



Physical Education Policy

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

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.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Opportunities for Personal, Social Health Education

All pupils will be given the opportunity to develop their personal and social health by taking part in team games. Children will also take part in body care sessions to teach them to make healthy lifestyle choices.

Subject Content

Key-stage 1

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 range of increasingly challenging situations.

Pupils should be taught to:

- 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.

Key-stage 2

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.

Pupils should be taught to:

- 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.

Physical education – key stages 1 and 2 3

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

How is Physical Education taught throughout the school?

See Appendix 1- Medium Term Plans

Inclusion and Equal Opportunities

At our school we teach Physical Education to all children, whatever their ability. All children are provided with equal access to the Physical Education curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Physical Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Physical Education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within Physical Education, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific Physical Education related targets where a priority is appropriate.

Assessment & Reporting

We assess children's work in Physical Education by making informal judgements as we observe them during each Physical Education lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the

marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The Physical Education subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected end of year outcomes are in Physical Education for each year group.

See Appendix 2 - Assessment Grids

Resources

The school is well resourced for the teaching of Physical Education. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

We follow Val Sabin Scheme of work to ensure we provide a broad and varied curriculum.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in Physical Education is the responsibility of the Physical Education subject leader. The work of the Physical Education subject leader also involves supporting colleagues in the teaching of Physical Education, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Policy Review

This policy was written September 2014 by the Physical Education Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand.

Appendix 1 - Year 1

Subject	<u>Autumn</u> Topic: Animals and Me	IDEAS	<u>Spring</u> Topic: Where we live	IDEAS	<u>Summer</u> Topic: Fire and Ice	IDEAS
Physical Education Multiskills	<p>MULTISKILLS</p> <ul style="list-style-type: none"> -To remember and repeat a series of running, throwing and jumping activities with growing control. -Familiarise themselves with equipment and use it appropriately. -Recognise how their bodies feel in different activities. -To watch copy and describe what others have done <p>AUTUMN 2</p> <ul style="list-style-type: none"> -To remember, repeat and link combinations of actions. -To choose equipment suitable for the task to challenge. - To describe what their bodies feel like during different activities. -To watch, copy and describe what others have done 	MUTISKILLS Mr Farrington	<p>SPRING 1</p> <p>FOCUS ON BALL SKILLS AND GAMES</p> <ul style="list-style-type: none"> To know and show different ways of using a ball To understand how to use apparatus for its intended purpose. To observe, copy and play games as an individual and in two's. To move safely and actively about the space. <p>THROWING AND CATCHING</p> <ul style="list-style-type: none"> To throw and catch using a range of apparatus. To understand the concept of aiming games. Change the rules to make the game harder. Move actively and safely about the space when using the equipment. <p>SPRING 2</p> <ul style="list-style-type: none"> To travel confidently and competently on different parts of the body including hands. To hold still balances positions on large or small body parts. To link two balances together. To adapt floor work safely onto apparatus. To spin, rock, turn and roll with control, on various parts of the body. To plan and link a series of movements 	Val Sabine games Unit 1 Gym Unit 1	<p>Streamers</p> <ul style="list-style-type: none"> -Make rounded, wide and thin shapes with their bodies -Draw rounded and spiky shapes in the air -Move in different directions and high and low -Travel rhythmically on feet, hopping and skipping. <p>Jack and the Bean stalk</p> <ul style="list-style-type: none"> -Turn, jump and travel in different ways and use gesture, shape and stillness -Copy, remember and repeat simple dance phrases -Select movements from those they practise to create a dance and understand the structure of the dance -Work alone with, guidance from the teacher, to create movement ideas in response to the story. -Observe each other and themselves dancing. 	Val Sabine Dance Streamer s Jack and the Beanstal k Fog and Sunshine

		<p>together.</p> <p>To work safely with an awareness of others.</p> <p>To adapt work from the floor safely onto apparatus.</p> <p>To travel, balance and jump confidently showing a variety of body shapes.</p> <p>To understand and demonstrate contrasts in level and shape.</p> <p>To observe, copy and describe what others are doing.</p> <p>Select and link together three different movements.</p>	<p>Fog and Sunshine</p> <p>-Travel smoothly by rolling and sliding</p> <p>-Change and carry actions – understand and demonstrate the contrasting dynamic elements of heavy and light.</p> <p>-Work in pairs using simple relationships and compositional ideas</p> <p>-Observe each other and themselves</p> <p>Games</p> <p>-To play running games and use apparatus safely</p> <p>-To use and develop their sending, receiving and travelling with skills in games with a partner.</p> <p>-Change the rules of the game to make it more challenging.</p> <p>-Observe and describe another child's activity.</p> <p>-To steer and send a ball safely in different directions using a bat.</p>
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					<ul style="list-style-type: none"> -o skip with a rope -Change the rules of a game to make it better or more challenging. -Understand the importance of “rules” when playing with a bat. 	
Physical Education	<p style="text-align: center;">DANCE CONKERS</p> <ul style="list-style-type: none"> - Develop specific spiky shapes with their bodies and take the time to practise them. -Move and freeze with control and co-ordination -link movements suitable to the idea. -Observe and talk about each others dances. <p>THE RAINBOW FISH</p> <p>Perform the basic actions with increasing control.</p> <ul style="list-style-type: none"> -Choose appropriate dance actions and phrases to convey the meaning of the story. -Work co-operatively with a partner and later with others in a group to create a dance. <p>Watch each other’s dances and suggest ways in which they can be improved.</p> <ul style="list-style-type: none"> -rehearse their dance to perform it with quality and style. <p>HANDA’S SURPRISE</p> <ul style="list-style-type: none"> -Explore actions in response to stimuli -Use a variety of basic actions to create a dance. -Select movements from those practise, to create a dance and understand the structure of the dance. -talk about the dance and why they liked it using appropriate vocabulary. <p>GYM</p> <ul style="list-style-type: none"> -To bounce, hop, spring and jump using variety of take offs and landings. -To observe, recognise and copy different body shapes. -To link together two or more actions with control and 	Physical Education	<p style="text-align: center;">DANCE CONKERS</p> <ul style="list-style-type: none"> - Develop specific spiky shapes with their bodies and take the time to practise them. -Move and freeze with control and co-ordination -link movements suitable to the idea. -Observe and talk about each others dances. <p>THE RAINBOW FISH</p> <p>Perform the basic actions with increasing control.</p> <ul style="list-style-type: none"> -Choose appropriate dance actions and phrases to convey the meaning of the story. -Work co-operatively with a partner and later with others in a group to create a dance. <p>Watch each other’s dances and suggest ways in which they can be improved.</p> <ul style="list-style-type: none"> -rehearse their dance to perform it with quality and style. <p>HANDA’S SURPRISE</p> <ul style="list-style-type: none"> -Explore actions in response to stimuli -Use a variety of basic actions to create a dance. -Select movements from those practise, to create a dance and understand the structure of the dance. -talk about the dance and why they liked 	Physical Education	<p style="text-align: center;">DANCE CONKERS</p> <ul style="list-style-type: none"> - Develop specific spiky shapes with their bodies and take the time to practise them. -Move and freeze with control and co-ordination -link movements suitable to the idea. -Observe and talk about each others dances. <p>THE RAINBOW FISH</p> <p>Perform the basic actions with increasing control.</p> <ul style="list-style-type: none"> -Choose appropriate dance actions and phrases to convey the meaning of the story. -Work co-operatively with a partner and later with others in a group to create a dance. <p>Watch each other’s dances and suggest ways in which they can be improved.</p> <ul style="list-style-type: none"> -rehearse their dance to perform it with quality and style. <p>HANDA’S SURPRISE</p> <ul style="list-style-type: none"> -Explore actions in response to stimuli -Use a variety of basic actions to create a dance. 	Physical Education

	<p>be able to repeat them. -To describe what they see using appropriate vocabulary</p>		<p>it using appropriate vocabulary.</p> <p>GYM</p> <ul style="list-style-type: none"> -To bounce, hop, spring and jump using variety of take offs and landings. -To observe, recognise and copy different body shapes. -To link together two or more actions with control and be able to repeat them. -To describe what they see using appropriate vocabulary 		<ul style="list-style-type: none"> -Select movements from those practise, to create a dance and understand the structure of the dance. -talk about the dance and why they liked it using appropriate vocabulary. <p>GYM</p> <ul style="list-style-type: none"> -To bounce, hop, spring and jump using variety of take offs and landings. -To observe, recognise and copy different body shapes. -To link together two or more actions with control and be able to repeat them. -To describe what they see using appropriate vocabulary 	
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Subject	<u>Autumn</u>	<i>IDEAS</i>	<u>Spring</u>	<i>IDEAS</i>	<u>Summer</u>	<i>IDEAS</i>
	<p>Topic: Great Fire of London</p> <p>PE1/1.1 Sport & Games</p> <p>PE1/1.1c perform dances using simple movement patterns. Dance Children should learn to; Understand and perform simple basic travelling skills on feet. Use change of direction. Work co-operatively in pairs to create a dance Understand and show the difference between sad and happy movements. Recognise that dance is active and that changes occur to the body.</p> <p>Use different levels, directions and speeds. Touch, feel, listen to different stimuli in order to share language, ideas, images and initial movement responses. Improvise an idea- display an immediate response. Choose appropriate movements to convey the dance idea.</p>		<p>Topic: Living and growing</p> <p>PE1/1.1 Sport & Games</p> <p>PE1/1.1a 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</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p> <p>gymnastics</p> <ul style="list-style-type: none"> To turn, spin and twist on different body parts, showing control and co-ordination. To understand that one part of the body must be fixed. To create a twist. To link together three movements showing contrasts in speed and level. To use their understanding of turning, spinning and turning to adapt work safely from the floor to the apparatus. To travel confidently and competently in different ways and on different body parts. To understand and create different pathways and move in different directions. To link together three different movements showing contrast in speed and level To perform a limited range of skills with a partner. 		<p>Topic: Florence Nightingale</p> <p>PE1/1.1 Sport & Games</p> <p>PE1/1.1a 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</p> <p>Dance Respond to a different type of stimulus- flash cards</p> <p>Use their different understanding of basic dance skills to select appropriate ones for the dance idea.</p> <p>Work co-operatively in pairs or small groups.</p> <p>Change and vary actions.</p> <p>Look critically at their own and others work to recognise what is good and what could be improved.</p>	
Physical Education	<p>Games</p> <ul style="list-style-type: none"> To throw catch and bouce in different ways when standing still or on the move. <ul style="list-style-type: none"> To choose and apply skills to make up games. To develop simple strategies for extending their skills. To describe their game and teach it to a partner. To develop new skills relevant to specific games. To know and apply basic and strategies for attacking play <ul style="list-style-type: none"> To work co-operatively with another person in a team. To observe and select information to evaluate their own and others work. 		<p>Multi skills</p> <p>To remember, repeat and link combinations of actions with greater control and co-ordination.</p> <p>To choose equipment to help them meet the challenge set.</p> <p>To describe what their bodies feel like during exercise</p> <p>To watch and describe what others have done.</p>		<p>Games</p> <p>To develop and extend their sending and receiving skills</p> <p>To know the rules for a game.</p> <p>To develop simple group tactics</p> <p>To move actively and safely about the space in teams.</p>	

			<p>To use their bodies and variety of equipment with greater control and co-ordination. To choose skills suitable from the challenge.</p> <p>To describe what their bodies feel like during different activities.</p>			
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Subject	<u>Autumn</u>	<i>IDEAS</i>	<u>Spring</u>	<i>IDEAS</i>	<u>Summer</u>	<i>IDEAS</i>
Physical Education	<p>Topic: Mountain/Volcanoes</p> <p>Games Make up and play small sided games. Select and use appropriate skills. Describe and evaluate effectiveness of performance. Work cooperatively with others.</p>	.	<p>Topic: Romans</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending To consolidate and improve quality and consistency of their hitting skills. To develop the range of skills used. To select and use a range of simple tactics. To adapt , make and keep to the rules for net games.</p>		<p>Topic: Rainforests</p> <p>PE2/1.1 Sport & Games</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best. (AS FOR OTHER TERMS). Perform dance actions with greater control, fluency and co-ordination. Improvise freely, translating ideas from a stimulus into movement. Create and link dance phrases using simple dance structure. Perform dances with an awareness of rhythmic, dynamic and expressive qualities. Describe and evaluate how they might improve their dances. Shape movement into a whole dance with a simple structure. Translate into movement ideas initiated by the stimulus. Perform dance actions with greater control, fluency and co-ordination. Shape movement into a whole dance with a simple structure.</p>	

					Observe each other dancing and use a range of descriptive language.	
Physical Education	<p>Dance/Gym</p> <p>Understand/Identify/ use flexible pathways.</p> <p>Travel along different pathways using appropriate movements.</p> <p>Construct sequences which use planned variations in speed, level and pathways.</p> <p>Adapt and transfer what they have learned onto appropriate apparatus.</p> <p>Improvise freely.</p> <p>Develop different ways of travelling, jumping and turning and create dance phrases.</p> <p>Perform the basic actions and dances clearly and fluently.</p> <p>Work with a partner.</p> <p>Observe themselves and others dancing.</p>		Soldier Dance Gym.		<p>Athletics</p> <p>To link, remember and repeat combinations of actions with more consistency and control.</p> <p>To understand what equipment is needed for different challenges and be able to choose appropriately.</p> <p>Describe how their bodies feel when doing different exercises.</p> <p>Understand and describe what others are doing.</p> <p>Consolidate and improve the quality and range of the techniques they use.</p> <p>Develop their ability to use simple tactics.</p> <p>Describe how the body reacts to different types of activity.</p> <p>Describe and evaluate the effectiveness of performances.</p>	

Subject	<u>Autumn</u>	<i>IDEAS</i>	<u>Spring</u>	<i>IDEAS</i>	<u>Summer</u>	<i>IDEAS</i>
Physical Education	<p>Topic: RIVERS</p> <p>PE2/1.1 Sport & Games</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p><u>DANCE Unit 1 AUTMN 1</u></p> <p>Children should learn to:-</p> <ul style="list-style-type: none"> ● respond to a range of stimuli ● respond imaginatively to character and narrative ● use simple motifs and movement patterns ● structure a dance with a partner ● describe and interpret dance using appropriate language <p><u>Dance Unit 2</u></p> <p>Respond imaginatively to stimuli Work in small groups to develop movement Compose using a range of new devices Interpret and comment upon other's work.</p> <p><u>DANCE UNIT 3</u></p> <p>Explore and create movement in response to the stimulus of a game Display how to link movements together logically and fluently Perform more complex dances Use different partner work devices Work in small groups to develop movement Demonstrate a range of descriptive language when talking about dancing</p>		<p>Topic: Ancient Egypt</p> <p>PE2/1.1 Sport & Games</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>GAMES SPRING 1</p> <p>- To consolidate and improve their skills in a creative and problem solving situation.</p> <p>-To adapt and transfer appropriate principles of play and tactics.</p> <p>-to make up rules and be prepared to modify or change them.</p> <p>-to cooperate and make collective decisions.</p> <p>ATHLETICS/GYM COMPETITION SPRING 2</p> <p>-to consolidate the quality and range of techniques they use for particular activities.</p> <p>-to develop their ability to use simple tactics in different situations.</p> <p>To know and describe the short</p>		<p>Topic: A Musical Adventure</p> <p>PE2/1.1 Sport & Games</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>ATHLETICS SUMMER 1</p> <p>-to consolidate and improve the quality, range and consistency of the techniques they use for specific activities.</p> <p>-To develop their ability to choose and use simple tactics and strengths in different situations.</p> <p>-to describe how the body reacts to different types of activity.</p> <p>-to describe and evaluate the effectiveness of performance and recognise aspects that need improving.</p> <p>GAMES SUMMER 1</p> <p>-to consolidate skills and improve technique.</p> <p>-to receive a ball from one direction and strike in into or field it from another direction</p> <p>-to develop simple tactics in a game</p>	

GYMNASTICS AUTUMN 2

to move into and from specific planned balances with an awareness of change of front
to identify and use planned variations in direction
create a sequence with a partner on floor and apparatus to show changes of front and direction.
Observe and describe the movements of others using appropriate language.

GAMES AUTUMN 2

To develop the range and consistency of their skills in the games played

To play small invasion games using a variety of formations

To understand, use and adapt simple tactics
To play to the rules

term effects of exercise on the body.

GYMNASTICS SPRING1

- to rotate and roll on body parts.
- to rotate and roll in different directions showing different shapes sizes and speed.

- to create a sequence with a partner on floor and apparatus using a variety of movements.

- to observe the work of others and make judgements against given criteria

activity.
-to understand what makes up god technique.
-To know and describe the short term effects of exercise o the body. Use running, jumping, throwing and catching in isolation and in combination.

ORIENTEERING SUMMER2

ATHELTICS –SUMMER 2, PREP FOR SPORTS DAY

Subject	<u>Autumn</u> Topic World War 1/2	<i>IDEAS</i>	<u>Spring</u> Topic: inventors, inventions, explorers	<i>IDEAS</i>	<u>Summer</u> Topic: Ancient Greece	<i>IDEAS</i>
Physical Education	<p>Invasion games UNIT 2 To consolidate existing skills and develop new ones</p> <p>To select and apply skills more consistently in specific invasion activities and games</p> <p>To select and apply basic invasion principles and adapt them to different situations</p> <p>To use information to evaluate their own and others' work</p> <p>Athletics UNIT 1 To develop consistency in their actions</p> <p>To choose appropriate equipment and technique</p> <p>To understand the basic principles for warming up</p> <p>To understand why exercise is good for you</p> <p>To evaluate their own and others' work and suggest ways to improve it</p>		<p>Invasion games UNIT 3 To develop new skills relevant to specific invasion games</p> <p>To know and apply basic tactics and strategies for attacking play</p> <p>To work cooperatively with others in a team</p> <p>To observe and select information to evaluate their own and others' work</p> <p>Striking and Fielding Games: UNIT 4 To develop their range of bowling, striking and fielding skills</p> <p>To experience all roles in small-sided striking / fielding games</p> <p>To play to rules and adapt basic tactics to use them in a range of games</p> <p>To recognise strengths and weaknesses in their own performance</p>		<p>Striking and Fielding Games: UNIT 4 To develop their range of bowling, striking and fielding skills</p> <p>To experience all roles in small-sided striking / fielding games</p> <p>To play to rules and adapt basic tactics to use them in a range of games</p> <p>To recognise strengths and weaknesses in their own performance</p> <p>Athletics: Unit 2 To develop consistent technique in various events</p> <p>To choose appropriate techniques for different events</p> <p>To understand how to warm up safely</p> <p>To understand why exercise is good for you</p> <p>To evaluate their own and others' work and suggest ways to improve it</p>	
Physical Education	<p>Dance units 17,18,19 Explore and improvise ideas, working on their own with a partner and in a group</p> <p>Compose dances by using, adapting and developing steps, formations and patterning</p> <p>To perform dances expressively</p> <p>Work in different group formations</p> <p>Explore and improvise ideas for dances</p>	LCP The Blitz	<p>Gym: Functional Use of the Limbs To understand that all gymnastic use of various combinations of pushing, pulling swinging and gripping</p> <p>To adapt, refine and improve specific skills and using this knowledge</p> <p>To design longer sequences to use planned variations in shape, speed and direction</p>		<p>Gym: Spinning and Turning to identify and use spinning, rotation and rolling around three different axes</p> <p>To adapt refine and improve specific skills</p> <p>To understand and use variations in speeds, levels, directions and pathways</p>	

<p>Compose dances using steps and patterns formed through exploration</p> <p>Perform basic dance actions with increased control</p> <p>Evaluate their own and others' dances</p> <p>Perform with expression to convey a variety of moods and feelings</p> <p>Practise dance in order to refine the quality</p> <p>Demonstrate competence in actions and dynamics</p> <p>Comment on work in order to improve skills and performance</p> <p>Gym: Balance Bridges To use balancing on different body parts to create bridge shapes both as individuals and with a partner</p> <p>To sustain concentration and practise to improve the quality and accuracy of their movements</p> <p>To work with a partner and create a sequence showing planned variations in level, direction and shape</p> <p>To understand the compositional principals of sequencing and recognise when something is absent</p> <p>Gym: Flight To understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from hands to feet</p> <p>To sustain concentration and practise to improve the precision and fluency of their movement</p> <p>To design and create a sequence using planned variations in levels, directions and pathways</p> <p>To transfer flight safely onto apparatus</p>	<p>To work in pairs to evaluate and improve composition</p> <p>Net/ court / wall games UNIT 1 To develop the range and consistency of their skills in tennis and volleyball activities</p> <p>To release the ball from different angles and send it at different angles</p> <p>To work in pairs or small groups to develop attack and defence in net games</p> <p>To evaluate performance and explain what needs improving</p>	<p>To observe and analyse a sequence and evaluate it using appropriate terminology</p> <p>DANCE unit 20, 21 22 Respond to a range of stimuli and accompaniment</p> <p>Refine their movement in order to improve performance</p> <p>Develop movement phrases and simple motifs</p> <p>Observe each other and comment on compositional work</p> <p>Respond to a range of stimuli and accompaniment</p> <p>Explore, improve and plan dances in groups</p> <p>Demonstrate competence in actions and dynamics</p> <p>Practise dance in order to refine the quality</p> <p>Explore, improve and combine movement ideas fluently and effectively</p> <p>Begin to use basic compositional principles</p> <p>When creating dances understand and demonstrate the intention of the dance</p> <p>Understand how a dance is formed and performed</p>	
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Subject	<u>Autumn</u> Topic: In the beginning	IDEAS	<u>Spring</u> Topic: Anglo-Saxons	IDEAS	<u>Summer</u> Topic: Field Exploration	IDEAS
Physical Education	<p>Dance</p> <p>Perform with clear intention and meaning</p> <p>Perform set patterns with knowledge and understanding of their meaning</p> <p>Work collaboratively with small and large groups</p> <p>Comment upon appropriate actions</p> <p>Value the contributions that dance makes to different cultures</p> <p>Explore, improvise and combine movement ideas fluently and effectively</p> <p>Begin to use basic compositional principles when creating dances</p> <p>Prepare effectively for dancing</p> <p>Work creatively and imaginatively with a partner and on their own</p> <p>Perform expressively and sensitively to accompaniment</p> <p>Perform dances fluently and with control</p> <p>Observe their own and others dances to evaluate</p> <p>Warm up and cool down independently</p>	Dance	<p>Gymnastics –</p> <p>To understand and identify counter-balance and counter-tension</p> <p>To demonstrate counter-balance and counter-tension in twos to show changes in shape, level and body parts used</p> <p>To work in pairs to construct, practice and evaluate and improve the composition and quality of a sequence</p> <p>To adapt and transfer a sequence onto apparatus</p> <p>To travel over and under shapes with a partner, with or without contact.</p> <p>To extend their skills to travel over a moving base.</p> <p>To work co-operatively with a partner to design a sequence which shows variations in shape, speed, direction and evaluate it's effectiveness.</p> <p>to travel rhythmically and develop timing with a partner or small groups synchronisation and canon.</p> <p>To adapt and develop movement and skills and work co-operatively with a partner or small group.</p> <p>To extend their understanding and use of levels, speed and pathways.</p> <p>To understand the compositional principles of sequencing and recognise when they are absent.</p>		<p>Dance</p> <p>Explore, improvise and combine movement ideas fluently and effectively.</p> <p>Create and structure phrases and sections of a dance.</p> <p>Begin to use basic compositional principles when creating dances.</p> <p>Evaluate, refine and develop their own and others work.</p> <p>Perform with expression and show clear understanding of the dance.</p> <p>Demonstrate initial movement responses.</p> <p>Demonstrate ability to translate ideas into symbolic meaning.</p> <p>demonstrate the ability to change and vary the space and use of dynamics.</p> <p>Understand the cultural context of the dance.</p>	Dance
Physical Education	<p>Games</p> <p>To combine and perform skills more fluently and implement these in kicking and invasion games</p>	Games – striking and fielding	<p>Games</p> <p>To play small-sided and modify the versions of wll/net games.</p>	Games	<p>Athletics</p> <p>To increase the number of techniques and develop</p>	Athletics

	<p>To understand and apply a range of tactics for attack and defence</p> <p>To evaluate their own and others work and suggest ways to improve it.</p> <p>To understand the need to prepare properly for games.</p> <p>To develop consistency in their striking and fielding games skills</p> <p>To select new skills in a game situation appropriately</p> <p>To play a wide range of striking and fielding games and transfer common principles</p> <p>To recognise strengths and weaknesses in their own performances.</p>	<p>games</p>	<p>To develop a range and consistency of their skills.</p> <p>To use and adapt rules, strategies and tactics, with the knowledge of basic principles of attack and defence.</p> <p>To evaluate performance and explain what needs to be improved.</p>		<p>consistency.</p> <p>To choose appropriate techniques for specific events.</p> <p>To understand the basic principles of warming up.</p> <p>To evaluate their own and others work and suggest ways to improve it.</p> <p>To understand why exercise is good for fitness, health and well-being.</p>	
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