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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 | Know how to link actions togetherKnow how to communicate, collaborate and competeHave the knowledge to modify where appropriateDevelop an understanding of how to improve Know how to evaluate and recognise their own success | Isolation and combinationThrow and catch with greater accuracyWork as a team in competitive gamesApply some basic principles of attacking and defendingDevelop an understanding of fair play | Use Core Tasks such as:*Three Touch Ball, On the Attack, Skittles, End Zone* |
| Autumn 2 | Dance | Know how to use a range of movement patterns when performingHave the knowledge to communicate and collaborateDevelop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones | **Compose:**Create simple dance phrasesDevelop a basic movement using actions, relationships and dynamics.Link phrases to music**Perform:**Perform dance to an audienceShow some co-ordination, control and strengthShow some focus, projection and musicalityBegin to demonstrate basic dance actions, dynamic qualities, use of space and relationships**Appreciate:**Show some awareness of different dance styles and traditionsUnderstand simple dance vocabularyCompare and comment on the strengths of their own and other’s work | Use Core Tasks such as:Indian Delight, Round the Clock, Machines |
| Spring 1 | Gymnastics | Have the knowledge of a broader range of skills in isolation and combination, and know how to link them to make sequences of movementHave the knowledge to communicate and collaborate with each other.Develop an understanding of how to improve and learn to evaluate and recognise their own successKnow how to compare their performance with previous ones | **Sequencing:** Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling**Balance:**Explore and develop use of upper body strength taking weight on hands and feetExplore balancing with a partner**Travel:**Use a variety of rolling actions to travel on the floor and along apparatusTravel at different speeds and in different pathways**Jump:**Explore leaping forward in stag jumpAdd a quarter or half turn into a jump before landing**Roll:**Continue to develop control in rolling actions on the floor, off and along apparatusBegin the backward roll | Use Core Tasks such as:Balancing act, Assessing Level 2-3, Partner Work |
| Spring 2 | OAA | Know how to be co-operative in a range of physical activities physical activities inincreasingly challenging situationsKnow how to communicate and collaborate with each otherKnow how to work individually and within a team | **Orientation:**Orientate simple maps and plansFind way back to a base point**Communication:**Co-operate within a groupListen to each other’s ideas when planning a taskRecognise that some outdoor adventurous activities can be dangerous**Problem Solving:**Select appropriate equipment/route/people to solve a problem successfully | Use Core Tasks such as:Where are we going?Shipwrecked, Gone Fishing, Search and Rescue, Where Am I? Communication Challenge, Safely Across |
| Summer 1 | Net-Wall GamesS+F Games | See Autumn 1 | See Autumn 1 | Use Core Tasks such as:Arc Rounders, Boundary Line, Run the Loop, Target Baggers, Mini Tennis 2 |
| Summer 2 | Athletics | Know how to use a broader range of skills in isolation and combinationUnderstand the ruse of a competitionDevelop an understanding of how to improve and learn to evaluate and recognise their own successKnow the skills needed to develop their strength, technique and control | **Running:**Run smoothly at different speedsPace and sustain effort over longer distancesWatch and describe specific aspects of running (e.g. what arms and legs are doing)Carry out stretching and warm-upSet realistic targets of times to achieve over a short and longer distance (with guidance)**Jumping:**Perform combinations of jumpsChoose different styles of jumpingSet realistic targets when jumping for distance for or height (with guidance)**Throwing:**Explore different styles of throwingThrow with greater controlWatch and describe specific aspects of throwing | Use Core Tasks such as:Off, Up and Away; Faster, Higher, Further |