



Brede Primary School

PHYSICAL EDUCATION (PE) CURRICULUM

Intent Statement:

At Brede Primary School, the intent of the Physical Education (PE) curriculum is to provide all pupils with a broad, balanced, and high-quality PE program that inspires a love for physical activity and promotes lifelong participation in sport. The intention is to ensure that all pupils develop their physical literacy, including key physical skills, confidence, and understanding of the importance of a healthy lifestyle. PE at Brede Primary School aims to instil values of fairness, respect, and resilience through sport, fostering pupils' personal development alongside their physical abilities.

The curriculum is designed to offer a diverse range of activities that cater to the interests and abilities of all pupils, promoting inclusivity and celebrating individual progress and achievements. An emphasis is placed on developing fundamental movement skills, sportsmanship, teamwork, leadership, and a positive attitude towards physical activity. This is evident through our 'Active School' Status and through our pupil sports leaders who happily spend their time driving PE in break times.

Brede Primary School utilises the resource "Get Set 4 Education" to enhance the delivery of PE lessons, personalising the curriculum to reflect the unique characteristics of our countryside primary school. An emphasis is placed on connecting PE to the local environment and heritage, providing opportunities for outdoor learning and exploration within the context of physical activity.



**Get Set 4
Education**

National Curriculum Aims:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Age Related Statutory Coverage:

EYFS	Key Stage One Learning	Key Stage Two
<p>Physical Development:</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p>

<p>and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</p> <p>ELG: Gross Motor Skills: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as • developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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EYFS		
	Skills:	Knowledge
<i>Athletics</i>	<p>Running: explore running and stopping safely.</p> <p>Jumping: explore jumping and hopping safely.</p> <p>Throwing: explore throwing to a target.</p>	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe.</p>
<i>Ball Skills</i>	<p>Sending: explore sending an object with hands and feet.</p> <p>Catching: explore catching to self and with a partner.</p> <p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p>	<p>Sending: know to look at the target when sending a ball.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tracking: know to watch the ball as it comes towards me and scoop it with two hands.</p> <p>Dribbling: know that keeping the ball close will help with control.</p>
<i>Dance</i>	<p>Actions: explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p>	<p>Actions: understand that I can move my body in different ways to create interesting actions.</p> <p>Dynamics: understand that I can change my action to show an idea.</p> <p>Space: know that if I move into space, it will help to keep me and others safe.</p>

	Performance: perform short phrases of movement in front of others	Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting
<i>Gymnastics</i>	Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.	Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.
<i>Net and Wall Games</i>	Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping.	Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.
<i>OAA</i>	Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.	Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe.
<i>Invasion Games</i>	Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games.	Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.
<i>Striking and Fielding</i>	Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment.	Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.

Hedgehogs- Reception

CYCLE A (2023/2024)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fundamentals: Unit 1	Gymnastics: Unit 1	Dance: Unit 1	Games: Unit 1	Ball Skills: Unit 1	Games: Unit 2

CYCLE B (2024/2025)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fundamentals: Unit 1	Gymnastics: Unit 1	Dance: Unit 1	Games: Unit 1	Ball Skills: Unit 1	Games: Unit 2

KS1

Skills:

Knowledge

<p><i>Athletics</i></p>	<p>Running: explore running at different speeds, develop the sprinting action.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance, develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: explore throwing for distance and accuracy, develop overarm throwing for distance.</p>	<p>Running: understand that if I swing my arms, it will help me to run faster, know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further, know that swinging my arms forwards will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further, know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Rules: know that rules help us to play fairly, know how to follow simple rules when working with others.</p>
<p><i>Ball Skills</i></p>	<p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p>Sending: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.</p> <p>Tracking: know that it is easier to move towards a ball to track it than chase it.</p> <p>Dribbling: know to keep my head up when dribbling to see space/opponents.</p>
<p><i>Dance</i></p>	<p>Actions: copy, accurately remember, repeat and link actions to express an idea or theme.</p> <p>Dynamics: develop an understanding of dynamics through exploring varying speeds to represent an idea.</p> <p>Space: explore and develop the use of pathways and travelling actions to include levels within a performance.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: perform on my own and with others to an audience, develop the use of facial expressions in my performance.</p>	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p> <p>Strategy: know that if I practice my dance, my performance will improve.</p>
<p><i>Gymnastics</i></p>	<p>Shapes: explore using shapes in different gymnastic balances, shapes straight, tuck, straddle and pike.</p> <p>Balances: perform balances making my body tense, stretched and curled. Remember, repeat and link combinations of gymnastic balances.</p>	<p>Shapes: know that some shapes link well together.</p> <p>Balances: understand that squeezing my muscles helps me to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p>

	<p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations, including jumping off low apparatus.</p>	<p>Jumps: understand that looking forward will help me to land with control.</p> <p>Strategy: know that if I use shapes that link well together, it will help my sequence to flow.</p>
<i>Net and Wall Games</i>	<p>Hitting: develop hitting a dropped ball over a net with a racket.</p> <p>Feeding: accurately underarm throw over a net to a partner or to land into the court area.</p> <p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p>	<p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p> <p>Rallying: know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Footwork: know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Tactics: understand that applying simple tactics makes it difficult for my opponent.</p> <p>Rules: know how to score points and follow simple rules.</p>
<i>OAA/ Team Building</i>	<p>Problem solving: suggest ideas in response to a task, begin to plan and apply strategies to overcome a challenge.</p> <p>Navigational skills: follow and create a simple diagram/map.</p> <p>Communication: work co-operatively with a partner and a small group, communicate simple instructions and listen to others.</p>	<p>Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.</p> <p>Navigational skills: understand that the map tells us what to do.</p> <p>Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.</p> <p>Reflection: verbalise when I am successful and areas that I could improve.</p> <p>Rules: know how to follow and apply simple rules.</p>
<i>Invasion Games</i>	<p>Sending & receiving: explore and developing s&r with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball.</p>	<p>Sending & receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: know that when my team is not in possession I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: understand and apply simple tactics for attack and defence.</p> <p>Rules: know how to score points and follow simple rules.</p>
<i>Striking and Fielding</i>	<p>Striking: develop striking a ball with their hand and equipment with some consistency.</p>	<p>Striking: understand the role of a batter. Know that striking quickly will increase the power.</p>

	<p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: explore technique when throwing over and underarm, develop co-ordination and technique when throwing over and underarm.</p> <p>Catching: catch with two hands with some co-ordination and technique.</p>	<p>Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Rules: know how to score points and follow simple rules.</p>
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Rabbits- Year 1 and 2					
CYCLE A (2023/2024)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 Units					
Cluster Multi-skills	Dance	Gymnastics	Invasion Games	Striking and Fielding Games	Athletics
Sending and Receiving			Ball Skills	Target Games	Team Building
CYCLE B (2024/2025)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2 Units					
Net and Wall Games	Dance	Gymnastics	Invasion Games	Team Building	Striking and Fielding Games
Cluster Multi-skills			Ball Skills	Target Games	Athletics

LKS2

	Skills:	Knowledge
<i>Athletics</i>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: understand that transferring weight will help me to jump further.</p> <p>Throwing: understand that transferring weight will help me to throw further.</p> <p>Rules: know and understand the rules to be able to manage our own events.</p>
<i>Dance</i>	<p>Actions: respond and create actions imaginatively in response to a range of stimuli related to character and narrative, individually and in groups.</p> <p>Dynamics: change dynamics confidently within a performance to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway.</p> <p>Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be used to express a certain character, mood or idea.</p> <p>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea</p>
<i>Gymnastics</i>	<p>Shapes: explore matching and contrasting shapes, develop the range of shapes I use in my sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them, develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>	<p>Shapes: understand how shapes can be used to improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.</p>

		Strategy: know that if I use different directions it will help to make my sequence look interesting.
<i>Net and Wall Games</i>	<p>Shots: explore returning a ball using shots such as the forehand and backhand, demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>Rallying: develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: consistently use and return to the ready position in between shots, begin to use appropriate footwork patterns to move around the court.</p>	<p>Shots: understand when to play a forehand and a backhand and why.</p> <p>Rallying: know that moving my feet to the ball will help me to hit in a more balanced position, therefore increasing the accuracy of my shot.</p> <p>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game</p>
<i>OAA/ Team Building</i>	<p>Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Plan independently and in small groups, implementing a strategy with increased success.</p> <p>Navigational skills: identify key symbols on a map and follow a route.</p> <p>Communication: confidently communicate ideas and listen to others.</p>	<p>Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use.</p> <p>Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it.</p> <p>Communication: understand that there are different types of communication and that I can communicate without talking.</p> <p>Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges.</p> <p>Rules: understand the importance of working with integrity.</p>
<i>Invasion Games</i>	<p>Sending & receiving: explore s&r abiding by the rules of the game, develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities, develop defending one on one and begin to intercept.</p>	<p>Sending & receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game</p>
<i>Striking and Fielding</i>	<p>Striking: begin to strike a bowled ball after a bounce with different equipment then develop batting technique with a range of equipment.</p>	<p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p>

	<p>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up then develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: begin to catch with one and two hands with some consistency in game situations</p>	<p>Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Throwing: know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>
<p><i>Swimming</i></p>	<p>Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Water safety: perform a variety of survival techniques.</p>	<p>Strokes: understand that making my body streamlined helps me to glide through the water.</p> <p>Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Water safety: know which survival technique to use for the situation.</p> <p>Rules: understand that different environments have different rules to keep us safe around water</p>

Foxes- Year 3 and 4

CYCLE A (2023-2024)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year 3 Units

Badminton	Gymnastics	Dance	Ball Skills (Y3/4)	Cricket	Athletics
Volleyball		OAA	Swimming	Rounders	Football

CYCLE B (2024-2025)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year 4 Units

Dodgeball	Gymnastics	Dance	Swimming	Rounders	Football
Ball Skills (Y3/4)		OAA	Fundamentals (Y3/4)	Cricket	Athletics

UKS2

	Skills:	Knowledge
<i>Athletics</i>	<p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event, demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: explore technique and rhythm, develop power, control and technique in the triple jump.</p> <p>Throwing: develop technique, power, control and technique when throwing javelin, discus and shot put.</p>	<p>Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: understand that a run up builds speed and power and enables me to jump further.</p> <p>Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Rules: understand and apply rules in events that pose an increased risk.</p>
<i>Dance</i>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles, show controlled movements which express emotion.</p> <p>Dynamics: explore, improvise and combine dynamics to express different dance styles and ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space: confidently use direction and patterning to express different dance styles, use a variety of compositional principles when creating my own dances.</p> <p>Relationships: confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency, demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance</p>	<p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>Performance: understand how a leader can ensure our dance group performs together.</p> <p>Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>
<i>Gymnastics</i>	<p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p> <p>Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand</p> <p>Balances: explore counter balance and counter tension.</p> <p>Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively</p>	<p>Shapes: know which shapes to use for each skill.</p> <p>Inverted movements: understand that spreading my weight across a base of support will help me to balance.</p> <p>Balances: know where and when to apply force to maintain control and balance.</p> <p>Rolls: understand that I can use momentum to help me to roll and where that momentum comes from.</p> <p>Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.</p> <p>Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>

<p><i>Net and Wall Games</i></p>	<p>Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.</p> <p>Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p>	<p>Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if I have just moved my opponent to the back of the court. Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: understand when to apply some tactics for attacking and/or defending. Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</p>
<p><i>OAA/ Team Building</i></p>	<p>Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.</p> <p>Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary.</p>	<p>Problem solving: understand that being able to solve problems is an important life skill. Navigational skills: understand why having good navigational skills are important. Communication: know that good communication skills are key to solving problems and working effectively as a team. Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules</p>
<p><i>Invasion Games</i></p>	<p>Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands</p> <p>Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.</p>	<p>Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>

	<p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent</p> <p>Defending: use a variety of defending skills (tracking, interception) in game situations</p>	
<i>Striking and Fielding</i>	<p>Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations</p> <p>Striking: strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: use a wider range of fielding skills with increasing control under pressure.</p> <p>Throwing: consistently demonstrate good technique in throwing skills under pressure.</p> <p>Catching: consistently demonstrate good technique in catching skills under pressure</p>	<p>Striking: understand that the momentum and power for striking comes from legs as well as arms.</p> <p>Fielding: know which fielding action to apply for the situation.</p> <p>Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p> <p>Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.</p> <p>Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>

Owls- Year 5 and 6

CYCLE A (2023/2024)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year 5 Units

Volleyball	Gymnastics	Handball	Dance	Cricket	Athletics
Netball		Fitness	Frisbee	OAA	Rounders

CYCLE B (2024/2025)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Year 6 Units

Basketball	Gymnastics	Dance	OAA	Cricket	Athletics
Tag Rugby			Tennis	Hockey	Rounders