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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. | | | | |
| **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 competitively  Avoid others by controlling their body  Control and make decisions when playing with balls of various sizes & shapes  **Thinking Skills:**  Adapt ideas using STEP  Make up simple rules with others  Apply simple tactics when attacking or defending  Change intended action in response to their opponent  **Team Skills:**  Begin to recognise what they and others can do well  Begin 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 dynamics  Use own ideas to sequence dance  **Perform:**  Show control and co-ordination  Move confidently with rhythm when walking, hopping, jumping, landing  Demonstrate good balance  Interact with a partner  **Appreciate:**  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 | 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 roll  Teach sequence to a partner and perform together  **Balance:**  Balance on front and back extending arms and legs off the floor  Use 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 jogging  Use a variety techniques to meet challenges  Describe different ways of running  **Jumping:**  Perform combinations of the 5 basic jumps Describe 4 different ways of jumping Explain how to improve  **Throwing:**  Throw accurately into targets  Describe different ways of throwing Explain how to improve | Use Core Tasks such as: *Colour Match* *Furthest Five, Pass the Baton, Take Aim, Honey Pot* |