Curriculum Development Document

Physical Education

Achieve Believe Care

Curriculum Rationale

At Howley Grange we strive to ensure that our curriculum enables all children to gain the wisdom and courage to make positive choices now, and in their futures.

Howley Grange is committed to providing children with an ambitious curriculum that is broad and balanced. We recognise the upmost importance of ensuring children gain fundamental literacy and numeracy skills and that they have opportunities to develop their individual interests and specialisms in a wide variety of subjects.

Staff plan key questions to encourage the use of enquiry, as well as focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout our school. Our curriculum is designed to help learners to remember the content they are taught in the long term and to integrate new knowledge into larger concepts. Parents, staff and most importantly our children tell us that they enjoy their learning and are eager to find out about the topics and themes, often choosing to take their learning beyond the classroom.

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. Schools are not required by law to teach the example content in [square brackets].

Key Stage One: Coverage

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 Two: Coverage

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.

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.

The school PE Curriculum

Our curriculum planning follows a published resource called ‘Champions’ which is provided by Rising Stars. Champions is a Sports, Fitness and Health programme for Years 1 to 6. It is a holistic approach to the teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing. It was inspired by an approach at Ark Bentworth and Ark Conway schools. It has been developed and successfully implemented in school by specialist teachers and, as such, is a proven part of wider school improvement and an effective measure of individual children’s fitness and sport progress.

Our outdoor PE units have been supplemented with additional games and sports that have been devised by a specialist sports coach. The coach delivers these lessons through the school.

EYFS

EYFS	
Yoga	-Develop independence and coordination to get changed into/out of P.E. kits. -Develop core strength and balance.
Dance	-Copy movements and begin to link them together. -Develop coordination. -Begin to explore basic body patterns and movements to music
Games	-Negotiate space and obstacles, during play and discrete P.E., safely. -Move in a range of ways, negotiating space successfully, stop and change direction. -Begin to develop and refine a range of ball skills, requiring coordination, including: throwing, catching, kicking, passing, batting, and aiming. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a large ball.
Gymnastics	-Combine movements with increasing fluency. -Jump off an object and land appropriately. - Use apparatus to demonstrate balance, coordination and agility, particularly when climbing.

Outdoor KS1 and KS2 PE Overview

Year						
1	**Multi Skills 1.1**	**Boot Camp 1.1**	**Mighty Movers Running 1.2**	**Brilliant Ball Skills 1.4**	**Throwing and Catching 1.5**	**Active Athletics 1.6**
	Multi-Skills	*Team Building/Games*	*Racket Skills*	*Ball Skills*	*Sports Day Practice*	*Invasion games*
2	**Multi Skills 2.1**	**Boot Camp 2.1**	**Mighty Movers Running 2.2**	**Brilliant Ball Skills 2.4**	**Throwing and Catching 2.5**	**Active Athletics 2.6**
	Multi-Skills	*Team Building/Games*	*Football*	*Netball*	*Sports Day Practice*	*Rounders*
3	**Multi-skills 3.1**	**Mighty Movers (Running) 3.2**	**Fitness Frenzy 3.6**	**Brilliant ball skills 3.4**	**Throwing and Catching 3.5**	**Active Athletics 3.6**
	Tag Rugby (Rugby Skills)	*Football*	*Netball*	*Tennis*	*Cricket*	*Athletics*
4	**Invaders 4.1**	**Mighty Movers (Boxercise) 4.2**	**Fitness Frenzy 4.6**	**Nimble Nets 4.5**	**Striking and Fielding 4.4**	**Young Olympians 4.6**
	Football	*Netball*	Tag Rugby	Tennis	*Cricket*	*Rounders*
5	**Invaders 5.1**	**Nimble Nets 5.5**	**Mighty Movers (Boxercise) 5.2**	**Striking and Fielding 5.4**	**Boot Camp 5.1**	**Young Olympians 5.6**
	Tag Rugby	*Netball*	*Football*	*Cricket*	*Rounders*	*Athletics*
6	**Invaders 6.1**	**Nimble Nets 6.5**	**Boot Camp 6.1**	**Striking and Fielding 6.4**	**Mighty Movers (Boxercise) 6.2**	**Young Olympians 6.6**
	Tag Rugby	*Netball*	*Sports Hall Athletics*	*Cricket*	*Rounders*	*Athletics*

Core	
Supplementary	

Indoor KS1 and KS2 PE Overview

Year						
1	Story Time Dance	Skip to the Beat	Gymfit Circuits	Groovy Gymnastics	Cool Core	Fitness Frenzy
2	Ugly Bug Ball Dance	Skip to the Beat	Gymfit Circuits	Groovy Gymnastics	Cool Core	Fitness Frenzy
3	Cool Core (Strength)	Swimming	Groovy Gymnastics	Swimming	Gymfit Circuits	Swimming
4	Cool Core (Pilates)	Boot Camp	Gym Sequences	Dynamic Dance	Gymfit Circuits	Skip to the beat
5	Gym Sequences	Step to the beat	Dynamic Dance	Cool Core (Pilates)	Fitness Frenzy	Gymfit Circuits
6	Gym Sequences	Step to the beat	Dynamic Dance	Cool Core (Pilates)	Fitness Frenzy	Gymfit Circuits

Key Stage One: Progression

	Year One	Year Two
Multi Skills / Invaders	**Multi Skills 1.1** -explore static balancing and understand the concept of bases. -combine a number of co-ordination drills, using upper and lower body movements. -aim a variety of balls and equipment accurately. -time running to stop or intercept the path of a ball. -travel in different ways, showing clear transitions between movements. -travel in different directions (side to side, up and down) with control and fluency. -practise ABC (agility, balance and co-ordination) at circuit stations ***Supplementary – Multi Skills*** *Using the Black Country games Multi Skills program, children complete various skills, throwing, jumping, hopping, running, dodging, side stepping. Focus on techniques and understanding of the rules for all activities with no focus on time limits.*	**Multi Skills 2.1** -explore static balancing. -understand concepts of bases. - combine a number of co-ordination drills, using upper and lower body movements. - aim a variety of balls and equipment accurately. - travel in different ways, showing clear transitions between movements. - maintain balance when changing direction. - use skills learned in a game. ***Supplementary – Multi Skills*** *Using the Black Country games Multi Skills program, children complete various skills, throwing, jumping, hopping, running, dodging, side stepping and compete against the clock. Time used to improve speed and encourage team work to get the highest score, leading to school games competition.*
Boot Camp	**Boot Camp 1.1** -understand how to prepare the body for exercise -understand what fitness means. -complete a range of circuit-based activities and understand the reason for doing them. -understand what happens to the heart rate during exercise. -complete a circuit ***Supplementary - Team Building/Games*** *Team games and activities encouraging good team work using basic skills and fundamental movement control. Children to complete multiple challenges and games by working together and understanding the importance of teamwork.*	**Boot Camp 2.1** - understand how to prepare the body for exercise. -understand what fitness means - complete a range of circuit-based activities and understand the reason for doing them. -understand what happens to the heart rate during exercise. - complete a circuit ***Supplementary - Team Building/Games*** *Team games and activities encouraging good teamwork using basic skills and fundamental movement control. Children to complete multiple challenges and games by working together and understanding the importance of teamwork.*

Mighty Movers	**Mighty Movers Running 1.2** In this unit children will learn to: -explore running at a variety of speeds and in a variety of styles - understand the purpose of a circuit and how it can improve fitness. - explore running at different speeds ***Supplementary – Racket Skills*** *How to use rackets with control using different objects, bean bags, balloons, balls. Focus on how to balance objects by holding racket straight, how to strike objects and what part of the racket to use. Set up challenges through cones, gates, circuits to encourage change of direction.*	**Mighty Movers Running 2.2** - run efficiently using the arms - demonstrate running with balance and co-ordination. - understand the purpose of a circuit and how it can improve fitness. ***Supplementary - Football*** *Focus on dribbling, use of little touches to keep ball as close to their feet as possible. Teach and understand the 5 different parts of the foot (Toes, Laces, Inside, Outside, soul) they can use to dribble the football. Set challenges, how many touches in 1 minute, how many diff parts of the foot can you use in 1 minute. Play body parts game to both encourage keeping ball close and not using hands.*
Dance	**Story Time Dance 1.2** - change direction during travelling moves. -link travelling moves that change direction and level. - link moves together. -use a variety of moves. - explore basic body patterns and movements to music. - use a variety of moves that change speed and direction. - link together dance moves with gestures and changing direction in time to music.	**Ugly Bug Ball Dance 2.2** - explore different levels and speeds of movement. - compose and perform simple dance phrases. - show contrasts in simple dances with good body shape and position. - develop a range of dance movements and improve timing. - work to music, creating movements that show rhythm and control.
To the Beat	**Skip to the Beat 1.3** -develop foot patterns that aid skipping - develop skipping skills. - improve agility, balance and co-ordination.	**Skip to the Beat 2.3** - perform skipping moves with agility, balance and co-ordination. - explore different ways of jumping/hopping with balance and accuracy. - skip with control and balance.
Gymnastics	**Groovy Gymnastics 1.3** - explore movement actions with control and link them together with flow. - explore gymnastic actions and shapes. - explore travelling on benches. - explore movement actions with control, and to link them together with flow. -choose and use simple compositional ideas by creating and performing sequences. -repeat and link combinations of gymnastic actions. -link combinations of movements and shapes with control	**Groovy Gymnastics 2.3** - remember and repeat simple gymnastic actions with control. - balance on isolated parts of the body using the floor and hold balance. - develop a range of gymnastic moves, particularly balancing. - link together a number of gymnastic actions into a sequence - explore ways of travelling around on large apparatus. - choose and use a variety of gymnastic actions to make a sequence.

Ball Skills	**Brilliant Ball Skills 1.4** - master basic sending and receiving techniques. -develop balance, agility and co-ordination. - make use of co-ordination, accuracy and weight transfer - develop receiving skills - use ball skills in game-based activities ***Supplementary – Ball Skills*** *How to use a range of different balls with control. How to throw, catch, role, dribble different sized balls. Breaking down each technique for the children to follow. Get in line with ball, keep eyes on ball, 1 hand to throw, 2 to catch, small touches with feet to keep close. Add obstacles to help control, stand in hoop to catch, target to throw at, gates to dribble through.*	**Brilliant Ball Skills 2.4** -use hand-eye co-ordination to control a ball. - catch a variety of objects - vary types of throw. - kick and move with a ball. - develop catching and dribbling skills - use ball skills in a mini festival. ***Supplementary - Netball*** *Introduction in to Netball, Throw and catch with a partner, introduce chest pass and use in different games with focus on player with the ball not moving. Focus on where to pass to (Chest), position of hands to receive, when to release ball when passing. Use repetitive skill in various activities. Make competitive, how many passes without dropping can they complete with their partner, progress to groups of 4 with 2 balls.*
Circuits	**Gymfit Circuits 1.4** - identify techniques to improve balance. - practise a range of gymnastic skills through a series of circuits. - perform a range of gymnastic skills with increased accuracy. - perform a sequence of gymnastic moves within a circuit. - perform a sequence of moves at each station within a circuit with increased accuracy. - evaluate my performance of gymnastic moves within a circuit.	**Gymfit Circuits 2.4** - identify techniques to improve balance. - practise a range of gymnastic skills through a series of circuits. - perform a range of gymnastic skills with increased accuracy. - perform a sequence of gymnastic moves within a circuit. - perform a sequence of moves at each station within a circuit with increased accuracy. - evaluate performance of gymnastic moves within a circuit.
Throwing and Catching / Nimble Nets	**Throwing and Catching 1.5** - skills for striking and fielding games - to practise basic striking, sending and receiving - to use throwing and catching skills in a game. - to practise accuracy of throwing and consistent catching. - to strike with a racket or bat. - to play a game fairly and in a sporting manner. -to use fielding skills to play a game ***Supplementary - Sports Day Practice*** *Introduce Team races, children to work in teams of 5 to do simple races. Focus on learning when it is their turn and how to complete a race. (Sit down in team). Progress to learning all 7 sports day events including relay. Skills include, Running, Jumping, Dribbling, Skipping, Balancing.*	**Throwing and Catching 2.5** - skills for playing striking and fielding games. - position the body to strike a ball. -practise striking a small ball - develop catching skills - throw a ball for distance. - practise throwing skills in circuit. - play a game fairly and in a sporting manner. -use fielding skills to play a game. ***Supplementary - Sports Day Practice*** *Practice all 7 sports day events learnt in year 1 including relay. Skills include, Running, Jumping, Dribbling, Skipping, Balancing.*

Cool Core	**Cool Core Strength 1.5** -identify techniques to improve core strength and agility.	**Cool Core Strength 2.5** - develop and improve core strength and agility - improve core strength, balance and agility
Athletics	**Active Athletics 1.6** - use varying speeds when running. - explore footwork patterns. - explore arm mobility. -explore different methods of throwing. - practise short distance running. - practise taking off from different positions - complete an obstacle course with control and agility. ***Supplementary - Invasion games*** *Create games using different equipment that is team on team, 2v2 and 3v3 to encourage more contact time with equipment used, ensure all games are creative and not sport specific games such as a football match.*	**Active Athletics 2.6** - run with agility and confidence - learn the best jumping techniques for distance. - throw different objects in a variety of ways. - hurdle an obstacle and maintain effective running style. - run for distance. - complete an obstacle course with control and agility. ***Supplementary -Rounders*** *Children introduced to striking and fielding, repetitive paired activities with tennis ball to improve catching skills before moving on to striking using tennis racket (Rounders bat for more able children). Create small sided games (groups of 5), 1 bowler, 1 batter and 3 fielders to understand the basic concepts of the game Rounders.*
Fitness Frenzy	**Fitness Frenzy 1.6** - complete a circuit that includes activities learned throughout the year. - explore running at different speeds. - improve agility, balance and co-ordination - evaluate performance of gymnastic moves within a circuit. - identify techniques to improve core strength and agility. - use techniques already learned to improve performance.	**Fitness Frenzy 2.6** - complete a circuit of activities. - understand the purpose of a circuit and how it can improve fitness - skip with control and balance - evaluate my performance of gymnastic moves within a circuit. - improve core strength, balance and agility. - evaluate my performance of gymnastic moves within a circuit.

Key Stage Two: Middle Years Progression

	Year Three	Year Four
Athletics	**Active Athletics 3.6** - run in different directions and at different speeds, using a good technique - improve throwing technique. - reinforce jumping techniques - understand the relay and passing the baton. - choose and understand appropriate running techniques. - compete in a mini-competition, recording scores ***Supplementary -Athletics*** *Introduction to primary athletics, using all fundamental movement skills learnt in KS1, explore the best techniques for standing long jump, ball throw and standing wall jump. Also explore the best techniques for straight line running, (Head straight, look forward, knee to elbow running technique). Use different races taking away best practice techniques to exaggerate the importance. (For example, run with straight legs).*	**Young Olympians 4.6** - to select and maintain a running pace for different distances. - to practise throwing with power and accuracy. - to throw safely and with understanding. - to demonstrate good running technique in a competitive situation. - to explore different footwork patterns. -to understand which technique is most effective when jumping for distance. - to utilise all the skills learned in this unit in a competitive situation. ***Supplementary – Rounders*** *Striking and Fielding skills to warm up leading to team games, Introduce football Rounders to start to understand where to move when the batting team in a game of rounders.*
Throwing and Catching / Nimble Nets	**Throwing and Catching 3.5** -consolidate and develop a range of skills in striking and fielding. -develop and investigate different ways of throwing and to know when it is appropriate to use them - practise the correct technique for catching a ball and use it in a game. - consolidate the throwing, catching and batting skills already learned. - strike the ball for distance - know how to play a striking and fielding game competitively and fairly. ***Supplementary - Tag Rugby (Rugby Skills)*** *Introduction of Rugby balls, how to hold the ball correctly in tag rugby (2 hands on ball) how to score a tri (place ball on floor not throw) and how to pass the ball with the correct technique. (Swing ball across body, unlike all other sports.) focus on distance of pass, control of pass and learn how to increase your success rate as a team through various skill activities and games. Focus on throwing to chest, getting body in line with ball and keeping eye contact between passer and receiver.*	**Nimble Nets 4.5** - to become familiar with balls and short tennis rackets. -to get the ball into play. -to accurately serve underarm. - to build up a rally - to build a rally, focusing on accuracy of strokes. - to play a variety of shots in a game situation and to explore when different shots should be played. - to play a competitive tennis game. ***Supplementary - Tennis*** *warm up with skill based games in pairs, progress to small 1v1 rally's and 1v1 games with points system for advanced players. Introduce serving underarm and progress to overarm for advanced players. Advanced players to be put through to school games competition to compete against other children from Halesowen schools.*

Fitness Frenzy	**Fitness Frenzy 3.6** -to complete an agility and co-ordination circuit, spending 30 seconds at each station. - to improve fitness by raising the heart rate in a circuit-based lesson. - to develop skipping techniques with control and balance. -to evaluate my performance of gymnastic moves within a circuit. - to improve core strength and agility, and understand why they are important. - to perform a sequence of moves at each station within a circuit with increased accuracy. ***Supplementary -Netball*** *Use fundamental skills used from KS1 (Ball skills), to learn correct techniques on how to pass (Chest, Bounce, Shoulder) and shoot. All skill based games and activities in pairs or small groups and progress in to small possession games with interception only (no snatching). Add ways of scoring, for example 5 passes = 1 point. Don't focus on netball rules, just introduce children to invasion game with focus on using the correct techniques when passing.*	**Fitness Frenzy 4.6** - to complete a circuit that includes different aerobic activities. - to perform a boxercise routine with precision. - to develop co-ordination and balance. - To complete an athletics-based circuit with control and accuracy. - to develop cool core moves using balance techniques. - to perform a sequence of moves at each station within a circuit with increased accuracy. ***Supplementary - Tag Rugby (Rugby Skills)*** *Revisit Rugby balls, how to hold the ball correctly in tag rugby (2 hands on ball) how to score a tri (place ball on floor not throw) and how to pass the ball with the correct technique. (Swing ball across body, unlike all other sports.) focus on distance of pass, control of pass and learn how to increase your success rate as a team through various skill activities and games. Focus on throwing to chest, getting body in line with ball and keeping eye contact between passer and receiver.*
Cool Core	**Cool Core (Strength) 3.5** -To improve core strength and agility, and understand why they are important	**Cool Core (Pilates) 4.5** - to improve balance and co-ordination. - to improve balance and co-ordination. -to consolidate and improve the moves learned so far. - to develop balance techniques when performing cool core moves. - to sustain balance and concentration when performing a variety of cool core moves. - to develop cool core moves using balance techniques.
To the beat	Not taught as children go swimming.	**Step to the beat 4.3** - to understand the importance of a warm-up. -to improve fitness, particularly strength and stamina. - to complete a step routine to music to improve fitness. -to develop co-ordination and balance. - to understand the importance of a warm-up.

Ball Skills	**Brilliant ball skills 3.4** - be aware of others when playing games. -choose the correct skills to meet a challenge. - perform a range of actions, maintaining control of the ball. - perform a range of catching and gathering skills with control. - master the basic catching technique. -catch with increasing control and accuracy - master the basic throwing technique. -throw and hit a ball in different ways (e.g. high, low, fast or slow). - apply skills and tactics in small-sided games. - identify and follow the rules of games. -choose and use simple tactics to suit different situations. -react to situations in ways that make it difficult for opponents to win. ***Supplementary - Tennis*** *Warm up with racket skills, balancing, striking and individual tasks with a racket and ball. Progress to paired work, 1 racket and 1 ball, focus on control of ball, aiming to return ball to partner before adding additional racket to progress to small rally. No court, create games with points systems, throw bounce strike, throw bounce strike catch etc.*	**Striking and Fielding 4.4** - to develop and investigate different ways of throwing, and to know when each is appropriate. - to use ABC (agility, balance, co-ordination) to field a ball well. - to use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. -to use hand-eye co-ordination to strike a moving and a stationary ball. - to develop fielding skills and understand their importance when playing a game. - to play in a competitive situation, and to demonstrate sporting behaviour. ***Supplementary - Cricket – Quick Cricket*** *Play small sided quick cricket games with main emphasis on learning rules and scoring, encourage children to take risks with main focus on batting. All games should be 1 player in bat and all others fielding. Progress to paired cricket to introduce tactics and defensive batting, children then to make decisions on when to defend and when to attack when in bat. Fielding team also to use tactics based on batsman.*
Gymnastics	**Groovy Gymnastics** **-** To explore jumping techniques and link them with other gymnastic actions. - To select and adapt gymnastics actions to meet the task. -To work with a partner or a small group to create a sequence that develops jumping skills. - To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.	**Gym Sequences 4.3** - to identify and practise body shapes. - to identify and practise symmetrical and asymmetrical body shapes. - to construct sequences using balancing and linking movements. - to use counterbalances and incorporate them into a sequence of movements. - to perform movements in canon and in unison. - to perform and evaluate own and others' sequences.

Circuits	**Gymfit Circuits** - To identify techniques to improve balance - To practise a range of gymnastic skills through a series of circuits - To perform a range of gymnastic skills with increased accuracy - To perform a sequence of gymnastic moves within a circuit - To perform a sequence of moves at each station within a circuit with increased accuracy - To evaluate my performance of gymnastic moves within a circuit	**Gymfit Circuits 4.4** - to understand that a fitness circuit can be sport-specific. - to complete a hockey-based circuit with understanding and accuracy. - to complete a netball/basketball circuit with understanding and accuracy. - to complete a football-based circuit with accuracy and understanding. - to complete a cricket-based circuit with accuracy and understanding. - to complete an athletics-based circuit with control and accuracy.
Mighty Movers	**Mighty Movers (Running) 3.2** -explore running at different speeds. - work as a team in a running situation - understand the value of a running-based circuit and the impact it can have on health. - improve fitness by raising the heart rate ***Supplementary – Football*** *Warm up with dribbling games, body parts, king of the ring, snake, all focusing on ball manipulation and close control. Progress to running with the ball, passing and shooting activities, focus on techniques in each aspect and use in both skill and fun games activities.*	**Mighty Movers (Boxercise) 4.2** - to learn footwork movement patterns showing co-ordination. -to demonstrate correct technique for a jab. - to understand the value of boxercise moves. -to learn how to build an aerobic exercise routine including skilled moves. - to create and perform a boxercise sequence with increased accuracy. - to perform a boxercise routine with precision. ***Supplementary - Netball*** *Re visit basic passes of netball (Chest, Bounce, Shoulder) and focus on movement without the ball, introduce invasion games in small format, 2v2, 3v3 where player with ball cannot move. Work on how to find space and which pass is the most successful based on situation (for example use a chest pass if no one obstructing pathway). Progress to line ball where each team has to get the ball to a player on the end zone acting as a Goal. Player on end zone however can move across line again to focus on finding space to receive.*

Multi-Skills / Invaders	**Multi-skills 3.1** - change and maintain centre of balance - develop co-ordination whilst moving an object - demonstrate agility by being able to twist and turn and change direction. - practise co-ordination and moving with others - use co-ordination skills to move an object - use all ABC skills learned so far, to the best of your ability. ***Supplementary -Cricket*** *Warm up with fielding games, throwing, catching, running. Introduce overarm bowling at a target (hoop or wicket). Introduce batting, techniques on to hold the bat. Progress to small quick cricket game introducing batter (5 per group). Understand basics of all 4 positions, bowler, batsman, wicket keeper, fielder.*	**Invaders 4.1** - to keep possession of a ball. - to use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. - to use accurate passing and dribbling in a game. - to identify and apply ways to move the ball towards an opponent's goal. - to learn concepts of attack and defence. - to play in a mini football competition. ***Supplementary- Football*** revisit skills with a different warm up skill based activity each week, dribbling, running with the ball, passing, shooting – progress in to 1v1 and 2v2 to introduce contact and tackling. Progress to 5v5 with 1v1 tackling rule.
Dance	Not taught as children go swimming.	**Dynamic Dance 4.2** - to identify and practise the patterns and actions of line dancing. - to demonstrate an awareness of the music's rhythm and phrasing when improvising. - to create an individual dance that reflects the line dancing style. - to create partnered dances that reflect the line dancing style and apply the key components of dance. - to perform a line dance using a range of movement patterns. -to perform and evaluate own and others' work.
Boot Camp	Not taught as children go swimming.	**Boot Camp 4.1** - to understand how to prepare the body for exercise. -to understand what fitness means. - to complete a range of circuit-based activities and understand the reason for doing them. -to understand what happens to the heart rate during exercise. - to improve a circuit that includes activities previously practised. - to improve a circuit that includes activities previously practised involving balance and coordination.

Key Stage Two: Upper Years Progression

	Year Five	Year Six
Gymnastics	**Gym Sequences 5.3** - to identify and practise body shapes and balances. - to identify and practise symmetrical and asymmetrical body shapes. - to use and refine the following skills: flexibility, strength, balance, power and mental focus. -to develop skills for movement, including rolling, bridging and dynamic movement. - to perform movements in canon and in unison. - to perform and evaluate own and others' sequences.	**Gym Sequences 6.3** -to identify and practise gymnastic shapes and balances. -to identify and practise symmetrical and asymmetrical body shapes. -to construct sequences using balancing and linking movements. -to use counterbalances and incorporate them into a sequence of movements. -to perform movements in canon and in unison. -to perform and evaluate own and others' sequences.
To the beat	**Step to the beat 5.3** - to understand the importance of a warm-up. -to develop co-ordination and balance. - to develop co-ordination, balance and timing. -to improve general fitness levels. - to understand the benefits of improving muscle tone in the abdominals and legs. -to learn new strength-based moves. - to develop understanding of the value of this type of exercise. -to construct own moves from knowledge gained in the previous lessons. -to perform a sequence of steps in time with the music. -to understand the benefits of improving muscle tone and aerobic fitness (strength and stamina).	**Step to the beat 6.3** -to understand the value of aerobic exercise. -to learn how to measure heart rate and note any changes. -to perform aerobic activity to music. -to understand the value of aerobic exercise. -to practise and apply a sequence of step moves to the beat of the music. -to understand the value of step-based exercise. -to understand the value of aerobic exercise. -to devise a sequence of step-based activities to music.

Multi Skills / Invaders	**Invaders 5.1** - to demonstrate basic passing and receiving skills using a netball. -to develop an understanding and knowledge of the basic footwork rule of netball. - to use good hand/eye co-ordination to pass and receive a ball successfully. -to develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. -to understand the importance of 'getting free' in order to receive a pass. -to understand how to make space by moving away and coming back and by dodging. -to be able to demonstrate a range of defending skills and understand how to mark an opponent. -to understand how to intercept a pass. - to learn how to shoot. - to understand the different positions in a netball team (five-a-side). -to recognise which positions are attacking and which are defending. ***Supplementary*** *Tag Rugby – Revisit passing techniques and Introduce Tagging, play any direction rugby, (no offside) ball can be passed in any direction and understand how to regain possession (Tagging). Encourage children with ball to be brave and run with the ball until tagged, focus on the rule of tagging (stop, pass, retain tag). Progress higher ability children to small sided games with offside and enter Year 5 team in school games competition alongside year 6 team.*	**Invaders 6.1** - to understand the basic rules of tag rugby. -to work as a team, using ball-handling skills. -to pass and carry a ball using balance and co-ordination. -to use skills learned to play a game of tag rugby. -to apply rules and skills learned to a game. -to play in a mini tag rugby competition. ***Supplementary*** *Tag Rugby - Warm up with Tagging/Passing exercises (alternate weekly) Children to play small sided (7v7) Tag Rugby games, to be able to understand all rules including offside in preparation for school games competition. To be able to use tactics in both attacking and defensive situations and communicate with one another to implement them in play.*
Dance	**Dynamic Dance 5.2** - to identify and practise the patterns and actions of the Bollywood dance style. - to demonstrate an awareness of the music's rhythm and phrasing when improvising. -to create partnered dances that reflect the Bollywood dancing style and apply the key components of dance. - to create group dances that reflect the Bollywood dance style. - to perform a Bollywood dance using a range of movement patterns. -to perform and evaluate own and others' work.	**Dynamic Dance 6.2** -to identify and practise the patterns and actions in a street dance style. -to demonstrate an awareness of the music's rhythm and phrasing when improvising. -to create a dance that represents a street dance style. -to create a dance as a group, using any street dance moves. -to perform and analyse own and others' performance.

Throwing and Catching / Nimble Nets	**Nimble Nets 5.5** - to identify and apply techniques for hitting a tennis ball. - to develop the techniques for ground strokes and volleys. - to develop a backhand technique and use it in a game. -to practise techniques for all strokes. -to use the scoring system and court for singles tennis. - to play a tennis game using an overhead serve and the correct selections of shots. - to understand and use doubles scoring in a tennis game. ***Supplementary*** *Netball – Passing and small sided games 2v2, introduce pivot and introduce high 5 netball positions (GD, C, GA), once competent with those positions introduction of (GK, WD, WA, GS) all games in 7v7 format. Introduce and create understanding of all rules and learn through play. Progress higher ability children to Year 6 school games competition.*	**Nimble Nets 6.5** -to demonstrate and use the correct grip of the racket and understand how to get into the ready position. -to use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. -to understand how to serve the shuttle in order to start the game. -to recognise the difference between the low serve and the high serve. -to develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. -to understand that the drop shot is an attacking shot, and why. -to know where the drop should be aimed for, for it to be most productive, and why. -to understand how to use different shots to outwit an opponent in a game. -to develop knowledge, understanding and principles within a doubles game, including tactics and strategies used. ***Supplementary*** *Netball – Passing and small sided 2v2 games as warm ups before extended 7v7 position specific games, outcome to understand all 7 positions of netball and be competent with all rules, leading to school games competition for both development and competitive groups.*
Cool Core	**Cool Core (Pilates) 5.5** - to identify techniques to improve balance and core strength. -to improve co-ordination.	**Cool Core (Pilates) 6.5** -to identify exercises that will improve core strength and stability. -to apply balance techniques when performing cool core exercises. -to perform cool core exercises of increased difficulty with balance. -to create original cool core moves. -to demonstrate balance and co-ordination. -to perform others' sequences with control and balance.

Ball Skills	**Striking and Fielding 5.4** - to develop skills in batting and fielding. -to choose fielding techniques. -to run between the wickets. -to run, throw and catch. -to develop a safe and effective overarm throw. - to learn batting control. -to use all the skills learned by playing in a mini tournament. ***Supplementary*** *Cricket – Play small sided cricket games, starting with paired cricket before moving on to 4v4 or 5v5 cricket matches with a full understanding of rules.*	**Striking and Fielding 6.4** -to throw and catch under pressure. -to use fielding skills to stop the ball effectively. -to learn batting control. -to learn the role of backstop. -to play in a tournament and work as team, using tactics in order to beat another team. ***Supplementary*** *Cricket - Warm up with fielding activities, children to play 7 v7 cricket games with boundaries, children to be familiar with overs and full cricket rules leading to school games competition.*
Circuits	**Gymfit Circuits 5.4** - to understand why fitness is good for health and wellbeing. - to develop consistency in technique. -to develop personal fitness in an obstacle-style circuit.	**Gym Fit Circuits 6.4** -to plan a personal programme.
Mighty Movers	**Mighty Movers (Boxercise) 5.2** -To perform a boxercise routine demonstrating good technique. -To understand the principles of dynamic stretching -To improve fitness by raising the heart rate and strengthening the legs and arms. -To create and apply compositional ideas to the sequence. -To perform actions and moves fluently to music in order to improve personal fitness. -To learn how boxercise moves can be adapted and used in a different format. ***Supplementary*** *Football – Dribbling, Passing, Shooting warm up games with progression in to small sided games 5v5. Children to play games and have understanding of all football rules except offside. Enter year 5 team alongside year 6 team in school games competition.*	**Mighty Movers (Boxercise) 6.2** -to know and understand the basic principles of a good warm-up. -to understand how moves can be linked together to perform more complex/challenging moves. -to perform and devise a sequence of movements to music. ***Supplementary*** Rounders – Play 7 v 7 Rounders matches, fully understand all the rules and to be able to use basic tactics in games. Leading to school games competition for both development and competitive groups.

Boot Camp	**Boot Camp 5.1** - Understand how to prepare the body for exercise. - Understand what fitness means. - To complete a range of circuit-based activities and understand the reason for doing them. - To understand what happens to the heart rate during exercise. -To complete a circuit that includes activities practised previously with balance and co-ordination. ***Supplementary*** *Rounders – Introduce 7 v 7 matches and learn basic rules of the game and how scoring works. Enter year 5 team alongside year 6 team in school games competition.*	**Boot Camp 6.1** -to understand how to prepare the body for exercise. -to understand what fitness means. -to complete a range of circuit-based activities and understand the reason for doing them. -to understand what happens to heart rate during exercise. -to complete a circuit that includes activities previously practised. -to complete a circuit that includes activities previously practised involving balance and co-ordination. ***Supplementary*** Sports hall Athletics – Fully understand the correct techniques to improve speed when turning in all Sports hall athletics events, both track and field. Leading to school games competition for both development and competitive groups.
Athletics	**Young Olympians 5.6** - to use correct technique to run at speed. -to develop the ability to run for distance. - to throw with accuracy and power. -to identify and apply techniques of relay running. -to explore different footwork patterns. -to understand which technique is most effective when jumping for distance. -how to use skills to improve the distance of a pull throw. -to demonstrate good techniques in a competitive situation. ***Supplementary*** *Athletics - – Athletics – Cover all primary athletics program including both track and field events, children expected to know the correct techniques to improve field events and how to get maximum speed in sprint events. Large focus on exchanging relay batons and the best techniques to improve speed and time. Leading to school games competition.*	**Young Olympians 6.6** -to investigate running styles and changes of speed. -to practise throwing with power and accuracy. -to throw safely and with understanding. -to demonstrate good running technique in a competitive situation. -to explore different footwork patterns. -to understand which technique is most effective when jumping for distance. -to utilise all the skills learned in this unit in a competitive situation ***Supplementary*** *Athletics – Recap all primary athletics program learnt in year 5 including both track and field events, children expected to know the correct techniques to improve field events and how to get maximum speed in sprint events. Leading to school games competition.*

Fitness Frenzy	**Fitness Frenzy 5.6** - To complete a circuit that includes a range of activities. - To learn how boxercise moves can be adapted and used in a different format. - To perform a sequence of steps in time with the music. - To understand the benefits of improving muscle tone and aerobic fitness (strength and stamina). - To understand why fitness is good for health and wellbeing. - To identify techniques to improve balance and core strength. - To improve co-ordination. - To perform a sequence of moves at each station within a circuit with increased accuracy.	**Fitness Frenzy 6.6** -to complete a circuit that includes different aerobic activities. -to perform and devise a sequence of movements to music. -to understand the value of aerobic exercise. -to devise a sequence of step-based activities to music. -to plan a personal programme. -to perform others' sequences with control and balance. - to perform a sequence of moves at each station within a circuit with increased accuracy.