accurately. Stop a ball with my hands. Chase after a ball and retrieve it.
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straight shape • Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. • Repeat to build up core strength • Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control • Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position

Prior Learning -

Travel close to the ground.

Spin on patches (back, front, bottom) and points (knees, feet, hands).

Balance on points (hands and feet, Arabesque, back, front, bottom)

Jump off an object and land appropriately.

When jumping: • Explore shape in the air when jumping and landing with control (e.g. star shape)

When rolling:

• Continue to develop control in different rolls • Pencil roll – from back to front keeping body and limbs in straight shape • Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. • Repeat to build up core strength • Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control • Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position

Strike a ball off a tee.

Invasion Games Skills:

Throw using under and over arm and can sometimes catch a ball thrown to me.

Slide in both directions and begin to dodge off one foot.

Run forwards and backwards whilst being aware of others and my environment.

Send and receive a ball.

Year 2

Over the course of the year children in Year 2 will develop the following knowledge and skills:

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.

Autumn Topic	Spring Topic	Summer Topic
<u>Dance</u> <i>When composing:</i> • Copy some moves Develop control of movement using: • Actions (WHAT) – travel, stretch, twist, turn, jump • Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others • Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics (HOW) – slowly, quickly, with appropriate expression • Use own ideas to sequence dance • Sequence and remember a short dance <i>When performing:</i> • Move spontaneously showing some control and coordination • Move with confidence when walking, hopping, jumping, landing • Move with rhythm in the above actions • Demonstrate good balance • Move in time with music •	<u>Gymnastics</u> <i>When sequencing:</i> • Perform gymnastic sequence with a balance, a travelling action, a jump and a roll • Teach sequence to a partner and perform together <i>When balancing:</i> • Stand and sit “like a gymnast” • Explore the 5 basic shapes: straight/tucked/star/ straddle/pike • Balance in these shapes on large body parts: back, front, side, bottom • Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) • Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet • Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes • Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)	<u>Athletics</u> <i>When running:</i> • Run for 1 minute • Show differences in running at speed and jogging • Use different techniques to meet challenges • Describe different ways of running <i>When jumping:</i> • Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) • Perform combinations of the above • Show control at take-off and landing • Describe different ways of jumping • Explain what is successful or how to improve <i>When throwing:</i> • Throw into targets • Perform a range of throwing actions e.g. rolling underarm, overarm • Describe different ways of throwing • Explain what is successful or how to improve

Co-ordinate arm and leg actions (e.g. march and clap) • Interact with a partner (e.g. holding hands, swapping places, meeting and parting) When appreciating: • Respond to own work and that of others when exploring ideas, feelings and preferences • Recognise the changes in the body when dancing and how this can contribute to keeping healthy	When travelling: • Begin to travel on hands and feet (hands flat on floor and fully extend arms) • Monkey walk (bent legs and extended arms) • Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) • Bunny hop (transfer weight to hands) When jumping: • Explore shape in the air when jumping and landing with control (e.g. star shape) When rolling: • Continue to develop control in different rolls • Pencil roll – from back to front keeping body and limbs in straight shape • Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. • Repeat to build up core strength • Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control • Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)	
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Year 3

Over the course of the year children in Year 3 will develop the following knowledge and skills:

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Perform dances using a range of movement patterns.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Autumn Topic	Spring Topic:	Summer Topic
<u>Gymnastics</u> <i>When sequencing:</i> • Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling • Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish <i>When balancing:</i> • Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes • Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2	<u>Dance</u> <i>When composing:</i> • Create dance phrases/dances to communicate an idea • Develop movement using; • Actions (WHAT); travel, turn, gesture, jump, stillness • Space (WHERE); formation, direction and levels • Relationships (WHO); whole group/duo/solo, unison/ canon • Dynamics (HOW); explore speed, energy • Choreographic devices; motif, motif development and repetition • Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end • Link phrases to music - When performing: • Perform dance to an audience showing confidence • Show coordination, control and strength (Technical Skills) • Show focus, projection and musicality (Expressive Skills) • Demonstrate different dance actions – travel, turn,	<u>Games</u> • Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) • Work well as a team in competitive games • Apply basic principles of attacking and defending • Develop an understanding of fair play (respect teammates and opponents) <u>Athletics</u> <i>When running:</i> • Run smoothly at different speeds • Choose different styles of running of different distances • Pace and sustain their effort over longer distances • Watch and describe specific aspects of running (e.g. what arms

hands in a tucked head stand • Balance on floor and apparatus exploring which body parts are the safest to use • Explore balancing with a partner: facing, beside, behind and on different levels • Move in and out of balance fluently When travelling: • Use a variety of rolling actions to travel on the floor and along apparatus • Travel with a partner; move away from and together on the floor and on apparatus • Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping • Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus When jumping: • Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) • Add a quarter or half turn into a jump before landing • Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action When rolling: • Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. • Combine the phases of earlier rolling actions to perform the full forward roll • Begin the backward roll	gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy and continuity • Demonstrate use of space – levels, directions, pathways and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting When appreciating: • Show an awareness of different dance styles and traditions • Understand and use simple dance vocabulary • Understand why safety is important in the studio • Compare and comment on their own and other's work -strengths and areas for improvement	and legs are doing) • Recognise and record how the body works in different types of challenges over different distances • Carry out stretching and warm-up safely • Set realistic targets of times to achieve over a short and longer distance (with guidance) When jumping: • Perform combinations of jumps e.g. hop, step, jump showing control and consistency • Choose different styles of jumping • Watch and describe specific aspects of jumping e.g. what arms and legs are doing • Set realistic targets when jumping for distance for or height (with guidance) When throwing: • Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with greater control • Consistently hit a target with a range of implements • Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)
<u>Prior learning -</u> Travel on hands on feet in bunny jumps and scrambling. Take weight on hands and feet in arches and bridges.		<u>Prior Learning -</u> Invasion Games Skills: Dodge off both feet evading others. Increase my awareness of other children and

Forward, shoulder and backward rolls. Slide, scramble, push and spin. Teddy bear, pencil and egg roll. Start sequences on floor and apparatus in clearly defined starting and finishing positions. Pencil, star jump and jump with a quarter turn. Support self in inversion. Jump, tuck and half turn.		the space we have to play in. Start to make decisions when to attack and when to defend. Pass accurately over short distances and move into space without prompting. Receive a ball whilst I'm on the move. Begin to read the intentions of other players. Striking and Fielding: Catch a ball that is thrown directly to me. Throw overarm at a target from a sideways on position. Bowl a ball overarm from a standing position. Run between wickets to accrue runs. Adopt a high back lift and stand sideways on when batting. Pick a ball up with one hand or two.
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Year 4

Over the Course of the year children in Year 4 will develop the following knowledge and skills:

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Perform dances using a range of movement patterns.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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.

Autumn Topic	Spring Topic	Summer Topic
<u>Swimming</u> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) • perform safe self-rescue in different water-based situations <u>Dance</u> <i>When composing:</i> • Create dance phrases/dances to communicate an idea • Develop movement using; • Actions (WHAT);	<u>Gymnastics</u> <i>When sequencing:</i> • Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling • Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish <i>When balancing:</i> • Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the	<u>Games</u> • Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) • Work well as a team in competitive games • Apply basic principles of attacking and defending • Develop an understanding of fair play (respect teammates and opponents) <u>Athletics</u> <i>When running:</i> • Run smoothly at different speeds • Choose different styles of running of different distances • Pace and

travel, turn, gesture, jump, stillness • Space (WHERE); formation, direction and levels • Relationships (WHO); whole group/duo/solo, unison/ canon • Dynamics (HOW); explore speed, energy • Choreographic devices; motif, motif development and repetition • Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end • Link phrases to music When performing: • Perform dance to an audience showing confidence • Show co-ordination, control and strength (Technical Skills) • Show focus, projection and musicality (Expressive Skills) • Demonstrate different dance actions – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy and continuity • Demonstrate use of space – levels, directions, pathways and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting When appreciating: • Show an awareness of different dance styles and traditions • Understand and use simple dance vocabulary • Understand why safety is important in the studio Compare and comment on their own and other's work - strengths and areas for improvement	same way as toes • Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand • Balance on floor and apparatus exploring which body parts are the safest to use • Explore balancing with a partner: facing, beside, behind and on different levels • Move in and out of balance fluently When travelling: • Use a variety of rolling actions to travel on the floor and along apparatus • Travel with a partner; move away from and together on the floor and on apparatus • Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping • Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus When jumping: • Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) • Add a quarter or half turn into a jump before landing • Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action When rolling: • Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. • Combine the phases of earlier rolling actions to perform the full forward roll • Begin the backward roll	sustain their effort over longer distances • Watch and describe specific aspects of running (e.g. what arms and legs are doing) • Recognise and record how the body works in different types of challenges over different distances • Carry out stretching and warm-up safely • Set realistic targets of times to achieve over a short and longer distance (with guidance) When jumping: • Perform combinations of jumps e.g. hop, step, jump showing control and consistency • Choose different styles of jumping • Watch and describe specific aspects of jumping e.g. what arms and legs are doing • Set realistic targets when jumping for distance for or height (with guidance) When throwing: • Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with greater control • Consistently hit a target with a range of implements • Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)
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Year 5

Over the course of the year, children in Year 5 will develop the following knowledge and skills:

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Perform dances using a range of movement patterns.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Autumn Topic	Spring Topic	Summer Topic
<u>Gymnastics</u> <i>When sequencing:</i> • Create a sequence of up to 8 elements (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; matching shapes and balances) • Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling <i>When balancing:</i> • Perform balances with control, showing good body tension • Mirror and match partner's balance i.e. making same shape on a different level or in a different	<u>Dance</u> <i>When composing:</i> • Create longer, challenging dance phrases/dances • Select appropriate movement material to express ideas/thoughts/feelings • Develop movement using: • Actions (WHAT); travel, turn, gesture, jump, stillness • Space (WHERE); formation, direction, level, pathways • Relationships (WHO); solo/duo/trio, unison/canon/contrast • Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) • Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) • Link phrases to music <i>When performing:</i> Perform dance to an audience showing confidence and	<u>Games</u> • Develop techniques of a variety of skills to maximise team effectiveness • Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) • Use tactics when attacking or defending • Apply rules of fair play to competitive games <u>Athletics</u> <i>When running:</i> • Sustain pace over longer distance – 2 minutes • Perform relay change-overs • Identify the main strengths of a performance of self and others • Identify parts of the performance that need to be improved • Perform a range of warm-up exercises specific to

place • Explore symmetrical and asymmetrical balances on own and with a partner • Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) • Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus • Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control • Begin to take more weight on hands when progressing bunny hop into handstand When travelling: • Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor • Increase the variety of pathways, levels and speeds at which you travel • Travel in time with a partner, move away from and back to a partner When jumping: • Make symmetrical and asymmetrical shapes in the air • Jump along, over and off apparatus of varying height with control in the air and on landing When rolling: • Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet • Explore symmetry and asymmetry throughout the rolling actions Prior Learning - Transfer weight, walkovers, cartwheels Balance on points, headstands, handstands and frog stands.	clarity of actions Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size and body shape Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact When appreciating: • Show an awareness of different dance styles, traditions and aspects of their historical/social context • Understand and use dance vocabulary • Understand why safety is important in the studio Compare and evaluate their own and others' work	running for short and longer distances • Explain how warming up affects performance • Explain why athletics can help stamina and strength • Set realistic targets for self, of times to achieve over a short and longer distance When jumping: • Demonstrate a range of jumps showing power and control and consistency at both take-off and landing • Set realistic targets for self, when jumping for distance or height When throwing: • Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • Organise small groups to SAFELY take turns when throwing and retrieving implements • Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others Prior Learning - Invasion Games Skills: Manipulate the ball in a variety of ways to outwit and opponent in a 1-1 situation. Turn a variety of ways enabling me to retain possession and evade opponents. Cushion a ball and move the ball in a good position to send. Pass and then move into space to receive the ball back. Signal non verbally when I want to receive possession of the ball. Anticipate what is going to happen by reading my opponent's body language. Close the space down quickly between me and my
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Perform symmetrical, asymmetrical balances Work in canon and in clear relationships between group members Work with counter balance and counter tension with a partner. Perform sequences with changes in level.		opponent and the jockey awaiting the right moment to dispossess them. Striking and Fielding Skills: Catch a ball having moved to catch it. Adopt a good position when wicket keeping and take balls on both sides of the wicket. Stop a ball consistently that I have had to run to stop. Bowl from close into the stumps and from the crease line. Stand appropriately at the non striker's end when batting and call when appropriate. Be decisive and call for catches when the ball goes high and use soft hands to cushion the ball. Walk in with the bowler nas he/she runs up.
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Year 6

Over the course of the year, children in Year 6 will develop the following knowledge and skills:

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Perform dances using a range of movement patterns.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swim competently, confidently and proficiently over a distance of at least 25 metres.

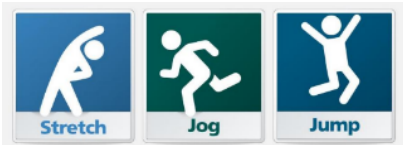
Autumn Topic	Spring Topic	Summer Topic
<u>Dance</u> <i>When composing:</i> • Create longer, challenging dance phrases/dances • Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; • Actions (WHAT); travel, turn, gesture, jump, stillness • Space (WHERE); formation, direction, level, pathways • Relationships (WHO); solo/duo/trio, unison/canon/contrast • Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) • Choreographic devices; motif, motif development,	<u>Gymnastics</u> <i>When sequencing:</i> • Create a sequence of up to 8 elements (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; matching shapes and balances) • Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling <i>When balancing:</i>	<u>Games</u> • Develop techniques of a variety of skills to maximise team effectiveness • Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) • Use tactics when attacking or defending • Apply rules of fair play to competitive games <u>Athletics</u> <i>When running:</i> • Run for 1 minute • Show differences in running at speed and jogging • Use different techniques to meet

repetition, retrograde (performing motifs in reverse) • Link phrases to music When performing: Perform dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size and body shape Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact When appreciating: • Show an awareness of different dance styles, traditions and aspects of their historical/social context • Understand and use dance vocabulary • Understand why safety is important in the studio • Compare and evaluate their own and others' work	• Perform balances with control, showing good body tension • Mirror and match partner's balance i.e. making same shape on a different level or in a different place • Explore symmetrical and asymmetrical balances on own and with a partner • Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) • Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus • Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control • Begin to take more weight on hands when progressing bunny hop into handstand When travelling: • Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor • Increase the variety of pathways, levels and speeds at which you travel • Travel in time with a partner, move away from and back to a partner When jumping: • Make symmetrical and asymmetrical shapes in the air • Jump along, over and off apparatus of varying height with control in the air and on landing When rolling: • Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet • Explore symmetry and asymmetry throughout the rolling actions	challenges • Describe different ways of running When jumping: • Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) • Perform combinations of the above • Show control at take-off and landing • Describe different ways of jumping • Explain what is successful or how to improve When throwing: • Throw into targets • Perform a range of throwing actions e.g. rolling underarm, overarm • Describe different ways of throwing • Explain what is successful or how to improve • Throw into targets • Perform a range of throwing actions e.g. rolling underarm, overarm • Describe different ways of throwing • Explain what is successful or how to improve Outdoor and Adventurous Activities Orientation • Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom • Use simple maps and diagrams to follow a trail Communication • Begin to work co-operatively with others • Plan and share ideas Problem Solving • Discuss how to follow trails and solve problems • Select appropriate equipment for the task
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	<u>By the end of year 6:</u> Transition smoothly and in a variety of ways from one move to another. Execute pike jump and straddle jumps. Vary my rolls, two feet to one, straddle to pike, pike to straddle. Work with a partner, mirroring, performing front and back, adjacent. Work in different pathways within a group.	<u>By the end of Year 6:</u> Invasion Skills - Use the width of the pitch when attacking to stretch the opposition's defence and pull opponents out of position. Create overloads by supporting the attack at the right time and targeting members of the opposition defence, giving them more than one opponent to mark. Receive the ball on the half turn, thereby opening up the pitch and creating more angles for me to send the ball. Deceive opponents by feinting, faking and 'giving the eyes'. Mark an opponent directly, staying with them at all times. Adopt high and low presses when working as part of a defensive tactic. Use a variety of ways of sending a ball and make good decisions about which technique to use under pressure. Stay in a defensive shape and communicate well with other defenders. Striking and Fielding Games - Bowl a legal delivery with a run up. Make the right decisions about what fielding technique to use. Adjust a field for certain batsman/women and bowlers. Score on both sides of the wicket when batting. Bowl using more than one technique, e.g spin, seam. Get behind the wickets when keeping wicket and the ball is hit into the field. Backup other fielders in the field without prompting.
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SEND Adaptations for Physical Education (PE)

“Physical education and sport should be accessible regardless of a young person’s disability or needs.”

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
• PE can have some technical language included so using key words/signs/symbols/simple language will support children with poor receptive language or processing delays. • Start each lesson with a recap of the vocabulary previously learnt. • Introduce new equipment by showing it how to use it and then model using it. • Break the content down into small steps and allow time to step by step build up conceptual understanding. Consider physically showing exercises in a step by step approach to model, demonstrate and imitate to encourage active participation in a scaffolded manner. Keep referring to the vocabulary throughout. Adults modelling skills, breaking down activities is key and supporting through over-learning and repetition will help embed skills. • Peer support is also essential as it stops over reliance on adults in PE and can be very supportive – mixed ability pairs and groups are best.	• Use the child’s preferred communication method – verbal, Makaton or symbols or a combination. • Clear and precise names for strategies and techniques will be supportive. • Clear names for rules should be used too. For example, as a warm up:  • Consider carefully where children are watching/learning from to maximise their focus and attention and minimise background noise/distraction. • Visual words/cues/phrases. • Repetition and reinforcement. • Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer.	• Ensure that the learning environment is calm and organised for independent use, therefore not encouraging frustration. • Ensure that instructions are clear and tasks are broken down to be achievable. • Showing a video or demonstration of the skills/sports being learnt may support children’s understanding. • Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening during modelling sessions. • Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card. • Use of positive language to encourage good choice and higher self-esteem. • Teaching with empathy and understanding of the child’s needs.	• Consider the physical layout of the area being used – is it accessible for all children? Is the size of area going to be overwhelming for a child? • Adaptations may be small, subtle changes when performing a skill through to larger modifications to the activity or sport itself. • Consider if any of the PE techniques being used need adapting to support gross/fine motor skill development or for hearing/visual impairment for example: rice in a balloon to help in tennis sessions, large/bright/shiny resources to engage more sensory learners, adaptations to the size, weight, grip of PE equipment or assistive resources.

• Gradually reduce the amount of support given once a child becomes more confident. • Ensure that parents are aware of the vocabulary of the PE curriculum and can support with the learning of terminology at home through research. Where this does not take place, allow the child time with an adult before the learning begins to research the PE vocabulary. • Knowledge organisers are sent home and referred to in class if applicable. • Sticky knowledge quizzes in mixed ability groups to be completed to recap important knowledge regularly.	• Simple, step by step instructions verbally and then in a visual prompt sheet if needed. • Use of appropriate modelling to support understanding.	• Allow sensory/brain breaks as a break from learning. • Think about cognitive overload and the child's ability to cope with this. • Ensure that children tidy away the equipment they have used as this can support transitions between the lesson and the end of the lesson.	• Think about whether visual or auditory stimuli needs to be altered for the child. • Some children may prefer group learning but for some children this may be too much and practising/playing in pairs may be easier. • Adult or IT support may be needed. • Through pre-exposure, prior to the PE lesson, children can gain in confidence and become the 'expert' before the lesson even begins. • Modelling/demonstrating any concepts. • Careful consideration of trips for PE, will the child need some access arrangements or physical support? Additional risk assessments may be required.
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Examples of PE adapted activities :

- Y4- Physical activity- use of upper body exercises that focus on developing upper body strength.

- Y4- Physical activity- stretching.
- Y3- Games- Curling (on the floor), lower basketball hoops for children in wheelchairs
- Year 3 -gymnastics - floor based on mats
- Year 3 dance - allow own creativity/imagination as differentiation
- Yea 3 OAA - mixed ability group work, children in wheelchairs to use smaller/flat areas to work in , low level activities
- Year 6 - decrease distance when throwing and catching and increasing size of ball
- Year 5 - giving administrative jobs to children that dislike the P.E environment so they are involved in running the competitions.