



## **Frimley Church of England School**

### **Approach to PE**



#### **Purpose**

PE is to promote an active and healthy lifestyle as well as learning fundamental skills within sports.

#### **Intent**

At Frimley, we offer a balanced sporting programme which is essential to the development of the whole child. We intend to offer children accessibility to a wide range of sports both through the curriculum and extra-curricular clubs, to engage all pupils and kick-start healthy, active lifestyles. PE and sport gives children the chance to be creative, expressive, co-operative and competitive, inside and outside of the classroom. Being regularly physically active can also help to ease anxiety, tension and stress and will result in improved attention in class. As a result of the COVID 19 pandemic, lots of young people have missed out on crucial opportunities to participate in physical activity and competitive sport. As well as this, we will be placing an even greater emphasis on embedding physical activity into the whole school curriculum to improve the physical and mental health of our children.

As a school, we aim to ensure that all children are taking part in 2 hours of physical activity a week to provide the foundation for a healthy lifestyle. A clear competition pathway enables all pupils to participate in competition with opportunities for all, regardless of ability. Through the promotion and implementation of the Frimley values and the School Games values, pupils will understand the importance of working as a team, showing resilience, self-belief and determination to achieve their own personal best while supporting others to do the same. We also aim to offer a broader range of activities and sports to all pupils, including SEND children and Pupil Premium, to increase participation levels and interest in physical activity.

#### **Implementation**

- All pupils will take part in a dedicated PE session each week. Each half term, year groups will focus on a different sport, based around either: invasion games (football, tag rugby, netball, hockey); striking and fielding (rounders, cricket); net games (tennis, badminton). Additional lessons will also focus on gymnastics, dance, fitness, cross country, personal challenges and problem-solving games, which will enable all children to receive 1 hour of curriculum PE each week.
- Children will also undertake a term of swimming as part of their PE curriculum, delivered by specialist teachers.
- Sports Crew will be trained and utilised during lunchtimes to run fun, physical activities for the rest of the school.
- As part of our 'Feel Good Friday' initiative, classes will set and complete weekly physical, personal best challenges to increase opportunities for movement each day and resilience to improve their fitness and scores.
- Teachers will have the opportunity to observe qualified professionals to support their own CPD and to ensure teaching is of PE is to the highest possible standard.
- A broad range of extra-curricular clubs will be provided throughout the year by school staff and external providers, including less accessible sports that children may not otherwise have the opportunity to take part in.
- Through the use of a participation tracker, those identified as least active will be invited to join tailored clubs and a variety of 'inspire' events through Active Surrey, that aim to motivate and inspire them to continued engagement in physical activity and sport.
- As part of the PE curriculum, all pupils will participate in an inter-house tournament each half term as part of our curriculum provision, while inter-school competition opportunities will be available throughout the school journey through the Surrey Heath Primary Schools' Sports Association.
- The school's values and the School Games values will be promoted across all areas of sport and PE with adults and the sport crew acting as role models and through celebration of positive examples demonstrated by pupils.
- Extra-curricular clubs and identification of talent from teachers will provide a pathway for pupils to participate in inter-school competition.

#### **Impact**

- Pupils will develop a positive attitude towards sport and physical activity whilst understanding the benefits of a healthy active lifestyle.

- Pupils will develop a range of physical skills as well as teamwork and personal skills such as resilience, self-belief and determination.
- Teaching staff will develop their confidence in delivering a varied curriculum to a high standard.
- At least 50% of children will engage weekly in extra-curricular clubs with a focus on sport and/or physical activity.
- All pupils will have a clear pathway to competition through PE, extra-curricular provision and talent identification from teaching staff.
- All pupils will have the opportunity to experience a new sport/ physical activity that they have not experienced before.
- Children will learn how to collaborate and embed our games values into their learning within the classroom (resilience, teamwork, passion, honesty, self-belief and determination).
- Children leave Frimley with a broader range of knowledge of different sports, rules and skills, needed to progress their understanding further when they reach KS3.
- Children will enjoy communicating, collaborating and competing with each other.
- Children will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### **National curriculum expectations:**

Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### **Pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) 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.
- 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.

#### **PE Long term plan**

Skills are repeated throughout, with alterations in SPACE, TASK, EQUIPMENT and PLAYERS.

Throughout all components, pupils are learning: BASIC RULES, to SELECT and APPLY TACTICS, and MAKE DECISIONS. They are also developing SOCIAL COMMUNICATION, TEAMWORK, and SPORTSMANSHIP.

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Invasion- Netball Gymnastics	Invasion- Handball Gymnastics	Invasion- Netball Gymnastics	Invasion- Handball Gymnastics
Autumn 2	Invasion- Football	Invasion- Tag Rugby	Invasion- Football	Invasion- Tag Rugby
Spring 1	Invasion- Basketball	Invasion- Hockey	Invasion- Basketball Dance	Invasion- Hockey
Spring 2	Net/wall- Tennis Dance	Net/Wall- Tennis Dance	Net/wall- Tennis	Net/Wall- Tennis Dance
Summer 1	Striking and fielding- Cricket	Striking and fielding- Rounders	Striking and fielding- Cricket	Striking and fielding- Rounders
Summer 2	Athletics	Athletics	Athletics Swimming	Athletics

## What Frimley offers to its pupils: (PE medium term plans)

		Year 3	Year 4	Year 5	Year 6
Autumn term	<b>Knowledge and Skills</b>	<p>Invasion games including: Football, <u>Netball</u>, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> <li>To develop an understanding of basic rules of the game.</li> <li>To begin to use attacking and defending skills in a game situation.</li> <li>To begin to apply the rules and tactics in a game situation.</li> <li>Ball handling with control and accuracy</li> <li>Throwing, catching and running with the ball.</li> <li>Dodging defenders and moving in to space.</li> <li>Starting to dribble with control.</li> <li>Starting to pass and receive with control.</li> <li>To be able to play in an intra-house tournament.</li> </ul>	<p>Invasion games including: Football, Netball, Tag-rugby, Hockey, <u>Handball</u>:</p> <ul style="list-style-type: none"> <li>To develop an understanding of basic rules of the game.</li> <li><b>To know how to use attacking and defending skills in a game situation.</b></li> <li><b>To apply the rules and tactics in a game situation.</b></li> <li>Ball handling with control and accuracy</li> <li>Throwing, catching and running with the ball.</li> <li>Dodging defenders and moving in to space.</li> <li><b>To dribble with greater control.</b></li> <li><b>To pass and receive with greater control.</b></li> <li>To be able to play in an intra-house tournament.</li> </ul>	<p>Invasion games including: Football, <u>Netball</u>, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> <li>To develop an understanding of basic rules of the game.</li> <li>To know how to use attacking and defending skills in a game situation.</li> <li>To apply the rules and tactics in a game situation.</li> <li><b>To understand when to move with the ball and when to pass.</b></li> <li>Ball handling with control and accuracy</li> <li>Throwing, catching and running with the ball.</li> <li><b>To develop dodging skills to lose a defender and move in to space.</b></li> <li><b>To dribble with control.</b></li> <li><b>To pass and receive with control and accuracy.</b></li> <li><b>To develop drawing defence to create space.</b></li> <li><b>To work as a defensive unit to prevent attackers from scoring.</b></li> <li><b>To deny and delay attackers</b></li> <li>To be able to play in an intra-house tournament.</li> </ul>	<p>Invasion games including: Football, Netball, Tag-rugby, Hockey <u>Handball</u>:</p> <ul style="list-style-type: none"> <li><b>To have a secure understanding of basic rules of the game.</b></li> <li>To know how to use attacking and defending skills in a game situation.</li> <li>To apply the rules and tactics in a game situation.</li> <li>To understand when to move with the ball and when to pass.</li> <li>Ball handling with control and accuracy</li> <li>Throwing, catching and running with the ball.</li> <li>To develop dodging skills to lose a defender and move in to space.</li> <li>To dribble with control.</li> <li>To pass and receive with control and accuracy.</li> <li>To develop drawing defence to create space.</li> <li>To work as a defensive unit to prevent attackers from scoring.</li> <li>To deny and delay attackers</li> <li><b>To provide constructive feedback based on attacking and defensive principles.</b></li> <li>To be able to play in an intra-house tournament.</li> </ul>
	<b>Crucial Learning</b>	<p><i>Catching</i> <i>Passing</i> <i>Footwork</i> <i>Intercepting</i> <i>Shooting</i></p>	<p><i>Ball control</i> <i>Throwing</i> <i>Catching</i> <i>Moving with the ball</i> <i>Dribbling</i> <i>Shooting</i></p>	<p><i>Catching</i> <i>Passing</i> <i>Footwork</i> <i>Intercepting</i> <i>Shooting</i> <i>Dodging</i></p>	<p><i>Throwing</i> <i>Catching</i> <i>Moving with the ball</i> <i>Dribbling</i> <i>Intercepting</i> <i>Shooting</i></p>
	<b>Knowledge and Skills</b>	<p>Gymnastics:</p> <ul style="list-style-type: none"> <li>To develop understanding of a sequence of movements.</li> <li>To understand a range of rolls, jumps and inverted movements.</li> <li><b>To understand how body tension can improve the control and quality of movements.</b></li> <li><b>To identify some muscle groups used in gymnastic activities.</b></li> </ul>	<p>Gymnastics:</p> <ul style="list-style-type: none"> <li><b>To develop individual and partner balances</b></li> <li><b>To develop individual partner balances using the apparatus.</b></li> <li><b>To develop control in performing and landing rotation jumps</b></li> <li><b>To develop rotation jumps and sequence using apparatus.</b></li> <li><b>To develop the straight, barrel, forward and straddle roll</b></li> </ul>	<p>Gymnastics:</p> <ul style="list-style-type: none"> <li><b>To perform symmetrical and asymmetrical balances.</b></li> <li><b>To perform interesting symmetrical and asymmetrical balances using apparatus.</b></li> <li><b>To develop straight, forward, straddle and backward roll.</b></li> <li><b>To develop a straight, forward, straddle and backward roll into a sequence.</b></li> </ul>	<p>Gymnastics:</p> <ul style="list-style-type: none"> <li><b>To develop understanding of counter balance and counter tension.</b></li> <li>To understand a range of rolls, jumps and inverted movements.</li> <li>To understand different methods of travelling.</li> <li>To identify some muscle groups used in gymnastic activities.</li> </ul>

		<ul style="list-style-type: none"> <li>To know how to use apparatus and equipment safely.</li> <li>To be able to create interesting point and patch balances.</li> <li>To be able to match a partner in a sequence.</li> <li>To develop stepping into shape jumps with control.</li> <li>To develop the straight, barrel and forward roll.</li> <li>To be able to transition smoothly into and out of balances.</li> <li>To create a sequence with matching and contrasting shapes and actions.</li> <li>To create a partner sequence incorporating equipment.</li> </ul> <p>To start to suggest changes and use feedback to improve a sequence.</p>	<ul style="list-style-type: none"> <li><b>To assess my straight, barrel, forward and straddle roll.</b></li> <li>To link actions that flow using the rolls I have learnt.</li> <li>To link actions that flow in a partner sequence using the rolls I have learnt.</li> <li>To develop strength in inverted movements.</li> <li>To create a great partner sequence to include the skills I have learnt and apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>To explore different travelling actions using both cannon and synchronisation.</li> <li>To explore different methods of travelling, linking actions in both cannon and synchronisation.</li> <li>To perform progressions of inverted movements.</li> <li>To explore matching and mirroring sequence work.</li> <li>To explore matching and mirroring using actions both on the floor and apparatus.</li> <li>To create a partner sequence using apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use apparatus and equipment safely.</li> <li>To develop the <b>straddle</b>, forward and backward roll.</li> <li><b>To develop counter balance and counter tension.</b></li> <li><b>To be able to link partner balances into a sequence.</b></li> <li><b>To be able to perform inverted movements with control.</b></li> <li><b>To be able to use flight from hands to travel over apparatus.</b></li> <li><b>To develop group balances and sequence work.</b></li> <li><b>To be able to create a group sequence using formations and apparatus.</b></li> <li>To suggest changes and use feedback to improve a sequence.</li> </ul>
	<b>Crucial Learning</b>	<i>Individual balances</i> <i>Straight roll</i> <i>Barrell roll</i> <i>Forward roll</i> <i>Straight jump</i> <i>Tuck</i>	<i>Individual and partner balances</i> <i>Jumps using rotation</i> <i>Straight roll</i> <i>Barrell roll</i> <i>Forward roll</i> <i>Straddle roll</i> <i>Bridge and shoulder stand</i>	<i>Symmetrical and asymmetrical balances</i> <i>Straight roll</i> <i>Forward roll</i> <i>Straddle roll</i> <i>Backward roll</i>	<i>Straddle roll</i> <i>Forward roll</i> <i>Backward roll</i> <i>Counter-balance</i> <i>Counter tension</i> <i>Bridge and shoulder stand</i>
	<b>Knowledge and Skills</b>	<p>Invasion games including: <b>Football</b>, Netball, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> <li>To develop an understanding of basic rules of the game.</li> <li>To begin to use attacking and defending skills in a game situation.</li> <li>To begin to apply the rules and tactics in a game situation.</li> <li>Ball handling with control and accuracy</li> <li>Throwing, catching and running with the ball.</li> <li>Dodging defenders and moving in to space.</li> <li>Starting to dribble with control.</li> <li>Starting to pass and receive with control.</li> <li>To be able to play in an intra-house tournament.</li> </ul>	<p>Invasion games including: Football, Netball, <b>Tag-rugby</b>, Hockey, Handball:</p> <ul style="list-style-type: none"> <li>To develop an understanding of basic rules of the game.</li> <li><b>To know how to use attacking and defending skills in a game situation.</b></li> <li><b>To apply the rules and tactics in a game situation.</b></li> <li>Ball handling with control and accuracy</li> <li>Throwing, catching and running with the ball.</li> <li>Dodging defenders and moving in to space.</li> <li><b>To dribble with greater control.</b></li> <li><b>To pass and receive with greater control.</b></li> <li>To be able to play in an intra-house tournament.</li> </ul>	<p>Invasion games including: <b>Football</b>, Netball, Tag-rugby, Hockey:</p> <ul style="list-style-type: none"> <li>To develop an understanding of basic rules of the game.</li> <li>To know how to use attacking and defending skills in a game situation.</li> <li>To apply the rules and tactics in a game situation.</li> <li><b>To understand when to move with the ball and when to pass.</b></li> <li>Ball handling with control and accuracy</li> <li>Throwing, catching and running with the ball.</li> <li><b>To develop dodging skills to lose a defender and move in to space.</b></li> <li><b>To dribble with control.</b></li> <li><b>To pass and receive with control and accuracy.</b></li> <li><b>To develop drawing defence to create space.</b></li> <li><b>To work as a defensive unit to prevent attackers from scoring.</b></li> <li><b>To deny and delay attackers</b></li> <li>To be able to play in an intra-house tournament.</li> </ul>	<p>Invasion games including: Football, Netball, <b>Tag-rugby</b>, Hockey Handball:</p> <ul style="list-style-type: none"> <li><b>To have a secure understanding of basic rules of the game.</b></li> <li>To know how to use attacking and defending skills in a game situation.</li> <li>To apply the rules and tactics in a game situation.</li> <li>To understand when to move with the ball and when to pass.</li> <li>Ball handling with control and accuracy</li> <li>Throwing, catching and running with the ball.</li> <li>To develop dodging skills to lose a defender and move in to space.</li> <li>To dribble with control.</li> <li>To pass and receive with control and accuracy.</li> <li>To develop drawing defence to create space.</li> <li>To work as a defensive unit to prevent attackers from scoring.</li> <li>To deny and delay attackers</li> </ul>

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	<b>Crucial Learning</b>	Dribbling Ball control Passing Turning Receiving	Passing Catching Tagging Dodging Scoring	Dribbling Ball control Passing Tracking/jockeying Turning Receiving Goalkeeping	Catching Throwing Tagging Dodging Scoring
	<b>Theology and vision links</b>	1 Corinthians 12  <i>Importance of teamwork:            "Just as a body, though one, has many parts, but all it's many parts form one body."</i>	Phillipians 3  <i>Achieving your best            "I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining to what is ahead. I press on toward the goal."</i>	Job 42:2  <i>Perseverance            "I know that you can do all things. No purpose of yours can be thwarted."</i>  2 Chronicles 15:7 <i>"But you, take courage! Do not let your hands be weak, for your work will be rewarded."</i>	Romans 15  <i>Attitude/helping others            "Each of us should please our neighbours for their good, to build them up."</i>
<b>Spring term</b>	<b>Knowledge and Skills</b>	Invasion games including: Football, Netball, Tag-rugby, Hockey, <b>Basketball</b> : <ul style="list-style-type: none"> <li>• To develop an understanding of basic rules of the game.</li> <li>• To begin to use attacking and defending skills in a game situation.</li> <li>• To begin to apply the rules and tactics in a game situation.</li> <li>• Ball handling with control and accuracy</li> <li>• Throwing, catching and running with the ball.</li> <li>• Dodging defenders and moving in to space.</li> <li>• Starting to dribble with control.</li> <li>• Starting to pass and receive with control.</li> <li>• To be able to play in an intra-house tournament.</li> </ul>	Invasion games including: Football, Netball, Tag-rugby, <b>Hockey</b> , Handball: <ul style="list-style-type: none"> <li>• To develop an understanding of basic rules of the game.</li> <li>• <b>To know how to use attacking and defending skills in a game situation.</b></li> <li>• <b>To apply the rules and tactics in a game situation.</b></li> <li>• Ball handling with control and accuracy</li> <li>• Throwing, catching and running with the ball.</li> <li>• Dodging defenders and moving in to space.</li> <li>• <b>To dribble with greater control.</b></li> <li>• <b>To pass and receive with greater control.</b></li> <li>• To be able to play in an intra-house tournament.</li> </ul>	Invasion games including: <b>Football</b> , Netball, Tag-rugby, Hockey, <b>Basketball</b> : <ul style="list-style-type: none"> <li>• To develop an understanding of basic rules of the game.</li> <li>• To know how to use attacking and defending skills in a game situation.</li> <li>• To apply the rules and tactics in a game situation.</li> <li>• <b>To understand when to move with the ball and when to pass.</b></li> <li>• Ball handling with control and accuracy</li> <li>• Throwing, catching and running with the ball.</li> <li>• <b>To develop dodging skills to lose a defender and move in to space.</b></li> <li>• <b>To dribble with control.</b></li> <li>• <b>To pass and receive with control and accuracy.</b></li> <li>• <b>To develop drawing defence to create space.</b></li> <li>• <b>To work as a defensive unit to prevent attackers from scoring.</b></li> <li>• <b>To deny and delay attackers</b></li> <li>• To be able to play in an intra-house tournament.</li> </ul>	Invasion games including: Football, Netball, Tag-rugby, <b>Hockey</b> , Handball: <ul style="list-style-type: none"> <li>• <b>To have a secure understanding of basic rules of the game.</b></li> <li>• To know how to use attacking and defending skills in a game situation.</li> <li>• To apply the rules and tactics in a game situation.</li> <li>• To understand when to move with the ball and when to pass.</li> <li>• Ball handling with control and accuracy</li> <li>• Throwing, catching and running with the ball.</li> <li>• To develop dodging skills to lose a defender and move in to space.</li> <li>• To dribble with control.</li> <li>• To pass and receive with control and accuracy.</li> <li>• To develop drawing defence to create space.</li> <li>• To work as a defensive unit to prevent attackers from scoring.</li> <li>• To deny and delay attackers</li> <li>• <b>To provide constructive feedback based on attacking and defensive principles.</b></li> </ul>

					<ul style="list-style-type: none"> <li>To be able to play in an intra-house tournament.</li> </ul>
	<b>Crucial Learning</b>	<i>Run</i> <i>Jump</i> <i>Throw</i> <i>Catch</i> <i>Dribble</i> <i>Intercept</i> <i>Shoot</i>	<i>Dribbling</i> <i>Passing</i> <i>Receiving</i> <i>Intercepting</i> <i>Tackling</i>	<i>Throwing and catching</i> <i>Intercepting</i> <i>Dribbling</i> <i>Shooting</i>	<i>Dribbling</i> <i>Passing</i> <i>Receiving</i> <i>Tackling</i> <i>Creating and using space</i>
	<b>Knowledge and Skills</b>	Net games: <b>Tennis</b> <ul style="list-style-type: none"> <li>To learn how to score.</li> <li>To understand how to hold a racket correctly.</li> <li>To understand the basic rules of the game.</li> <li>To develop ball control and movement skills.</li> <li>To develop racket and ball control.</li> <li>To develop the forehand and backhand.</li> <li>To begin to develop a rally.</li> <li>To develop playing against an opponent.</li> <li>To work collaboratively with a partner and compete against others.</li> <li>To be able to play in an intra-house tournament.</li> </ul>	Net games: <b>Tennis</b> <ul style="list-style-type: none"> <li>To learn how to score.</li> <li><b>To know when to select a specific shot appropriately.</b></li> <li>To understand the basic rules of the game.</li> <li>To develop ball control and movement skills.</li> <li>To develop racket and ball control.</li> <li>To develop the forehand and backhand.</li> <li><b>To develop the ability to change grips as appropriate.</b></li> <li>To begin to develop a rally.</li> <li>To develop playing against an opponent.</li> <li>To work collaboratively with a partner and compete against others.</li> <li>To be able to play in an intra-house tournament.</li> </ul>	Net games: <b>Tennis</b> <ul style="list-style-type: none"> <li><b>To understand how to serve and return the ball.</b></li> <li><b>To understand and apply the rules of the game.</b></li> <li><b>To learn the official scoring system.</b></li> <li><b>To continue to develop ball control and movement skills, including whilst under pressure in competitive scenarios.</b></li> <li>To <b>continue</b> to develop racket and ball control.</li> <li>To <b>continue</b> to develop the forehand and backhand.</li> <li>To <b>continue</b> to develop the ability to change grips as appropriate.</li> <li><b>To maintain a continuous rally with increasing control.</b></li> <li><b>To use a variety of strokes to outwit an opponent.</b></li> <li>To work collaboratively with a partner and compete against others.</li> <li><b>To use the correct serving technique.</b></li> <li><b>To develop the volley technique.</b></li> <li>To be able to play in an intra-house tournament.</li> </ul>	Net games: <b>Tennis</b> <ul style="list-style-type: none"> <li><b>To develop the forehand groundstroke.</b></li> <li><b>To be able to return the ball using a backhand groundstroke.</b></li> <li><b>To develop the volley and understand when to use it.</b></li> <li><b>To develop the volley and use it in a game situation.</b></li> <li><b>To develop accuracy of the underarm serve.</b> To learn to use the official scoring system.</li> <li>To work co-operatively with a partner and <b>employ tactics</b> to outwit an opponent.</li> </ul>
	<b>Crucial Learning</b>	<i>Forehand</i> <i>Backhand</i> <i>Throwing</i> <i>Catching</i> <i>Ready position</i>	<i>Underarm throwing</i> <i>Catching</i> <i>Forehand</i> <i>Backhand</i> <i>Ready position</i>	<i>Forehand groundstroke</i> <i>Backhand groundstroke</i> <i>Forehand volley</i> <i>Backhand volley</i> <i>Underarm serve</i>	<i>Forehand groundstroke</i> <i>Backhand groundstroke</i> <i>Forehand volley</i> <i>Backhand volley</i> <i>Underarm serve</i>
	<b>Knowledge and Skills</b>	<b>Dance</b> <ul style="list-style-type: none"> <li>To understand how to move in unison with others.</li> <li>To understand how dynamics affect the actions performed.</li> <li>To understand formations.</li> <li>Travelling</li> <li>Copying and performing actions</li> </ul>	<b>Dance:</b> <ul style="list-style-type: none"> <li><b>To understand ‘action’ and ‘reaction’.</b></li> <li>To understand how to move in unison with others.</li> <li>To understand how <b>actions</b>, dynamics, <b>spacing and timing</b> affect the actions performed.</li> <li>Travelling</li> </ul>	<b>Dance:</b> <ul style="list-style-type: none"> <li><b>To understand how changing the dynamics of an action changes the appearance of the performance.</b></li> <li>To understand how actions, dynamics, spacing and timing affect the actions performed.</li> <li>Travelling</li> <li><b>Provide and use feedback</b></li> </ul>	<b>Dance:</b> <ul style="list-style-type: none"> <li>To understand how changing the dynamics of an action changes the appearance of the performance.</li> <li>To understand how actions, dynamics, spacing and timing affect the actions performed.</li> </ul>

		<ul style="list-style-type: none"> <li>Create actions in response to a stimulus</li> <li>Transitions</li> <li>Timing</li> <li>Using choreography ideas to perform a short routine.</li> </ul>	<ul style="list-style-type: none"> <li>Copying and performing actions</li> <li>Create actions in response to a stimulus</li> <li>Transitions <b>including working with a partner or a small group.</b></li> <li>Timing</li> <li>Using choreography ideas to perform a short routine.</li> </ul>	<ul style="list-style-type: none"> <li><b>Work in a group to create poses, linking them together using transitions</b></li> <li><b>Use choreography devices when working in a group.</b></li> <li><b>Copy and repeat movements</b></li> <li><b>Work collaboratively to create a dance</b></li> <li><b>Use changes in level and speed</b></li> <li><b>Use actions and dynamics to convey characters.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>To understand how dance can be used to convey characters and to communicate a story.</b></li> </ul>
	<b>Crucial Learning</b>	<i>Using canon Unison Formation dynamics Pathways Direction Copying and performing actions Control Balance</i>	<i>Performing a variety of dance actions Using canon Unison Formation Dynamics Character Structure</i>	<i>Performing a variety of dance actions Using canon Unison Formation Dynamics Character Structure Space Emotion Matching Mirroring Transitions</i>	<i>Performing a variety of dance actions Using canon Unison Formation Dynamics Character Emotion Matching Mirroring Transitions</i>
	<b>Theology and vision links</b>	<b>1 Corinthians 12</b> <b>Importance of teamwork:</b> <i>"Just as a body, though one, has many parts, but all it's many parts form one body."</i>	<b>Phillipians 3</b> <b>Achieving your best</b> <i>"I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining to what is ahead. I press on toward the goal."</i>	<b>Job 42:2</b> <b>Perseverance</b> <i>"I know that you can do all things. No purpose of yours can be thwarted."</i>  <b>2 Chronicles 15:7</b> <i>"But you, take courage! Do not let your hands be weak, for your work will be rewarded."</i>	<b>Romans 15</b> <b>Attitude/helping others</b> <i>"Each of us should please our neighbours for their good, to build them up."</i>
<b>Summer term</b>	<b>Knowledge and Skills</b>	<b>Striking and fielding- <u>Cricket</u></b> <ul style="list-style-type: none"> <li>To develop overarm and underarm throwing and apply these to a striking and fielding game.</li> <li>To develop bowling technique and learn the rules of the skill within this game.</li> <li>To develop batting technique and understand where to hit the ball.</li> <li>To develop fielding techniques and apply them to game situations.</li> <li>To play different roles in a game and begin to think tactically about each role.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul>	<b>Striking and fielding- <u>Rounders</u></b> <ul style="list-style-type: none"> <li>To develop throwing and catching under pressure and apply these to a striking and fielding game.</li> <li>To develop bowling under pressure whilst abiding by the rules of the game.</li> <li>To strike a bowled ball with increasing consistency.</li> <li>To develop fielding techniques and select the appropriate action for the situation.</li> <li>To understand and apply tactics in a game.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul>	<b>Striking and fielding- <u>Cricket</u></b> <ul style="list-style-type: none"> <li><b>To develop throwing and catching under pressure and apply these to a striking and fielding game.</b></li> <li>To develop bowling <b>under pressure</b> whilst abiding by the rules of the game.</li> <li><b>To strike a bowled ball with increasing consistency.</b></li> <li>To develop fielding techniques and <b>select the appropriate action for the situation.</b></li> <li>To understand and apply tactics in a game.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul>	<b>Striking and fielding- <u>Rounders</u></b> <ul style="list-style-type: none"> <li><b>To develop bowling under pressure whilst abiding by the rules of the game.</b></li> <li>To strike a bowled ball with <b>increasing consistency.</b></li> <li><b>To make decisions about where and when to send the ball to stump a batter out.</b></li> <li>To develop a variety of fielding techniques and when to use them in a game.</li> <li><b>To develop long and short barriers in fielding and understand when to use them.</b></li> <li>To apply skills and knowledge to compete in a tournament.</li> </ul>



	<b>Crucial Learning</b>	Underarm throwing Overarm throwing Catching Tracking a ball Fielding and retrieving a ball Batting	Underarm throwing Overarm throwing Catching Over and underarm bowling	Throwing and catching Bowling Tracking Fielding and retrieving a ball Batting	Underarm throwing Overarm throwing Catching Over and underarm bowling Long and short barrier Batting
	<b>Knowledge and Skills</b>	<p>Athletics:</p> <ul style="list-style-type: none"> <li>To know how to perform a changeover in a relay race.</li> <li>To know how to land safely when jumping for height or distance</li> <li>To know how to throw for accuracy and distance.</li> <li>To understand the rules for a variety of events.</li> <li>To understand the importance of warming up</li> <li>To develop sprinting technique.</li> <li>To develop changeover in relay events.</li> <li>To develop fluency and rhythm when running over obstacles.</li> <li>To develop jumping techniques in a range of approaches and take off positions.</li> <li>To develop jumping for height and safety on landing.</li> <li>To develop throwing for accuracy and distance.</li> </ul>	<p>Athletics:</p> <ul style="list-style-type: none"> <li>To know how to perform a changeover in a relay race.</li> <li>To know how to land safely when jumping for height or distance</li> <li>To know how to throw for accuracy and distance.</li> <li>To understand the rules for a variety of events and <b>to begin to understand how to officiate.</b></li> <li><b>To explain what happens to the body when warming up.</b></li> <li><b>To develop power and speed in the sprinting technique.</b></li> <li><b>To develop stamina and an understanding of pace and speed in relation to distance.</b></li> <li><b>To develop technique when jumping for distance.</b></li> <li><b>To develop fluency and technique in the vertical jump.</b></li> <li><b>To develop power and technique when throwing for distance.</b></li> <li><b>To develop officiating skills.</b></li> </ul>	<p>Athletics:</p> <ul style="list-style-type: none"> <li><b>To be able to apply different speeds over varying distances.</b></li> <li><b>To develop fluency and coordination when running for speed.</b></li> <li><b>To develop technique in relay changeovers.</b></li> <li><b>To develop power, control and consistency in jumping for distance.</b></li> <li><b>To develop technique and coordination in the triple jump.</b></li> <li><b>To develop throwing with force for longer distances.</b></li> <li>To develop officiating skills.</li> <li>To know how to perform a changeover in a relay race.</li> <li>To know how to land safely when jumping for height or distance</li> <li>To know how to throw for accuracy and distance.</li> <li>To understand the rules for a variety of events and <b>to understand how to officiate.</b></li> <li><b>To know how to lead a warm up.</b></li> <li><b>To understand how stamina and power help people perform well in different athletic activities.</b></li> <li><b>To understand the technique for the triple jump.</b></li> <li></li> </ul>	<p>Athletics:</p> <ul style="list-style-type: none"> <li>To know how to perform a changeover in a relay race.</li> <li>To understand how to develop own and others' sprinting technique.</li> <li>To know how to land safely when jumping for height or distance</li> <li>To know how to throw for accuracy and distance.</li> <li><b>To have a secure understanding of the rules in a variety of athletic events.</b></li> <li>To know how to lead a warm up.</li> <li>To understand how stamina and power help people perform well in different athletic activities.</li> <li>To understand the technique for the triple jump..</li> <li><b>To develop own and others' sprinting technique.</b></li> <li><b>To develop running over obstacles with greater control and coordination.</b></li> <li><b>To develop take off position when jumping for height.</b></li> <li><b>To develop power, control and technique for the triple jump.</b></li> <li><b>To develop power, control and technique when throwing for distance.</b></li> <li><b>To work collaboratively to develop officiating skills of measuring, timing and recording.</b></li> </ul>
		Sprinting Jumping for distance Push and pull throwing for distance	Pacing Sprinting technique Jumping for distance Throwing for distance	Pacing Sprinting technique Relay changeovers Jumping for distance Push and pull throwing for distance	Pacing Sprinting Jumping for distance Throwing for distance Fling throwing for distance
				<p>Swimming:</p> <ul style="list-style-type: none"> <li><b>Developing knowledge of all strokes.</b></li> <li><b>To know how to improve technique in all strokes.</b></li> </ul>	



				<ul style="list-style-type: none"> <li>• <b>An understanding of aquatic breathing and how to apply this.</b></li> <li>• <b>To know how to apply self-rescue.</b></li> <li>• Submersion</li> <li>• Sculling</li> <li>• Floating</li> <li>• Gliding</li> <li>• Rotation</li> <li>• <b>H.E.L.P position</b></li> <li>• Treading water</li> <li>• Exiting and entering the pool</li> <li>• Travelling through the water</li> <li>• <b>Apply aquatic breathing skills</b></li> <li>• Front crawl, back stroke, breaststroke and <b>butterfly</b></li> <li>• <b>To swim unaided up to 25m.</b></li> </ul>	
				<i>Floating</i> <i>Breathing technique in front crawl</i> <i>Breathing technique in breaststroke Backstroke arms</i> <i>Tread water</i> <i>Survival in water</i>	
	<b>Theology and vision links</b>	1 Corinthians 12 Importance of teamwork: <i>"Just as a body, though one, has many parts, but all it's many parts form one body."</i>	Phillipians 3 Achieving your best <i>"I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining to what is ahead. I press on toward the goal."</i>	Job 42:2 Perseverance <i>"I know that you can do all things. No purpose of yours can be thwarted."</i>  2 Chronicles 15:7 <i>"But you, take courage! Do not let your hands be weak, for your work will be rewarded."</i>	Romans 15 Attitude/helping others <i>"Each of us should please our neighbours for their good, to build them up."</i>
	<b>Skills applied in all areas</b>	Skills across all areas: <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Self-belief</li> <li>• Respect</li> <li>• Passion</li> <li>• Honesty and fair play</li> <li>• Determination</li> <li>• Communication</li> <li>• Resilience</li> <li>• Sportsmanship</li> </ul>	Skills across all areas: <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Self-belief</li> <li>• Respect</li> <li>• Passion</li> <li>• Honesty and fair play</li> <li>• Determination</li> <li>• Communication</li> <li>• Resilience</li> <li>• Sportsmanship</li> </ul>	Skills across all areas: <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Self-belief</li> <li>• Respect</li> <li>• Passion</li> <li>• Honesty and fair play</li> <li>• Determination</li> <li>• Communication</li> <li>• Resilience</li> <li>• Sportsmanship</li> </ul>	Skills across all areas: <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Self-belief</li> <li>• Respect</li> <li>• Passion</li> <li>• Honesty and fair play</li> <li>• Determination</li> <li>• Communication</li> <li>• Resilience</li> <li>• Sportsmanship</li> </ul>

