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| **What are the aims and intentions of this curriculum?****That children:** * are encouraged to try a variety of activities and engage in physical activity outside of PE lessons
* are provided with the opportunities to develop their skills in competitive and non-competitive sports, as well as enjoyment of sports.
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| **Term** | **Sport** | **Knowledge** | **Skills** | **Assessment** |
| Autumn 1 | Invasion Games | Understand how to use agility, balance and co-ordination in competitive activities.Understand how apply simple tactics such as attack and defense in team games. | Use **physical, thinking and team** skills:Play co-operatively and competitivelyAvoid others by controlling their bodyControl and make decisions when playing with balls of various sizes & shapes**Thinking Skills:**Adapt ideas using STEPMake up simple rules with othersApply simple tactics when attacking or defendingChange intended action in response to their opponent**Team Skills:**Begin to recognise what they and others can do wellBegin to recognise how they and others feel | Use Core Tasks such as:*Piggy in The Middle, Ten-Point Hoops, Rolla Ball, Three touch ball* |
| Autumn 2 | Dance | Know how to develop fundamental movement skills.Understand how to extend agility, balance and co-ordination, individually and with others in increasingly challenging situations. | **Compose:**Develop control of movement using actions, relationships and dynamicsUse own ideas to sequence dance**Perform:**Show control and co-ordinationMove confidently with rhythm when walking, hopping, jumping, landingDemonstrate good balanceInteract with a partner**Appreciate:**Respond to own work and that of others when exploring ideas, feelings and preferencesRecognise the changes in the body when dancing and how this can contribute to keeping healthy | Use Core Tasks such as:*Themes and Dreams, Cat Dance, How Does it Feel?, Moving Along,* |
| Spring 1 | Gymnastics | Know a variety of ways to balance, travel, roll and jump effectively in Gymnastics.Know how to extend their agility, balance and co-ordination, individually and with others in increasingly challenging situations | **Sequencing:** Perform a gymnastic sequence with a balance, a travelling action, a jump and a rollTeach sequence to a partner and perform together**Balance:**Balance on front and back extending arms and legs off the floorUse upper body strength taking weight on hands and feet**Travel:**Travel on hands and feet using gymnastic terminology.**Jump:**Use a variety of shapes in the air when jumping and land with control**Roll:**Show good control in different rolls | Use Core Tasks such as:*Making Shapes,**Families of Actions, Assessing Level 1-2* |
| Spring 2 | S+F Games | See Autumn 1 | See Autumn 1 | Use Core Tasks such as:Beanbag Throw, Kick Rounders |
| Summer 1 | Net-Wall Games | See Autumn 1 | See Autumn 1 | Use Core Tasks such as,Mini Tennis 1 |
| Summer 2 | Athletics | Know how to run, jump and throw effectively.Know how to extend their agility, balance and co-ordination, individually and with others in increasingly challenging situations | **Running:**Show differences in running at speed and joggingUse a variety techniques to meet challenges Describe different ways of running**Jumping:**Perform combinations of the 5 basic jumpsDescribe 4 different ways of jumpingExplain how to improve**Throwing:**Throw accurately into targetsDescribe different ways of throwingExplain how to improve | Use Core Tasks such as:*Colour Match**Furthest Five, Pass the Baton, Take Aim, Honey Pot* |