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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 | * 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 combination Throw and catch with greater accuracy  Work well as a team in competitive games Apply 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 | * 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 idea  Develop 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 confidence  Show good co-ordination, control and strength  Show good focus, projection and musicality  Clearly demonstrate different dance actions, dynamic qualities, use of space and relationships  **Appreciate:**  Show a good awareness of different dance styles and traditions  Understand and use simple dance vocabulary  Understand why safety is important in the studio  Reflect 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 use  Move in and out of balance fluently  **Travel:**  Travel with a partner; move away from and together on the floor and on apparatus  Travel 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 plans  Mark control points in correct position on map or plan  **Communication:**  Co-operate and share roles within a group  Listen to each other’s ideas when planning a task and adapt  Take responsibility for a role within the group  Follow 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 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 | * 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 distances  Recognise and record how the body works in different types of challenges over different distances  Carry out stretching and warm-up safely  Set realistic targets of times to achieve over a short and longer distance (with some guidance)  **Jumping:**  Perform combinations of jumps showing control and consistency  Watch and describe specific aspects of jumping  Set realistic targets when jumping for distance for or height (with some guidance)  **Throwing:**  Explore different styles of throwing with control Consistently hit a target with a range of implements  Set 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 |