

P.E Curriculum

Intent

At Jotmans hall, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle.

In addition to PE in curriculum time, we also strive to provide opportunities for children to access extracurricular physical activity through a wide range of sporting and active clubs such as: cheerleading, basketball, badminton, dodgeball, multi sports, tag rugby, running, dance, karate and football. We also encourage active playtimes using playground leaders, to ensure that we are giving children at our school the best possible chance of achieving the recommended 60 minutes of physical activity each day.

Festivals and competitions ensure all of our children have the opportunity to take part in a range of sports both in and outside of school whether that be at a competitive or noncompetitive level.

Implication

	Autumn	Spring	Summer
EYFS ELG			

		Autumn	Spring	Summer
Year 1/2	Year A	Gymnastics, Playground Games, Indoor Athletics and Multi Skills	Dance, Yoga, Invasion Games and Mini Tennis	Swimming, Athletics and Striking and Fielding
	Year B	Gymnastics, Playground Games, Indoor Athletics and Multi Skills	Dance, Yoga, Invasion Games and Mini Tennis	Swimming, Athletics and Striking and Fielding
	Events and Competitions	Year 1/2 Winter Games	Year 1/2 Athletics	Sports Day Internal

Year 1/2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
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Autumn Gymnastics	Gymnastics in year 1/2 will focus on creating routines both individually and in groups. Routines will consist of 3 elements; a jump, a body shape and a balance. Routines may be put with music. Group performances may be shown in class and feedback of what was good and what could be improved may be welcomed	Balance Balance Beam Apparatus Skill Mount	<ul style="list-style-type: none"> • Be able to work individually and as a team. • Be able to hold a balance for 3 seconds with a range of different points on the floor. • Perform different types of rolls including example; forwards, teddy bear, rolley poly. • Perform different types of jump including pencil jump and tuck jump. • Be able to use different apparatus to perform a sequence. • Be able to create a sequence using a combination of elements. 	Jumps Balances Routines Movement	<p>Through gymnastic activities pupils can;</p> <ul style="list-style-type: none"> • Hold shapes and balances on small and large body parts. • Plan, remember and repeat a sequence with three movements. • Show a clear beginning, middle and end in their sequences. • Travel on different parts of their body. • Use the space and apparatus safely. • Lift and carry apparatus safely. • Describe their actions and say what others are doing. <p>Explain how exercise helps to keep my body healthy.</p>
Playground Games	During this unit children will develop their knowledge, skills and understanding of physical education through developing skills and applying them. Travel with a ball and equipment in a different ways.	Hands together Soft hands Watching the ball/beanbag Soft, hard Bounce it past Underarm Teamwork Catching Throwing	<ul style="list-style-type: none"> • Show different ways of using a ball. • Understand how to use apparatus for its intended purpose. • To observe, copy and play games as an individual and in pairs. • To move safely and actively about the space. • Familiarisation with a ball – balancing, rolling and passing the ball around different body parts. 	<ul style="list-style-type: none"> • Patting and bouncing the ball and using the skills in games. • Throwing, catching, rolling and receiving and developing games. • Kicking the ball and dribbling. • Throwing and catching using beanbags, small balls and quoits. • Using the skills to develop individual and partner target games. • Aim consistently between, into at or over a variety of targets using a range of small equipment. • Understand the concept of aiming games and how to make their games harder. • Play an aiming game co-operatively with a partner and “keep the score”. • Running and avoiding games for warm ups to develop safe moving and awareness of others. • Develop throwing and catching skills using a range of equipment. • Beat own scores and under pressure. • Throw catch and bounce in different ways. • Make up games using throwing, catching and bouncing. Co-operatively and competitively 	<p>Through games activities pupils can;</p> <ul style="list-style-type: none"> • Kick, roll, underarm throw and strike a ball with control and accuracy. • Travel safely in different directions and at different speeds even when moving around others. • Play simple games on their own or with a partner. • Play by the rules of a game and keep the score. • Work well with a partner or small group. • Begin to understand simple tactics for attacking and defending. • Describe how their body feels after they have played a game.
Athletics	In year 1 and 2 Children explore running, jumping and throwing activities and take part in simple challenges and competitions. They	Run/ Sprint catch hop skip step	<p><u>By the end of year 2 children should be able to:</u></p> <p><u>Acquiring and developing skills</u></p> <ul style="list-style-type: none"> • To remember to repeat and link combinations of actions 	<p><u>Running</u></p> <ul style="list-style-type: none"> • Developing awareness of speed & distance • Learning to run in a coordinated & fluent way 	<p>Through athletics activities pupils can;</p> <ul style="list-style-type: none"> • Show different ways of running, jumping and throwing • Recognise and describe different running, jumping and throwing actions

	experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.	sideways, forwards, backwards throw high, low, far, near, straight aim drop bounce fast, medium, slow safely	<ul style="list-style-type: none"> • To use their bodies and a variety of equipment with greater control and coordination • To choose skills and equipment to help them meet the challenges they are set. <p><u>Selecting and applying skills</u></p> <ul style="list-style-type: none"> • To choose skills and equipment to help them meet the challenges they are set. <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Recognise and describe what their bodies feel during different types of activities. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Watch, copy and describe what they and others have done. 	<ul style="list-style-type: none"> • Learning to run at different speeds for short & longer durations • developing spatial awareness • learning to run in a coordinated & fluent way over obstacles • learning to run at different speeds over obstacles <p><u>Throwing</u></p> <ul style="list-style-type: none"> • Developing awareness of distance & weight • Learning to throw in a coordinated way for distance. • Learning to throw a range of different throwing implements • Developing awareness of distance & weight • Learning to throw in a coordinated way for accuracy • Learning to throw a range of different throwing implements. <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Developing awareness of distance & height <p>Learning to take off & land in a coordinated & controlled way</p> <ul style="list-style-type: none"> • Learning to jump in a variety of different ways <p>Developing awareness of distance & height learning</p>	<ul style="list-style-type: none"> • Show that they can perform well in a relay • Show different speeds when they travel • Perform a range of warm up activities <p>Through athletics activities pupils can;</p> <ul style="list-style-type: none"> • Show different ways of running, jumping and throwing • Recognise and describe different running, jumping and throwing actions • Show that they can perform well in a relay • Show different speeds when they travel • Perform a range of warm up activities
Multi Skills	<p><u>Multi Skills</u></p> <p>To perform the basic fundamental movement skills. Pupils will learn to develop a range of basic skills, actions and ideas. Pupils will begin to remember and repeat simple skills and actions with increasing control, showing Agility, Balance and Coordination. Pupils will choose and identify skills and actions and apply these in isolation and combination. Pupils will observe, copy and describe what they have learnt, suggesting how to improve.</p>	<ul style="list-style-type: none"> • Attacking • Defending • Running • Stopping • Jumping • Chasing • Dodging • Skipping. 	<ul style="list-style-type: none"> • Develop their sense of body awareness through a variety of activities and games • Developed a sense of spatial awareness and how to utilise it in games. • Developed their physical co-ordination and their hand eye co-ordination through different activities. <p>Begun the basic skills required to use in a variety of sports. These include: Balance, throwing, catching, agility, speed and strength</p>	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others. 	<p>Children will be assessed on:</p> <p>Their sense of body awareness through a variety of activities and games</p> <p>Sense of spatial awareness and how to utilise it in games.</p> <p>Their physical co-ordination and their hand eye co-ordination through different activities.</p> <p>Balance, throwing, catching, agility, speed and strength.</p>
Spring Dance	In years 1 and 2 children will acquire and develop their skills. Select and apply skills and compositional ideals.	<ul style="list-style-type: none"> • Create • Repeat • Copy • Patterns 	<ul style="list-style-type: none"> • Respond to stimuli -demonstrate the ability to look at touch/feel. Listen to different stimuli in order to share language, ideas images and initial movement responses. 	<p><u>Composing</u></p> <ul style="list-style-type: none"> • A dance should have a beginning middle and end • Include motifs and phrases 	<p>Through dance activities pupils can;</p> <ul style="list-style-type: none"> • Copy and repeat simple movement patterns.

	Have an opportunity to evaluate and improve	<ul style="list-style-type: none"> •Link •Sequence •Body actions and body shape •Stimuli – A poem, music etc. •Style •Rhythm •Speed •Motif 	<ul style="list-style-type: none"> •Know and perform the basic dance idea – demonstrate travelling, jumping, turning, gesturing and stillness. •Go and stop in control – show this in their personal space using the general space. •Change and vary actions – demonstrate using contrasting levels, directions and sizes. •Copy and perform simple movements/rhythmic patterns: demonstrate the ability to perform them in different formations. •Improvise an idea •Explore a range of movements suitable to the idea. •Choose appropriate movements to create short phrases and simple structures. •Perform with appropriate dynamics to interpret the idea. •Perform a whole dance which has a simple structure. •Work in pairs using simple relationships and compositional skills – demonstrate the ability to follow the leader, work side by side, back to back etc. •Observe each other and themselves dancing in order to identify, describe, recognise and recall movement in relation to actions, space, dynamics and relationships. •Know about dance in other cultures. •Know that dances have changed throughout time. •Know that dance is active and that changes occur in their bodies. •Describe what happens to their bodies and breathing when they dance. •Understand warming up and cooling down. 	<ul style="list-style-type: none"> •Contrasts and variations •Flow like a sequence in gymnastics •Dances should have transitions <p>Children also need opportunity to imagine, improvise develop vocabulary, explore movements, create simple motifs and phrases, develop and refine.</p> <p><u>Performing</u></p> <ul style="list-style-type: none"> •Travelling •Being Still •Making a shape •Jumping •Turning •Gesturing <p><u>Appreciation:</u></p> <ul style="list-style-type: none"> •Observing •Responding •Describing •Recognising •Reflecting •Interpreting •Comparing •Contrasting •Analysing •Decision Making •Evaluating •Discussing •Suggesting 	<ul style="list-style-type: none"> •Make their own movements from the starting idea set by the teacher. •Change movements when the music changes. •Can watch other people dance and talk about their dance. •Explain why we have to prepare the body for exercise.
Yoga	In this unit pupils will explore basic body movements and actions using different parts of their bodies. Pupils will express feelings, moods and ideas in response to different types of music and using a range of stimuli. Students will work with a partner or in small group and evaluate and assess movements to improve overall routines.	<ul style="list-style-type: none"> •Dance •Yoga poses •Story •Repeat •Balance •Forward •Bend •Twist •Stretch •Stand, •Listen •Stand •Calm •Relax. 	<ul style="list-style-type: none"> •Provide feedback to others. •Recognise changes in my body when I do exercise. •Remember and repeat actions, linking poses together. •Show an awareness of space when travelling. •Work with others to create poses. •Remember and repeat yoga flows. •Create and repeat simple flow sequences with control. •Describe how my body feels during exercise. •Move in time with my breath. •Provide feedback using key words. •Use clear shapes when performing poses. 	<ul style="list-style-type: none"> •Breathing •Balance •Flexibility •Strength •Working safely •Sharing ideas •Leadership •Calmness •Patience •Selecting actions •Creating poses •Focus •Providing feedback 	<p>Through yoga activities pupils can;</p> <ul style="list-style-type: none"> •Copy and repeat simple movement patterns. •Make their own movements from the starting idea set by the teacher. •Change movements when the music changes. •Can watch other people dance and talk about their dance. <p>Explain why we have to prepare the body for exercise</p>

Invasion Games	<p>Pupils will experience working with a variety of equipment and to develop individual skills leading to co-operative play. In all games activities, pupils will learn movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping. Pupils will begin to make use of space and start to think about outwitting an opponent. Will begin to watch and describe others' performances, as well as their own. To keep and run a game using a set of rules.</p>	<ul style="list-style-type: none"> • Attacking • Defending • Running • Stopping • Jumping • Chasing • Dodging • Skipping 	<p>Developing Physical and Mental Capacity/ Creative Problem Solving To experience and follow physical warm ups as an aid to improving general fitness and pupil's physical capacity. To develop understanding of basic rules and keep simple scores during modified game situations. Observe performances and techniques and offer positive and negative elements.</p> <p>Making and Applying Decisions Pupils will take part in simple games involving individual and co-operative play. Pupils will make quick decisions based on movement of the ball into space and choice of skill execution. Will understand the concept of a team and working with a small group (i.e. what a team is, how it is made up and the different roles in it).</p> <p>Making Informed Choices About Healthy, Active Lifestyle Highlight the health and enjoyment benefits from taking part in physical activity and discuss the need to stay active.</p> <p>To understand that physical activity can keep you healthy and fit. Suggest any invasion game clubs within the schools timetable and promote community links. i.e. football & netball</p>	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others • Pupils will develop the skills necessary to outwit opponents. Passing, receiving, shooting, running, stopping, jumping, chasing and dodging will be developed through small sided games and conditional situations. Pupils should begin to combine skills to develop an attack. Demonstrating performance. • To be able to choose and perform basic invasion game skills with control and accuracy. • To begin to explore handling, hitting and kicking skills using a variety of equipment. Understand ways of using space and 'tricking' opponents. • Continual development and refinement of these skills will contribute to producing an improved performance and will outwit opposition more frequently. 	<p>Through games activities pupils can;</p> <ul style="list-style-type: none"> • Kick, roll, underarm throw and strike a ball with control and accuracy. • Travel safely in different directions and at different speeds even when moving around others. • Play simple games on their own or with a partner. • Play by the rules of a game and keep the score. • Work well with a partner or small group. • Begin to understand simple tactics for attacking and defending. • Describe how their body feels after they have played a game.
Mini Tennis	<p>In this unit pupils will accurately replicate sending and receiving technique. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should begin to accurately score and officiate games of tennis to develop an attitude of fair play and sportsmanship.</p>	<ul style="list-style-type: none"> • Forehand • Backhand • Sending • Receiving • Anticipation • Scoring 	<p>Pupils will explore different ways of striking to a partner or in a team using a variety of strokes. Pupils will learn to apply consistency & quality in the use of techniques for tennis. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.</p> <p>Pupils will understand the concepts of tennis and make effective evaluations of strength and weaknesses in performance. Self-evaluation-suggest areas for improvement. Peer coaching (<i>i.e. watch each other playing and refine their skills</i>). Use demonstrations effectively to highlight good work (<i>what others are doing and copy how others act and work</i>).</p>	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others. • Forehand and backhand swing and striking skills 	<p>Through tennis activities pupils can;</p> <ul style="list-style-type: none"> • Strike a ball with control and accuracy. • Travel safely in different directions and at different speeds even when moving around others. • Play simple games on their own or with a partner. • Play by the rules of a game and keep the score. • Work well with a partner or small group. • Begin to understand simple tactics for attacking and defending. • Describe how their body feels after they have played a game.

Summer Striking and Fielding	Pupils will experience working with a variety of equipment and to develop individual skills leading to co-operative play. In all games activities, pupils will learn core skills relevant to striking and fielding games, including sending, receiving, batting and bowling & chasing. Pupils will begin to make use of space and start to think about outwitting an opponent. Will begin to watch and describe others' performances, as well as their own. To develop an attitude of fair play, sportsmanship and enjoyment while using a set of rules.	<ul style="list-style-type: none"> • Batting, • fielding, • bowling • sending • receiving • anticipation • scoring 	<ul style="list-style-type: none"> • To be able to choose and perform basic striking and fielding game skills using a variety of bats, sticks and rackets. To experience handling, hitting and kicking skills. Understand ways of using space and 'tricking' opponents. Continual development and refinement of these skills will contribute to producing an improved performance and will outwit opposition more frequently. • Pupils will take part in simple games involving individual and co-operative play. Pupils will make quick decisions based on movement of the ball into space and choice of skill execution. Will understand the concept of a team and working with a small group (i.e. what a team is, how it is made up and the different roles in it). • Be able to understand the concept of games activities. Pupils should be able to describe what an effective chasing, dodging and throwing style looks like. Use pupil demonstration to highlight good work (i.e. what is happening, what others are doing and copy how others act and work). 	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others. 	Through striking and fielding activities pupils can; <ul style="list-style-type: none"> • Underarm and over arm throw towards a target or partner. • Strike a ball which is rolled or thrown to me. • Stop a ball that is rolled or thrown to me. • Play to the rules of a game and keep the score • Work well with a partner or small group. • Describe how my body feels after I have played a striking and fielding game.

		Autumn	Spring	Summer
Year 3/4	Year A	Gymnastics Multi Skills Yoga	Dance Gymnastics Invasion Games (Hockey, Basketball) Athletics	Swimming Athletics Net Wall Games (Tennis)
	Year B	Gymnastics Dodgeball Multi Skills	Dance Gymnastics Invasion Games (Football, Netball) Athletics	Swimming Athletics Striking and Fielding
	Events and Competitions	Year 3/4 Active festival	Dance Festival Cross Country Cheerleading	District Sports Sports day internal

Year 3/4	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Gymnastics See individual schemes of work for Autumn/Spring/ A and B.	Gymnastics in year 3 and 4 will focus on creating routines both individually and in groups. Routines will consist of at least 3 elements; a jump, roll and balance. Routines may be put with music and when performed to groups	<ul style="list-style-type: none"> • Balance • Balance Beam: • Apparatus • Sequence • Skill: • Tuck 	<ul style="list-style-type: none"> • Be able to work individually and as a team. • Be able to hold a balance for 3 seconds with a range of different points on the floor. • Perform different types of rolls including example; forwards, teddy bear, roly-poly. • Perform different types of jump including pencil jump and tuck jump. 	Jumping Rolling Balancing Co-operation	Through gymnastic activities pupils can; Perform actions and balances with control and coordination. Understand and show how to move into and out of skills.

	will be analysed. Feedback will help to improve both personal and group performances.	<ul style="list-style-type: none"> • Bridge 	<ul style="list-style-type: none"> • Be able to use different apparatus to perform a sequence. • Be able to create a sequence using a combination of elements. 		<p>Plan and use the compositional ideas of speed, level, direction and pathway in their sequences.</p> <p>Observe and describe the movements of others using gymnastic vocabulary and understand what makes a good sequence.</p> <p>Explain how exercise strengthens their bones and muscles (including the heart) and keeps their joints flexible.</p>
Multi Skills	To perform the fundamental movement skills. Pupils will learn to develop a range of basic skills, actions and ideas. Pupils will begin to remember and repeat simple skills and actions with increasing control, showing Agility, Balance and Coordination. Pupils will choose and identify skills and actions and apply these in isolation and combination. Pupils will observe, copy and describe what they have learnt, suggesting how to improve.	<ul style="list-style-type: none"> • Attacking • Defending • Running • Stopping • Jumping • Chasing • Dodging • Skipping. 	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others. 	<ul style="list-style-type: none"> • Develop their sense of body awareness through a variety of activities and games • Developed a sense of spatial awareness and how to utilise it in games. • Developed their physical co-ordination and their hand eye co-ordination through different activities. • Begun the basic skills required to use in a variety of sports. These include: Balance, throwing, catching, agility, speed and strength. 	<p>Children will be assessed on their:</p> <p>Their sense of body awareness through a variety of activities and games</p> <p>Sense of spatial awareness and how to utilise it in games.</p> <p>Their physical co-ordination and their hand eye co-ordination through different activities.</p> <p>Balance, throwing, catching, agility, speed and strength.</p>
Dodgeball	<p>Aim: To develop throwing, catching skills, learning how to move into space using quick feet, and quick changes of direction.</p> <p>To understand the main rules of dodgeball and to follow them effectively in a game situation.</p>	<ul style="list-style-type: none"> • Catch • Throw • Dodge • Duck • Defend • Attack • Honesty 	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (<i>pupils can learn more complex skills like counterattacks and blocking to defend</i>) • Compare their performances with previous ones and demonstrate improvement to achieve their personal best (<i>pupils can evaluate their skills at the start and end of lessons with their peers, and reflect on their learning</i>) 	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination (dodgeball encourages combinations of these skills e.g. running throws and jump catches) • Develop flexibility, strength, technique, control and balance (throwing develops full body strength, technique and control. Dodging refines balance, flexibility and core strength in order to change direction quickly) 	<p>On completion of this term the following assessment criteria would have been covered:</p> <p>A) To learn how catch a ball in different situations such as standing still and whilst on the move.</p> <p>B) To learn how to effectively find and create space for yourself and others</p> <p>C) To learn how to move their feet quickly and effectively to dodge any dodgeballs and learn accuracy of shots.</p> <p>D) To understand the basic rules of Dodgeball .a short warm up routine.</p>
Dance	In years 3 and 4 children will acquire and develop their skills. Select and apply skills and compositional ideals. Have an opportunity to evaluate and improve. Improve their ongoing fitness and health development.	<ul style="list-style-type: none"> • Create • Repeat • Copy • Patterns • Link • Sequence 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Perform the basic actions and dance clearly and fluently. • Perform with expression and sensitivity to the dance idea and the accompaniment. 	<p><u>Composing</u></p> <ul style="list-style-type: none"> • A dance should have a beginning middle and end • Include motifs and phrases • Contrasts and variations • Flow like a sequence in gymnastics 	<p>Through dance activities pupils can; Copy, refine and repeat dance phrases and dances.</p> <p>Perform with expression and basic actions are clear and fluent.</p>

		<ul style="list-style-type: none"> •Body actions and body shape •Stimuli – A poem, music etc. •Style •Rhythm •Speed •Motif 	<ul style="list-style-type: none"> • Copy, refine and repeat dance phrases. • Know how to begin to develop ideas • Use simple motifs and movement patterns to structure dance phrases on their own or with a partner in a group. •Observe themselves and others dancing. •Describe and interpret the dances of other children using appropriate language. •Suggest how dances and performances can be improved. •Recognise that dance is a good activity for health and well-being •Show an understanding of warming up and cooling down and choose appropriate activities to do so on their own. 	<ul style="list-style-type: none"> •Dances should have transitions Children also need opportunity to imagine, improvise develop vocabulary, explore movements, create simple motifs and phrases, develop and refine. <p><u>Performing</u></p> <ul style="list-style-type: none"> •Travelling •Being Still •Making a shape •Jumping • Turning •Gesturing <p><u>Appreciation:</u></p> <ul style="list-style-type: none"> •Observing •Responding •Describing •Recognising •Reflecting •Interpreting •Comparing •Contrasting •Analysing •Decision Making •Evaluating •Discussing •Suggesting 	<p>Use simple motifs and movement patterns to create a dance phrase on their own or with others.</p> <p>Use dance vocabulary to describe dances and suggest how they can be improved.</p> <p>Choose activities for warming up and cooling down in dance.</p>
Invasion Games	<p>In all games activities, pupils will think about the use of strategies to outwit opponents. Pupils will focus on improving the skills of sending, receiving, striking and travelling with a ball in a range of contexts. They will learn to make informed decisions during small sided games and simplified versions of recognised competitive games. To understand the effect of exercise and develop an attitude of fair play and enjoyment.</p>	<p>Anticipation, Rebounds Aiming Speed Direction Passing Controlling Shooting & scoring.</p>	<p>Outwitting an opponent To be able to choose and perform basic games skills with control and accuracy. To begin to explore ways of using space and develop an understanding about how to outwit opponents. Continual development and refinement of these skills will contribute to producing an improved performance and will outwit opposition more frequently.</p> <p>Developing Physical and Mental Capacity/ Creative Problem Solving To experience and follow physical warm ups as an aid to improving general fitness and pupil's physical capacity. To develop understanding of basic rules and keep simple scores during a game situation. Use games skills to develop observation skills on peer performances and techniques.</p>	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others 	<p>Through games activities pupils can; Throw, kick, hit and roll a ball with control and accuracy.</p> <p>Travel safely even when dribbling or carrying a ball.</p> <p>Play by the rules of an invasion game and keep the score.</p> <p>Recognise what they do best and what areas they need to improve.</p> <p>Work well with others to organise and keep the game going. Lead a partner through a short warm up routine.</p>

			<p>Developing Accurate Replication of Skills/Performances/Actions Pupils will develop the skills necessary to outwit opponents. Passing, receiving, shooting, throwing and anticipation will be developed through small sided games and conditional situations.</p> <p>Evaluating and Improving Be able to understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Suggest areas for improvement. Peer coaching (<i>i.e. watch each other playing and refine their skills</i>). Use demonstrations effectively to highlight good work (<i>i.e. what others are doing and copy how others act and work</i>).</p>		
<p>Athletics</p> <p>See schemes of work on shared drive for different activities – throwing, jumping and running.</p>	<p>In year 3 and 4 children explore running, jumping and throwing activities and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.”</p>	<p>Run/ Sprint catch hop skip step sideways, forwards, backwards throw high, low, far, near, straight aim drop bounce fast, medium, slow safely</p>	<p>Accurate Replication • Pupils will develop and accurately replicate the skills of running, jumping for distance and throwing for distance. Pupils should understand that different events demand different abilities and be able to adapt their skills/techniques to the needs of the event.</p> <p>Developing Physical and Mental Capacity/ Creative Problem Solving To recognise that different types of activities require different type of fitness. Pupils will prepare and recover from exercise safely and effectively. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques.</p> <p>Developing Skills/Performances/Actions Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain a baseline experience at running, jumping and throwing events. In all events, demonstration of accurate technique and related performances will be assessed against the NC.</p> <p>Making and Applying Decisions Pupils will evaluate the use of body parts to gain an improvement in replicated technique. Pupils will work on refining techniques in order to run, jump or throw further. Apply some ideas for effective competitive performance in a range of events..</p> <p>Making Informed Choices About Healthy, Active Lifestyle Highlight the benefits of athletic based movements to fitness and of being healthy and active. To begin</p>	<p>1) Move with ease and show control in a range of physical contexts 2) Generate & implement ideas and strategies to solve problems 3) Communicate clearly and cooperatively with others.</p>	<p>Through athletics activities pupils can;</p> <p>Perform five jumps on their own or in a combination</p> <p>Perform the three different throwing actions.</p> <p>show good control when taking off and landing Choose the best style of running over short and long distances</p> <p>Explain what is successful and suggest ideas to improve Recognise that their body works differently in different types of athletic events</p>

			<p>to understand how important nutrition and hygiene is to sustaining a healthy life. Suggest any athletics clubs within the school timetable and promote community links. To understand the type of fitness athletes need to perform at a high level.</p> <p>Evaluating and Improving Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of peer assessment worksheets for events. Students should be able to describe the elements of an effective running, jumping & throwing style. Appropriate questioning on teaching points of the skills will enhance learning.</p>		
Net Wall Games	<p>In this unit pupils will accurately replicate sending and receiving technique. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should begin to accurately score and officiate games of tennis to develop an attitude of fair play and sportsmanship.</p>	<ul style="list-style-type: none"> • Forehand • Backhand • Sending • Receiving • Anticipation • Scoring. • Rally 	<p>Outwitting an opponent Pupils will explore different ways of striking to a partner or in a team using a variety of strokes. Pupils will learn to apply consistency & quality in the use of techniques for tennis.</p> <p>Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.</p> <p>Developing Physical and Mental Capacity/ Creative Problem Solving Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity.</p> <p>Developing Accurate Replication of Skills/Performances/Actions Pupils will develop the skills necessary to outwit opponents. Forehand, backhand, power will be developed through small sided games and conditional situations. Pupils should begin to combine skills to create effective performances. Demonstrating high quality performances and accurate replication will be assessed.</p> <p>Making and Applying Decisions Pupils will need to implement tactical decisions based on movement of the ball into space to outwit opposition.</p> <p>Evaluating and Improving Pupils will understand the concepts of tennis and make effective evaluations of strength and weaknesses in performance. Self-evaluation-suggest areas for improvement. Peer coaching (i.e. watch each other playing and refine their</p>	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others. • Forehand • Backhand 	<p>Through net/wall games activities pupils can;</p> <ul style="list-style-type: none"> • Hit a ball/shuttlecock using a racket or my hands when it is thrown to them. • Move forwards, backwards and sideways at different speeds. • Play by the rules of a game and keep the score. • Work well with a partner or small group. • Describe how their body feels after their have played a game. • Keep a rally going using a range of shots. • Identify areas of their game that need improving and suggest ways to do this.

			<i>skills). Use demonstrations effectively to highlight good work (what others are doing and copy how others act and work).</i>		
Striking and Fielding Games	In this unit pupils will improve the basic skills of sending, receiving, batting and bowling. Pupils will play small-sided and modified competitive striking/fielding games. Pupils will work on the common skills and principles, including attack and defence to play both Kiwk Cricket and Rounders. To develop an attitude of fair play, sportsmanship and enjoyment.	<ul style="list-style-type: none"> • Batting, • fielding, • bowling • sending • receiving • anticipation • scoring 	<p>Outwitting an opponent Pupils will explore different ways of striking to a partner or in a team using a variety of bats, sticks and rackets. Pupils will learn to apply consistency & quality in the use of techniques for batting, bowling and fielding. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.</p> <p>Developing Physical and Mental Capacity/ Creative Problem Solving Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To extend knowledge of cricket scoring and umpire signals. To develop mental capacity when scoring and keeping run totals.</p> <p>Developing Accurate Replication of Skills/Performances/Actions Pupils will develop the skills necessary to outwit opponents. Batting, bowling and fielding will be developed through small sided games and conditional situations. Pupils should begin to combine skills to create effective performances. Demonstrating high quality performances and accurate replication will be assessed.</p> <p>Making and Applying Decisions Pupils will need to implement tactical decisions based on movement of the ball into space to outwit opposition.</p> <p>Will understand the concept of a team and working within a team (i.e. the different roles in it).</p> <p>Making Informed Choices About Healthy, Active Lifestyle Highlight the possible health benefits gained from taking part in activities and discuss the importance of nutrition and hygiene is to a healthy life. Suggest any cricket clubs within the school timetable and promote community links.</p> <p>Evaluating and Improving Pupils will understand the concepts of cricket and make effective evaluations of strength and weaknesses in performance. Self-evaluation-suggest areas for improvement. Peer coaching (i.e. watch each other playing and refine their skills). Use demonstrations effectively to highlight good work (what others are doing and copy how others act and work).</p>	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts – catching, throwing striking and anticipating • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others. 	<p>Through striking and fielding activities pupils can;</p> <p>Underarm and over arm throw towards a target or partner.</p> <p>Strike a ball which is rolled or thrown to me.</p> <p>Stop a ball that is rolled or thrown to me.</p> <p>Play to the rules of a game and keep the score</p> <p>Work well with a partner or small group.</p> <p>Describe how my body feels after I have played a striking and fielding game.</p>

		Autumn	Spring	Summer
Year 5 /6	Year A	Gymnastics Multi Skills Alternative Games Dodgeball	Dance Gymnastics Invasion Games (Hockey, Basketball) Athletics	Swimming Net Wall Games Athletics Striking and Fielding Games
	Year B	Gymnastics Multi Skills Alternative Games Dodgeball	Dance Gymnastics Invasion Games (Football, Netball) Athletics	Swimming Net Wall Games Athletics Striking and Fielding Games
	Events and competitions	Year 5/6 Sports Skills Festival	Cheerleading Cross Country	District Sports Sports day internal

Year 5 / 6	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Gymnastics See schemes of work on shared drive for A/B and Autumn/Spring	Gymnastics in KS2 will focus on creating routines both individually and in groups. Routines will consist of at least 3 elements; a jump, roll and balance. Routines may be put with music and when performed to groups will be analysed. Feedback will help to improve both personal and group performances.	<ul style="list-style-type: none"> • Balance • Balance Beam: • Apparatus • Sequence • Skill: • Tuck • Bridge 	<ul style="list-style-type: none"> • Be able to work individually and as a team. • Be able to hold a balance for 3 seconds with a range of different points on the floor. • Perform different types of rolls including example; forwards, teddy bear, roly-poly. • Perform different types of jump including pencil jump and tuck jump. • Be able to use different apparatus to perform a sequence. • Be able to create a sequence using a combination of elements. 	Jumping Rolling Balancing Co-operation Evaluating	<p>Through gymnastic activities pupils can; Perform actions and balances with control and coordination.</p> <p>Understand and show how to move into and out of skills. Plan and use the compositional ideas of speed, level, direction and pathway in their sequences.</p> <p>Observe and describe the movements of others using gymnastic vocabulary and understand what makes a good sequence.</p> <p>Explain how exercise strengthens their bones and muscles (including the heart) and keeps their joints flexible.</p>
Multi Skills	To perform the fundamental movement skills. Pupils will learn to develop a range of basic skills, actions and ideas. Pupils will begin to remember and repeat simple skills and actions with increasing control, showing Agility, Balance and Coordination. Pupils will choose and identify skills and	<ul style="list-style-type: none"> • Attacking • Defending • Running • Stopping • Jumping • Chasing • Dodging • Skipping. 	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others. 	<ul style="list-style-type: none"> • Develop their sense of body awareness through a variety of activities and games • Developed a sense of spatial awareness and how to utilise it in games. • Developed their physical co-ordination and their hand eye 	<p>Children will be assessed on their:</p> <p>Their sense of body awareness through a variety of activities and games</p> <p>Sense of spatial awareness and how to utilise it in games.</p>

	actions and apply these in isolation and combination. Pupils will observe, copy and describe what they have learnt, suggesting how to improve.			co-ordination through different activities. • Begun the basic skills required to use in a variety of sports. These include: Balance, throwing, catching, agility, speed and strength.	Their physical co-ordination and their hand eye co-ordination through different activities. Balance, throwing, catching, agility, speed and strength.
Dodgeball	Aim: To develop throwing, catching skills, learning how to move into space using quick feet, and quick changes of direction. To understand the main rules of dodgeball and to follow them effectively in a game situation.	<ul style="list-style-type: none"> • Catch • Throw • Dodge • Duck • Defend • Attack • Honesty 	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (<i>pupils can learn more complex skills like counterattacks and blocking to defend</i>) • Compare their performances with previous ones and demonstrate improvement to achieve their personal best (<i>pupils can evaluate their skills at the start and end of lessons with their peers, and reflect on their learning</i>) 	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination (dodgeball encourages combinations of these skills e.g. running throws and jump catches) • Develop flexibility, strength, technique, control and balance (throwing develops full body strength, technique and control. Dodging refines balance, flexibility and core strength in order to change direction quickly) 	On completion of this term the following assessment criteria would have been covered: A) To learn how catch a ball in different situations such as standing still and whilst on the move. B) To learn how to effectively find and create space for yourself and others C) To learn how to move their feet quickly and effectively to dodge any dodgeballs and learn accuracy of shots. D) To understand the basic rules of Dodgeball .a short warm up routine.
Dance	In years 5 and 6 children will acquire and develop their skills. Select and apply skills and compositional ideals. Have an opportunity to evaluate and improve. Improve their ongoing fitness and health development.	<ul style="list-style-type: none"> •Create •Repeat •Copy •Patterns •Link •Sequence •Body actions and body shape •Stimuli – A poem, music etc •Style •Rhythm •Speed •Motif 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Perform the basic actions and dance clearly and fluently. • Perform with expression and sensitivity to the dance idea and the accompaniment. • Copy, refine and repeat dance phrases. • Know how to begin to develop ideas • Use simple motifs and movement patterns to structure dance phrases on their own or with a partner in a group. •Observe themselves and others dancing. •Describe and interpret the dances of other children using appropriate language. •Suggest how dances and performances can be improved. •Recognise that dance is a good activity for health and well-being •Show an understanding of warming up and cooling down and choose appropriate activities to do so on their own. 	<p><u>Composing</u></p> <ul style="list-style-type: none"> •A dance should have a beginning middle and end •Include motifs and phrases •Contrasts and variations •Flow like a sequence in gymnastics •Dances should have transitions <p>Children also need opportunity to imagine, improvise develop vocabulary, explore movements, create simple motifs and phrases, develop and refine.</p> <p><u>Performing</u></p> <ul style="list-style-type: none"> •Travelling •Being Still •Making a shape •Jumping •Turning •Gesturing <p><u>Appreciation:</u></p> <ul style="list-style-type: none"> •Observing 	<p>Through dance activities pupils can;</p> <p>Copy, refine and repeat dance phrases and dances.</p> <p>Perform with expression and basic actions are clear and fluent.</p> <p>Use simple motifs and movement patterns to create a dance phrase on their own or with others.</p> <p>Use dance vocabulary to describe dances and suggest how they can be improved.</p> <p>Choose activities for warming up and cooling down in dance.</p>

				<ul style="list-style-type: none"> •Responding •Describing •Recognising •Reflecting •Interpreting •Comparing •Contrasting •Analysing •Decision Making •Evaluating •Discussing •Suggesting 	
Invasion Games	<p>In all games activities, pupils will think about the use of strategies to outwit opponents. Pupils will focus on improving the skills of sending, receiving, striking and travelling with a ball in a range of contexts. They will learn to make informed decisions during small sided games and simplified versions of recognised competitive games. To understand the effect of exercise and develop an attitude of fair play and enjoyment.</p>	<p>Anticipation, Rebounds Aiming Speed Direction Passing Controlling Shooting & scoring.</p>	<p>Outwitting an opponent To be able to choose and perform basic games skills with control and accuracy. To begin to explore ways of using space and develop an understanding about how to outwit opponents. Continual development and refinement of these skills will contribute to producing an improved performance and will outwit opposition more frequently.</p> <p>Developing Physical and Mental Capacity/ Creative Problem Solving To experience and follow physical warm ups as an aid to improving general fitness and pupil's physical capacity. To develop understanding of basic rules and keep simple scores during a game situation. Use games skills to develop observation skills on peer performances and techniques.</p> <p>Developing Accurate Replication of Skills/Performances/Actions Pupils will develop the skills necessary to outwit opponents. Passing, receiving, shooting, throwing and anticipation will be developed through small sided games and conditional situations.</p> <p>Evaluating and Improving Be able to understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Suggest areas for improvement. Peer coaching (<i>i.e. watch each other playing and refine their skills</i>). Use demonstrations effectively to highlight good work (<i>i.e. what others are doing and copy how others act and work</i>).</p>	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others 	<p>Through games activities pupils can; Throw, kick, hit and roll a ball with control and accuracy.</p> <p>Travel safely even when dribbling or carrying a ball.</p> <p>Play by the rules of an invasion game and keep the score.</p> <p>Recognise what they do best and what areas they need to improve.</p> <p>Work well with others to organise and keep the game going. Lead a partner through a short warm up routine.</p>
Athletics	<p>In year 5 and 6 children explore running, jumping and throwing activities and take part in simple</p>	<p>Run/ Sprint catch hop</p>	<p>Accurate Replication</p> <ul style="list-style-type: none"> • Pupils will develop and accurately replicate the skills of running, jumping for distance and throwing 	<p>1) Move with ease and show control in a range of physical contexts</p>	<p>Through athletics activities pupils can;</p>

	challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.”	skip step sideways, forwards, backwards throw high, low, far, near, straight aim drop bounce fast, medium, slow safely	<p>for distance. Pupils should understand that different events demand different abilities and be able to adapt their skills/techniques to the needs of the event.</p> <p>Developing Physical and Mental Capacity/ Creative Problem Solving</p> <p>To recognise that different types of activities require different type of fitness. Pupils will prepare and recover from exercise safely and effectively. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques.</p> <p>Developing Skills/Performances/Actions</p> <p>Pupils will develop the skills necessary to compete and achieve in a number of athletic events. To gain a baseline experience at running, jumping and throwing events. In all events, demonstration of accurate technique and related performances will be assessed against the NC.</p> <p>Making and Applying Decisions</p> <p>Pupils will evaluate the use of body parts to gain an improvement in replicated technique. Pupils will work on refining techniques in order to run, jump or throw further. Apply some ideas for effective competitive performance in a range of events...</p> <p>Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the benefits of athletic based movements to fitness and of being healthy and active. To begin to understand how important nutrition and hygiene is to sustaining a healthy life.</p> <p>Suggest any athletics clubs within the school timetable and promote community links. To understand the type of fitness athletes need to perform at a high level.</p> <p>Evaluating and Improving</p> <p>Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of peer assessment worksheets for events. Students should be able to describe the elements of an effective running, jumping & throwing style. Appropriate questioning on teaching points of the skills will enhance learning.</p>	<p>2) Generate & implement ideas and strategies to solve problems</p> <p>3) Communicate clearly and cooperatively with others.</p>	<p>Perform five jumps on their own or in a combination</p> <p>Perform the three different throwing actions.</p> <p>show good control when taking off and landing</p> <p>Choose the best style of running over short and long distances</p> <p>Explain what is successful and suggest ideas to improve</p> <p>Recognise that their body works differently in different types of athletic events</p>
Net and Wall Games	In this unit pupils will accurately replicate sending and receiving technique. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In net games, it is the players aim to get the ball to land in the target area so that the	<ul style="list-style-type: none"> • Forehand • Backhand • Sending • Receiving • Anticipation • Scoring. <p>Rally</p>	<p>Outwitting an opponent</p> <p>Pupils will explore different ways of striking to a partner or in a team using a variety of strokes.</p> <p>Pupils will learn to apply consistency & quality in the use of techniques for tennis.</p>	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others. 	<p>Through net/wall games activities pupils can;</p> <ul style="list-style-type: none"> • Hit a ball/shuttlecock using a racket or my hands when it is thrown to them. • Move forwards, backwards and sideways at different speeds.

	opponent cannot return it. Pupil should begin to accurately score and officiate games of tennis to develop an attitude of fair play and sportsmanship.		<p>Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.</p> <p>Developing Physical and Mental Capacity/ Creative Problem Solving Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity.</p> <p>Developing Accurate Replication of Skills/Performances/Actions Pupils will develop the skills necessary to outwit opponents. Forehand, backhand, power will be developed through small sided games and conditional situations. Pupils should begin to combine skills to create effective performances. Demonstrating high quality performances and accurate replication will be assessed.</p> <p>Making and Applying Decisions Pupils will need to implement tactical decisions based on movement of the ball into space to outwit opposition.</p> <p>Evaluating and Improving Pupils will understand the concepts of tennis and make effective evaluations of strength and weaknesses in performance. Self-evaluation- suggest areas for improvement. Peer coaching (<i>i.e. watch each other playing and refine their skills</i>). Use demonstrations effectively to highlight good work (<i>what others are doing and copy how others act and work</i>).</p>	<ul style="list-style-type: none"> • Forehand • Backhand 	<ul style="list-style-type: none"> • Play by the rules of a game and keep the score. • Work well with a partner or small group. • Describe how their body feels after their have played a game. • Keep a rally going using a range of shots. • Identify areas of their game that need improving and suggest ways to do this.
Striking and Fielding Games	In this unit pupils will improve the basic skills of sending, receiving, batting and bowling. Pupils will play small-sided and modified competitive striking/fielding games. Pupils will work on the common skills and principles, including attack and defence to play both Kiwk Cricket and Rounders. To develop an attitude of fair play, sportsmanship and enjoyment.	<ul style="list-style-type: none"> • Batting, • fielding, • bowling • sending • receiving • anticipation • scoring 	<p>Outwitting an opponent Pupils will explore different ways of striking to a partner or in a team using a variety of bats, sticks and rackets. Pupils will learn to apply consistency & quality in the use of techniques for batting, bowling and fielding. Continual development, adaptation and refinement of the necessary skills will contribute to producing an improved performance & technique.</p> <p>Developing Physical and Mental Capacity/ Creative Problem Solving Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. To extend knowledge of cricket scoring and umpire signals. To develop mental capacity when scoring and keeping run totals.</p> <p>Developing Accurate Replication of Skills/Performances/Actions</p>	<ul style="list-style-type: none"> • Move with ease and show control in a range of physical contexts – catching, throwing striking and anticipating • Generate & implement ideas and strategies to solve problems • Communicate clearly and cooperatively with others. 	<p>Through striking and fielding activities pupils can;</p> <p>Underarm and over arm throw towards a target or partner.</p> <p>Strike a ball which is rolled or thrown to me.</p> <p>Stop a ball that is rolled or thrown to me.</p> <p>Play to the rules of a game and keep the score</p> <p>Work well with a partner or small group.</p>

			<p>Pupils will develop the skills necessary to outwit opponents. Batting, bowling and fielding will be developed through small sided games and conditional situations. Pupils should begin to combine skills to create effective performances. Demonstrating high quality performances and accurate replication will be assessed.</p> <p>Making and Applying Decisions</p> <p>Pupils will need to implement tactical decisions based on movement of the ball into space to outwit opposition.</p> <p>Will understand the concept of a team and working within a team (<i>i.e. the different roles in it</i>).</p> <p>Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the possible health benefits gained from taking part in activities and discuss the importance of nutrition and hygiene is to a healthy life. Suggest any cricket clubs within the school timetable and promote community links.</p> <p>Evaluating and Improving</p> <p>Pupils will understand the concepts of cricket and make effective evaluations of strength and weaknesses in performance. Self-evaluation- suggest areas for improvement. Peer coaching (<i>i.e. watch each other playing and refine their skills</i>).</p> <p>Use demonstrations effectively to highlight good work (<i>what others are doing and copy how others act and work</i>).</p>		Describe how my body feels after I have played a striking and fielding game.
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Impact

Pupils will be selected to compete against other schools in the area in a variety of sports throughout their time in school. The curriculum outlined above will aid them in their development and the impact will be seen in these events. All children will have the opportunity to represent the school in different events throughout their time as we take part in several festivals and skills events that are noncompetitive. This will ensure that all children have an opportunity to reach their full potential and develop a long lasting positive relationship with sport.

Assessments will be made after each unit to inform potential and development. These assessments are made on the individual's skills and knowledge of the particular sport or activity and reflect the requirements of the national curriculum. The knowledge organisers and key questions will allow teachers and staff to implement and improve pupils learning.