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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 | Know how to link actions together  Know how to communicate, collaborate and compete  Have the knowledge to modify where appropriate  Develop an understanding of how to improve Know how to evaluate and recognise their own success | Isolation and combination Throw and catch with greater accuracy  Work as a team in competitive games Apply some basic principles of attacking and defending  Develop 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 performing  Have the knowledge to communicate and collaborate  Develop 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 phrases  Develop a basic movement using actions, relationships and dynamics.  Link phrases to music  **Perform:**  Perform dance to an audience  Show some co-ordination, control and strength  Show some focus, projection and musicality  Begin to demonstrate basic dance actions, dynamic qualities, use of space and relationships  **Appreciate:**  Show some awareness of different dance styles and traditions  Understand simple dance vocabulary  Compare 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 movement  Have the knowledge to communicate and collaborate with each other.  Develop an understanding of how to improve and learn to evaluate and recognise their own success  Know 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 feet  Explore balancing with a partner  **Travel:**  Use a variety of rolling actions to travel on the floor and along apparatus  Travel at different speeds and in different pathways  **Jump:**  Explore leaping forward in stag jump  Add a quarter or half turn into a jump before landing  **Roll:**  Continue to develop control in rolling actions on the floor, off and along apparatus  Begin 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 in  increasingly challenging situations  Know how to communicate and collaborate with each other  Know how to work individually and within a team | **Orientation:**  Orientate simple maps and plans  Find way back to a base point  **Communication:**  Co-operate within a group  Listen to each other’s ideas when planning a task  Recognise 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 Games  S+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 combination  Understand the ruse of a competition  Develop an understanding of how to improve and learn to evaluate and recognise their own success  Know the skills needed to develop their strength, technique and control | **Running:**  Run smoothly at different speeds  Pace and sustain effort over longer distances  Watch and describe specific aspects of running (e.g. what arms and legs are doing)  Carry out stretching and warm-up  Set realistic targets of times to achieve over a short and longer distance (with guidance)  **Jumping:**  Perform combinations of jumps  Choose different styles of jumping  Set realistic targets when jumping for distance for or height (with guidance)  **Throwing:**  Explore different styles of throwing  Throw with greater control  Watch and describe specific aspects of throwing | Use Core Tasks such as:  Off, Up and Away; Faster, Higher, Further |