|  |
| --- |
| **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 | * learn to use a broader range of skills in isolation and combination, linking actions together e.g. run, jump, catch
* enjoy communicating, collaborating and competing against each other
* play competitive games, modified where appropriate
* develop an understanding of how to improve having compared their performance with previous ones to achieve their personal best

learn how to evaluate and recognise their own success | **Physical:** * Pass, control, dribble and shoot with accuracy and fluency
* Send and receive a ball accurately
* Demonstrate the confidence and competence to successfully take part in the range of games

**Thinking:*** Understand own and others’ strengths and weaknesses
* Make decisions quickly in a game

**Team:** * Understand the rules of the games
* Challenge and encourage each other to perform to the best of their ability

Isolation and combinationThrow and catch with greater accuracyWork well as a team in competitive gamesApply 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 | * perform dances using a range of movement patterns
* enjoy communicating and collaborating with each other

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 dances to communicate an ideaDevelop more complex movements using actions, relationships and dynamics.Structure a dance phrase by connecting different ideas and showing a clear beginning, middle and end**Perform:**Perform dance to an audience showing confidenceShow good co-ordination, control and strengthShow good focus, projection and musicalityClearly demonstrate different dance actions, dynamic qualities, use of space and relationships**Appreciate:**Show a good awareness of different dance styles and traditionsUnderstand and use simple dance vocabularyUnderstand why safety is important in the studioReflect and give feedback on their own and other’s work | Use Core Tasks such as:Indian Delight, Round the Clock, Machines |
| Spring 1 | Gymnastics | * learn to use a broader range of skills in isolation and combination, linking them to make sequences of movement
* develop flexibility, strength, technique and control and balance
* enjoy communicating and collaborating with each other

develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones | **Sequencing:** Work with a partner to create and perform a sequence**Balance:**Balance on floor and apparatus exploring which body parts are the safest to useMove in and out of balance fluently**Travel:**Travel with a partner; move away from and together on the floor and on apparatusTravel confidently at different speeds and in different pathways on the floor and using apparatus**Jump:**Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action**Roll:**Continue to develop control in rolling actions with a partner.Begin the backward roll | Use Core Tasks such as:Balancing act, Assessing Level 2-3, Partner Work |
| Spring 2 | OAA | * engage in co-operative physical activities in a range of increasingly challenging situations
* enjoy communicating and collaborating with each other
* take part in outdoor and adventurous activity challenges both individually and within a team

compare their performance with previous ones and demonstrate improvement to achieve their personal best | **Orientation:**Orientate more complex maps and plansMark control points in correct position on map or plan**Communication:**Co-operate and share roles within a groupListen to each other’s ideas when planning a task and adaptTake responsibility for a role within the groupFollow rules to keep self and others safe**Problem Solving:**Choose effective strategies and change ideas if not working | 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 | * learn to use a broader range of skills in isolation and combination
* enjoy competing against each other
* develop an understanding of how to improve and learn to evaluate and recognise their own success

develop strength, technique and control | **Running:**Choose different styles of running of different distancesRecognise and record how the body works in different types of challenges over different distancesCarry out stretching and warm-up safelySet realistic targets of times to achieve over a short and longer distance (with some guidance)**Jumping:**Perform combinations of jumps showing control and consistencyWatch and describe specific aspects of jumpingSet realistic targets when jumping for distance for or height (with some guidance)**Throwing:**Explore different styles of throwing with controlConsistently hit a target with a range of implementsSet realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (with some guidance) | Use Core Tasks such as:Off, Up and Away; Faster, Higher, Further |