

Whole School PE Overview

Intent

At Burnley Brow, we recognise the values and importance of Physical Education (PE). Burnley Brow strives to create and implement an engaging, broad and inclusive curriculum that inspires children to excel in Physical Education and in the wider curriculum.

Physical competency: The school's curriculum will aim to create children who are physical competent in a range of sporting activities. Pupils will be able to attain and improve progressively through each year group in line with national expectations. Competent children soon become confident children, and we plan to use this confidence to impact all areas of our pupils' development.

The wider child: Values such as teamwork/ collaboration, leadership and perseverance will be embedded into children's learning. Throughout pupils' educational journey, children will learn how to apply these values to PE School Sport and in their wider learning.

Health and well-being: We have identified physical health and well-being (post Covid) as a priority at Burnley Brow. Pupils will be taught to take responsibility for their health and encouraged to live active and healthy lifestyles both in school and in their home life.

Inclusivity: At Burnley Brow we aim to break down barriers to participation. The curriculum and school sport offer will provide a breadth of opportunity to all pupils regardless of circumstance.

As well as a high quality curriculum, Burnley Brow will provide an excellent extra-curricular (school sport) programme. Through after school clubs, intra/ inter school competition, and wider sporting experiences, pupils will be encouraged to develop their abilities, expose themselves to competitive environments and lead a more active and healthy lifestyle outside of school.

Implementation

Each class will be provided two hours of high quality PE per week as well as a range of extra-curricular activity. Qualified and competent teachers implement the schools scheme of work with the assistance of Oldham Community Leisure (OCL-Physical Education providers). OCL visit twice a week to support staff in their professional development and enhance the learning of our children. Classes rotate throughout the year to ensure all children benefit from their service.

Complete PE is a high quality scheme of work used by the school to ensure pupil development and progression. Teachers have been trained in how to follow both the plans and assessment strategy provided by the scheme. External agencies and supply teachers also have access to the scheme to ensure consistency and coverage.

At Burnley Brow we pride ourselves on our positive relationships in the PESSPA community. We have created strong links with numerous external agencies such as OCL, School Games Organisers (SGO's), Hathershaw College, Oldham Pledge and numerous local clubs to create as much meaningful experiences in sport and physical activity as possible.

Further access to structured physical activity is provided through active playtimes. Teaching staff and midday supervisors organise and officiate specific activities which all pupils - regardless of ability- are encouraged to participate in.

Swimming is provided for Year 4 for half of the school year. Pupils receive weekly provision provided by OCL plus school staff who attend and assist. Over the course of said provision, pupils will develop the ability to swim 25 meters unassisted (front crawl, back stroke and breast stroke) as well as achieving certificates in water safety.

Through a wide range of activities (curricular and none) we hope to provide all pupils with opportunity to flourish and enjoy PE and Physical Activity throughout their school lives and beyond.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Burnley Brow; not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Through strong links with PHSE and Science, we promote the overall well-being and health of each child through teaching about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness.

Formal assessment will be used at the end of each unit and year to evidence progression of pupils. If gaps are identified they will be teachers will plan accordingly to ensure no child is left behind.

In all classes, children possess a wide range of physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of task to the ability of the child. Children at Burnley Brow make excellent progress in PE and are eager to attend after school clubs and competitive sports events. This is highlighted our very high participation rates each year.

Purpose of Study

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.

Aims

The national curriculum 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
- Lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Targets are specified in the school's progression statements and planning.

Key Stage 1 – Years 1 and 2

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.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key Stage 2 – Years 3-6

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

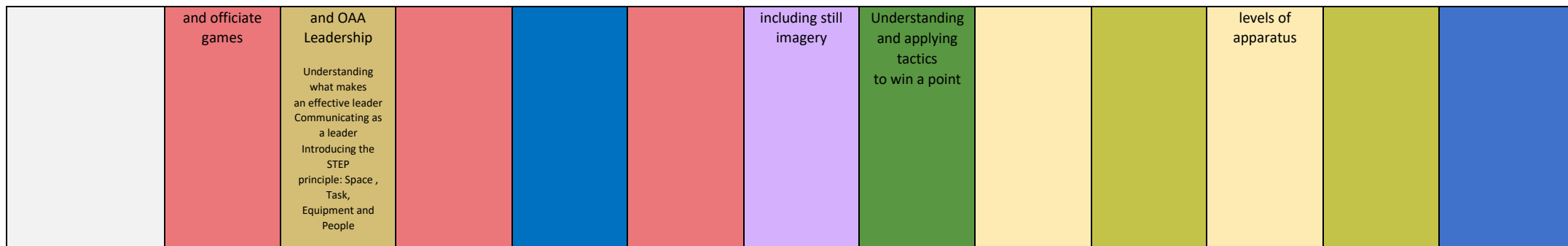
- perform safe self-rescue in different water-based situations

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Nursery	Use large muscle movements to wave flags and streamers. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		Go up steps and stairs, or climb up apparatus, using alternate feet. Collaborate with others to manage large items, such as moving along a plank safely, carrying large, hollow blocks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		Start taking part in some group activities which they make up for themselves or in teams. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	
Reception	Locomotion: Walking and Jumping Walking Explore/develop walking walking in different pathways Sustain walking Explore marching Apply walking into a game Jumping Explore/develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping		Ball Skills Hands 1 Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing Ball skills hands 2 Explore throwing overarm Explore throwing underarm Explore rolling Explore stopping a ball Explore catching		Gymnastics: High, Low, Over, Under Introduction to high, low, over and under Introduction to the apparatus Applying high and low on apparatus		Dance Nursery Rhymes Moving in sequence Creating our own movements Creating simple movement sequences Responding in movement to words and music Exploring contrasting tempos Exploring character movements		Ball Skills Feet Explore moving with a ball using our feet Develop moving with a ball using our feet Understand dribbling Develop dribbling against an opponent		Games For Understanding Taking turns/keeping the score Understanding and playing by the rules Avoiding a defender Preventing an attacker from scoring Applying attacking and defending into a game	
Year 1	Locomotion: Running Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration Explore running in a team	Gymnastics: Wide, Narrow, Curled introduction to wide, narrow and curled Exploring the difference between wide, narrow and curled Transitioning between wide, narrow and	Ball Skills Hands 1 Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/develop stopping,	Gymnastics: Body Parts Introduction to big/small body parts Combining big and small with wide, narrow and curled Transition between wide narrow and curled using big and small body parts	Ball Skills Feet Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) Apply kicking (passing) to score a point	Dance: Growing Responding to rhythm Developing the growing plant 'dance' Introduction to motifs Creating motifs Creating movement sequences Relationships	Ball Skills Hands 2 Introduce throwing with accuracy Apply throwing with accuracy in a team Introduce stopping a ball Develop sending (rolling) skills	Dance: The Zoo Exploring expression Developing our movements, adding movements together Responding to a rhythm: Introducing partner work Creating an	Games For Understanding Understanding the principles of attack/defence Applying attacking/defending principles into a game Consolidate attacking/defending	Locomotion: Jumping Explore/develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping	Team building Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies	Health and Wellbeing Introduce and explore agility Introduce and explore balance Introduce and explore coordination: Bouncing, rolling and throwing

	Consolidate running, apply running into a competitive game	curled movements Linking two movements together	combining sending skills Combine sending and receiving skills	Adding (linking) movements together		and performance	to score a point Consolidate sending and stopping to win a game	animal sequence motifs Exploring relationships within our motifs			Problem solving: Consolidate teamwork	
Year 2	Locomotion: Dodging Explore dodging Develop dodging Apply dodging: Explore attacking and defending Apply dodging in teams	Gymnastics: Linking Developing linking Linking on apparatus Jump, roll, balance sequences/on apparatus Creation of sequences Completion of sequences and performance	Ball Skills Hands 1 Develop dribbling/passing and receiving Combine dribbling, passing and receiving, keeping possession Develop dribbling/passing and receiving to score a point Combine dribbling, passing and receiving to score a point	Gymnastics: Pathways Explore/develop zig-zag pathways/on apparatus Explore/develop curved pathways/ on apparatus Creation of pathway sequences Completion of pathways sequences and performance	Ball Skills Feet Develop dribbling/passing/ receiving, keeping possession Combine dribbling, passing and receiving, keeping possession/to score a point Apply dribbling, passing and receiving as a team to score a point	Dance: Water Responding to stimuli Developing whole group movement Improvisation and physical descriptions Creating contrasting movement sequences Sequences, relationships and performance	Ball Skills Hands 2 Introduce throwing with accuracy Apply throwing with accuracy in a team Introduce stopping a ball Develop sending (rolling) skills to score a point Consolidate sending and stopping to win a game	Dance: Explorers Responding to stimuli Developing our motif with expression and emotion Applying choreography in our motifs Extending our motifs Sequences, relationships and performance	Games For Understanding Attacking/defending as a team Understanding the transition between defence and attack Create and apply attacking/defensive tactics	Locomotion: Jumping Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations	Team building Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork	Health and Wellbeing Consolidate agility Consolidate balancing: Explore balancing on apparatus Introduce and explore coordination: Dribbling and kicking
Year 3	Invasion: Netball Introduce passing, receiving and creating space Develop/combine passing and moving Combine/develop	HRE Exploring relaxation techniques Applying relaxation techniques and using them effectively Performing balanced meditative poses Using props to help us balance in our meditative poses	Invasion: Basketball Introduce dribbling; keeping control Introduce passing and receiving Combine dribbling and passing to	Gymnastics: Symmetry & Asymmetry Introduction to symmetry Introduction to asymmetry Application of learning onto apparatus Sequence formation	Athletics Explore running for speed Explore acceleration Introduce /develop relay: Running for speed in a team	Dance Wild Animals Responding to stimuli Developing character dance into a motif Developing sequences with a partner in character	Invasion: Tag Rugby Introduce moving with the ball, passing and receiving Introduce tagging Create space when attacking Develop	Gymnastics (equipment) Develop upper body strength Find different pathways on apparatus	Striking & Fielding Rounders Introduce to rounders Introduce overarm throwing Apply overarm and underarm throwing Introduce	Net/wall Tennis Introduction tennis, outwitting an opponent Creating space to win a point Consolidate	Striking & Fielding Cricket Understand the concept of batting and fielding Introduce throwing overarm Introduce	Athletics – Explore running for speed Explore acceleration Introduce /develop relay: Running for speed in a team Throwing: Accuracy vs

	<p>top passing and shooting</p>	<p>OAA: Communication</p> <p>Creating and applying simple tactics Developing leadership Develop communication as a team Create defending and attacking tactics as a team</p>	<p>create space Develop passing, receiving and dribbling Introduce shooting</p>	<p>Sequence completion</p>	<p>Throwing: Accuracy vs distance Standing Long Jump</p>	<p>that show relationships Extending sequences with a partner in character</p>	<p>passing and moving Combine passing/moving to create attacking opportunities</p>	<p>Travel with a partner along apparatus Travel in a straight line on apparatus</p>	<p>stopping the ball Application of stopping the ball in a game</p>	<p>how to win a game introduce rackets Introduce the forehand</p>	<p>throwing underarm Introduce catching Striking with intent</p>	<p>distance Standing long jump</p>
<p>Year 4</p>	<p>Invasion: Football</p> <p>Introduce/develop dribbling keeping control Introduce passing and receiving Combine dribbling and passing to create space Develop passing, receiving and dribbling</p>	<p>HRE</p> <p>Creating movements to help express ourselves and our emotions. Using mime to manage positive and negative emotions Using mediative poses to help control and manage our emotions</p> <p>OAA: problem solving</p> <p>Benches and mats challenge Round the clock card challenge The pen challenge The river rope challenge Caving challenges</p>	<p>Invasion: Netball</p> <p>Refine passing and receiving Develop passing and dribbling creating space Develop passing, moving and shooting Refine passing and shooting Develop footwork</p>	<p>Dance: Cats</p> <p>Responding to stimuli working together Extending sequences with a partner in character Exploring two contrasting Relationships and interlinking dance moves</p>	<p>Athletics</p> <p>Develop running at speed Exploring our stride pattern Exploring running at pace Understand and apply tactics when running for distance Javelin Standing Triple Jump</p>	<p>Gymnastics: Bridges</p> <p>Introduction to bridges Application of bridge learning onto apparatus Develop sequences with bridges Sequence formation Sequence completion</p>	<p>Invasion: Hockey</p> <p>Refine dribbling and passing Combine passing and dribbling to create shooting opportunities Develop passing and dribbling creating space for attacking opportunities Introduce defending; blocking and tackling</p>	<p>Gymnastics (equipment)</p> <p>Develop upper body strength Find different path ways on apparatus Travel with a partner along apparatus Travel in a straight line on apparatus</p>	<p>Striking & Fielding Cricket</p> <p>Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different angles and speeds</p>	<p>Net / Wall Tennis</p> <p>Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point</p>	<p>Striking & Fielding Rounders</p> <p>Develop fielding bowling with a backstop Introduce batting; how to develop batting; where and why Introduce and apply basic fielding tactics</p>	<p>Athletics –</p> <p>Develop running at speed Exploring our stride pattern Exploring running at pace Understand and apply tactics when running for distance Javelin Standing triple jump</p>

Year 5	<p>Invasion: Netball</p> <p>Refine passing and receiving Apply passing, footwork and shooting into mini games, introduce officiating Introduce defending Explore the function of other passing styles</p>	<p>HRE</p> <p>Explore and understand cardio fitness Explore and understand flexibility fitness Explore and understand strength fitness</p> <p>OAA: orientieering</p> <p>Face orienteering Cone orienteering Point and return Point to point Timed course Orienteering competition</p>	<p>Athletics</p> <p>Finishing a race Evaluating our performance Sprinting: My personal best Relay changeovers Shot Put Introducing the hurdles</p>	<p>Gymnastics: Counter Balance and Counter Tension</p> <p>Introduction to counter balance Application of counter balance learning onto apparatus Sequence formation Counter Tension Sequence completion</p>	<p>Invasion: Basketball</p> <p>Refine passing and receiving Apply passing, footwork and shooting into mini games, introduce officiating Introduce defending Explore the function of other passing styles</p>	<p>Dance: The Circus</p> <p>Developing character movements linked to 19th Century prejudices Creating movements to represent different characters and performers in a 19th Century circus Extending our Performance incorporating props and apparatus linked to the variety of performers</p>	<p>Invasion: Tag Rugby</p> <p>Refine passing and moving to create attacking opportunities Explore different passes that can be used to outwit defenders Refine defending as a team Create and apply defending tactics. Develop officiating</p>	<p>Gymnastics (equipment)</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels of apparatus</p>	<p>Striking & Fielding Rounders</p> <p>Develop fielding tactics maximising players Understand what happens if the batter misses the ball Refine fielding tactics, what players where? Applying tactics in mini games</p>	<p>Net / Wall Badminton</p> <p>Introduction to badminton: Outwitting an opponent Introduce the forehand and backhand Applying the forehand and backhand: Creating space to win a point Controlling the game from the serve</p>	<p>Striking & Fielding Cricket</p> <p>Refine batting, understand and develop batting and bowling tactics Refine fielding stooping, catching and throwing Combine bowling and fielding creating and applying tactics Introduce umpiring and scoring</p>	<p>Athletics – Atheletics</p> <p>Finishing a race Evaluating our performance Sprinting: My personal best Relay changeovers Shot Put Introducing the hurdles</p>
Year 6	<p>Invasion: Football</p> <p>Consolidate keeping possession, develop officiating Consolidate defending Organise formations and manage teams Organise formations decide tactics, manage teams</p>	<p>Health Related Exercise</p> <p>Develop a secure understanding of cardio fitness Develop a secure understanding of flexibility fitness Develop a secure understanding of strength fitness</p>	<p>Invasion: Netball</p> <p>Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations</p>	<p>Athletics</p> <p>Running for speed competition Running for distance competition Throwing competition Jumping competition</p>	<p>Invasion: Hockey</p> <p>Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations</p>	<p>Dance: Carnival</p> <p>Performing with technical control and rhythm in a group Creating rhythmic patterns using the body Experiencing dance from a different culture Chorographical elements</p>	<p>Net / Wall Badminton</p> <p>Exploring different forehand /backhand shots Applying different forehand/ backhand shots to win a point Consolidate outwitting an opponent Doubles:</p>	<p>Gymnastics: Matching & Mirroring</p> <p>Introduction to matching/mirroring Application of matching/mirroring learning onto apparatus Sequence development</p>	<p>Striking & Fielding Cricket</p> <p>Consolidate batting/fielding/bowling Create, understand and apply attacking/defensive tactics in game</p>	<p>Gymnastics (equipment)</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different</p>	<p>Striking & Fielding Rounders</p> <p>Introduction to full rounders Consolidate fielding tactics Refine our understanding of what happens if the batter misses or hits the ball backwards Batting considerations</p>	<p>Athletics – Competitions</p> <p>Running for speed competition Running for distance competition Throwing competition Jumping competition</p>



- The colours show the progression of key skills and sports between year groups.

	Invasion games
	Athletics
	Gymnastics
	Dance
	Net/Wall games
	Striking and fielding games
	Outdoor Adventurous Activities
	Early Learning Goals

Year	Unit	Skills	Knowledge
1	Games	Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams	Be able to differentiate between PE and play time. Understand why kit/ footwear is important in PE. Begin to follow basic instructions to complete activities.
2	Games	Practise different skills associated with simple games: - Object control - Throwing (various) - Receiving (block/ catch/ collect)	Begin to understand when specific skills are most effective in games. Understand that the way equipment can be carried, sent or received will vary depending on size and shape. Begin to understand scoring, winning and losing.

		<ul style="list-style-type: none"> - Rolling - Striking: Foot, hand bat/ racket <p>Work co-operatively in teams</p>	
3	Games	Practise skills in isolation and combination with greater accuracy:	Understand when to use different skills and techniques i.e. under arm throwing for short distances.
4	Games	<ul style="list-style-type: none"> - Throwing - Catching - Striking - Dribbling <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending (Invasion games):</p> <ul style="list-style-type: none"> - Tackling/ intercepting - Passing - Shooting - Blocking <p>Develop an understanding of fair play (respect team -mates and opponents)</p>	<p>Be able to evaluate performance of both themselves and their team and start to formulate a plan to succeed/ progress.</p> <p>Understand rules of different games.</p> <p>Understand sportsmanship and fair play.</p>
5	Games	Develop techniques of a variety of skills to maximise team effectiveness	Use tactics when attacking or defending
6	Games	<ul style="list-style-type: none"> - Dribbling - Shooting - Throwing/ Catching - Passing - Tackling/ Blocking - Batting <p>Use the skills e.g. of throwing and catching to gain points in competitive games.</p> <p>Apply rules of fair play to competitive games. Show discipline when applying tactics/ playing specific positions.</p>	<p>Understand positioning in a variety of different games.</p> <p>Understand rules of a variety of different sports e.g. offside, backwards passing etc.</p>

1	Fundamental movement skills	<p>Running:</p> <p>Show differences in running at speed and jogging</p>	<p>Describe different ways of running:</p> <ul style="list-style-type: none"> - Jogging - Running - Sprinting
2	Fundamental movement skills	<p>Use different techniques to meet challenges</p> <p>Jumping:</p> <p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</p> <p>Perform combinations of the above Show control at take-off and landing</p> <p>Explain what is successful or how to improve</p> <p>Throwing:</p> <p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Explain what is successful or how to improve</p>	<p>Describe different ways of jumping</p> <p>Describe different ways of throwing:</p> <ul style="list-style-type: none"> - Under arm - Over arm - Over head
3	Athletics	<p>Running:</p>	<p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p>
4	Athletics	<p>Run smoothly at different speeds</p> <p>Choose different styles of running for different distances</p> <p>Pace and sustain their effort over longer distances (Over 5 minutes)</p> <p>Carry out stretching and warm-up safely</p> <p>Set realistic targets of times to achieve over a short and longer distance (with guidance)</p>	<p>Recognise and record how the body works in different types of challenges over different distances</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p>

		<p>Jumping:</p> <p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping (standing long jump, hurdles)</p> <p>Set realistic targets when jumping for distance for or height (with guidance)</p> <p>Throwing:</p> <p>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</p>	
5	Athletics	<p>Running:</p> <p>Sustain pace over longer distance (0.5-1km)</p> <p>Perform relay change-overs</p> <p>Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p>	Explain how warming up affects performance
6	Athletics		Explain why athletics can help stamina and strength

		<p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Jumping :</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>- Standing long jump, running long jump, speed bounce, hurdles.</p> <p>Set realistic targets for self, when jumping for distance or height</p> <p>Throwing:</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot, ball and discus</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving implements</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>	
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1	Dance	<p>Compose:</p> <p>Copy some moves</p> <p>Develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p>
2	Dance	

		<p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance</p> <p>Perform:</p> <p>Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, hopping, jumping, landing</p> <p>Move with rhythm in the above actions Demonstrate good balance</p> <p>Move in time with music Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p> <p>Appreciate:</p> <p>Respond to own work and that of others when exploring ideas, feelings and preferences</p> <p>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p>
3	Dance	<p>Compose:</p>
4	Dance	<p>Create dance phrases/dances to communicate an idea</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/ canon</p> <p>Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition</p> <p>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>Link phrases to music</p> <p>Perform:</p>

		<p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength (Technical Skills)</p> <p>Show focus, projection and musicality (Expressive Skills)</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy and continuity</p> <p>Demonstrate use of space – levels, directions, pathways and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</p> <p>Appreciate:</p> <p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p>
5	Dance	Compose:
6	Dance	<p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p>

		<p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p> <p>Perform:</p> <p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> <p>Appreciate:</p> <p>Show an awareness of different dance styles, traditions and aspects of their historical/social context</p> <p>Understand and use dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Compare and evaluate their own and others’ work</p>
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1	Gymnastics	<p>Sequencing:</p> <p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Balance:</p>	Understand what a balance is.
2	Gymnastics		<p>Understand what a travel is.</p> <p>Become familiar with technical vocabulary e.g. tuck, pike, straddle.</p> <p>Understand how to conduct themselves safely during a lesson.</p> <p>Be able to differentiate between a travel and a roll.</p>

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

Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)

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

Travel:

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)

		<p>Jump:</p> <p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p> <p>Roll:</p> <p>Continue to develop control in different rolls</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side.</p> <p>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</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, and hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</p>	
3	Gymnastics	<p>Sequencing:</p>	<p>Understand what points of contact are.</p>
4	Gymnastics	<p>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</p> <p>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</p> <p>Balance:</p> <p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)</p>	<p>Explore variety of ways the body can move, twist and bend.</p> <p>Know how to conduct themselves safely on a wider range of equipment.</p> <p>Know how to land safely when jumping from the floor or from a height.</p>

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 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

Travel:

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

Jump:

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

		<p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p> <p>Roll:</p> <p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll</p> <p>Begin the backward roll</p>	
5	Gymnastics	<p>Sequencing:</p>	<p>Have a broad knowledge of ‘elements’ that could make up a sequence.</p>
6	Gymnastics	<p>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; and matching shapes and balances</p> <p>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</p> <p>Balance:</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner’s weight using counter balance</p>	<p>Understand counter balance and counter tension and how it can be incorporated into a sequence.</p> <p>Understand the difference between symmetrical and asymmetrical and be able to use knowledge to make more interesting and complex sequences.</p> <p>Starting positions- Finishing positions.</p> <p>Explore methods to make routines aesthetically pleasing.</p>

(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 hand stand

Travel:

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

Jump:

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

Roll:

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	
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Swimming and water safety	We provide swimming provision for year 5. Pupils are taught to: <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 (e.g. front crawl, backstroke and breaststroke)- perform safe self-rescue in different water-based situations
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