

Physical Education Curriculum Principles

Vision Our PE curriculum aims to support pupils to develop a love of sport and physical exercise. Our inclusive and challenging curriculum provides variety and interest to engage, encourage and support all children in developing a mastery of the skills and qualities required so that they are well-prepared for secondary school and go on to lead healthy, productive and active lives. PE lessons demand that children work hard. Lessons focus on ensuring sustained activity through dynamic warm ups, carefully scaffolded practice and conditioned games, which enable children to develop and apply their skills in increasingly challenging and competitive situations; by striving to beat their personal best, participating in a conditioned game or representing their house in a formal sports competition. By consistently interweaving competition into lessons, in its many forms, children experience fun opportunities to challenge themselves, experience a sense of achievement and develop important sporting values and personal qualities such as humility, resilience, determination and empathy. Leadership skills are developed throughout the curriculum, which is based on the Striver P.E. scheme and includes specific OAA and Sports Education modules of work. Opportunities to work with outside providers, participate in sports leagues and competitions inspire children to develop their skills to the highest level, giving them opportunities to develop into the elite athletes of the future.

Subject Leader Rationale We believe it is our duty to promote a love of exercise and an appreciation for how enjoyable and rewarding sport and physical activity can contribute to leading happy and healthy lives. We take this responsibility very seriously and our teaching of Physical Education echoes this sentiment. Lessons are dynamic and energetic, and focus on physical fitness. Pupils participate in a wide range of sports and activities and lessons are sequenced so that they become increasingly challenging as children progress through the school. In reception and KS1, fundamental movement and coordination skills are taught to ensure a high level of proprioceptive and athleticism. This enables pupils to revisit key skills regularly and apply them in increasingly competitive scenarios, so that the skills will become more technically refined. Body position, balance and strength are key elements of our gymnastics and dance lessons and ensures that children demonstrate the necessary skills and techniques to be successful and accurate. All lessons follow a robust structure which provides children with opportunities to learn a new key skill. This provides a strong routine for the children and also enables them to be taught, practice and then implement the skill within a relevant context, including competitive situations.

Essential Knowledge has been carefully sequenced across strands in each subject so that pupils remember what they have been taught. Consequently, pupils build strong foundations on which more complex concepts and ideas can be built. Essential knowledge forms the key learning outcomes which are mapped across the strands and re-visited regularly both within and across subsequent years. Key subject specific vocabulary for each year group is identified to further support this process. As pupils become more confident with new knowledge and skills, they are given opportunities to compare and contrast and apply their disciplinary knowledge.

Disciplinary Knowledge is progressively mapped out to equip pupils with the necessary knowledge and skills to be able to apply what they have learned to a range of competitive and non-competitive scenarios. As children progress through the school, they will be increasingly encouraged to implement tactical decisions to become more equipped to both attack and defend in game situations and be able to exhibit balance, control and poise in both gymnastics and dance. Key questions are used to enable children to demonstrate their essential knowledge, such as: How can I find space? How can I be evasive and move around an opponent? How can I help a teammate? How can I move to block an opposition attacker? How can I warm up for an activity? How can I control my pace when I move? How can I activate my core to retain balance, position and poise? What should my body shape and position be?

Characteristics of Effective Learning

We aim to ensure that our pupils experience “wow” moments in their learning and we know this happens more frequently when pupils are given opportunities to discover and find things out for themselves. Our curriculum has been designed so that pupils are able to use and apply their skills and knowledge in creative and interesting ways. As pupils move through each stage of their learning journey and develop more of an understanding of the world in which they live, pupils are taught and encouraged to use the following skills and characteristics;

Curiosity Questioning Analysing Researching Perseverance Problem solving Thinking critically Creativity Cooperation

Physical Education

Year 1

Strands of Learning	Games	Athletics	Gymnastics	Dance	Outdoor Adventurous Activities	Swimming
Autumn 1	<p>To be able to develop spatial awareness whilst moving in different directions.</p> <p>To be able to maintain balance whilst reacting quickly to commands.</p> <p>To be able to move in different directions whilst handling a ball.</p> <p>To be able to develop control and accuracy when rolling a ball.</p> <p>To be able to underarm throw with control and accuracy.</p> <p>To be able to send and receive a bouncing ball whilst positioning body correctly.</p>		<p>To be able to explore space correctly.</p> <p>To use space effectively using agility, balance and coordination.</p> <p>To balance using different parts of the body.</p> <p>To be able to stretch, tuck and roll using a variety of shapes.</p>			
Autumn 2	<p>To be able to carry and balance equipment whilst changing speed and direction.</p>			<p>To be able to select and use a variety of movements to form a dance based on specific individual colours.</p>		

	<p>To be able to show control and accuracy when throwing and aiming.</p> <p>To be able to gain rhythm when throwing and striking a ball.</p> <p>To be able to strike and kick a moving ball with accuracy and control.</p> <p>To be able to understand the concept of dribbling and the skills required.</p> <p>To be able to engage in team games, showing the skills learnt previously.</p>			<p>To be able to select and use a variety of movements to form a dance based on all of the colours of the rainbow.</p>		
Spring 1	<p>To be able to understand what attacking and defending is using simple practices.</p> <p>To be able to demonstrate basic defending skills.</p> <p>To be able to defend a space against other pupils in small sided games.</p>		<p>To be able to take weight on hands and feet.</p> <p>To be able to learn, name and copy basic low-level shapes.</p> <p>To be able to explore different styles of travelling: over, under and through.</p> <p>To be able to jump and land safely.</p>			

	<p>To be able to demonstrate basic attacking skills.</p> <p>To be able to move past a defender using quick movements.</p> <p>To be able to put all attacking and defending skills learnt into team games.</p>		<p>To be able to copy, mirror and create a small routine using springs, bounces and jumps.</p>			
Spring 2	<p>To be able to demonstrate the dribbling skills required for football.</p> <p>To be able to demonstrate the passing skills required for football.</p> <p>To be able to demonstrate the shooting skills required for football.</p> <p>To be able to familiarise and understand the passing / movements required in rugby.</p> <p>To be able to develop the skill of tagging an opponent in rugby.</p> <p>To be able to improve the passing, catching</p>			<p>To be able to explore a range of movements connected to different types of weather.</p> <p>To be able to form a dance based on individual seasons.</p> <p>To produce a class performance based on different weather and seasons.</p>		

	and movement skills in rugby.					
Summer 1	<p>To be able to work at a high intensity when completing a fitness circuit.</p> <p>To be able to work at a high intensity for short bursts of time.</p> <p>To be able to complete fitness exercises using their leg.</p>	<p>To be able to run fast from a standing start.</p> <p>To be able to jump and throw.</p> <p>To be able to run and kick for accuracy.</p> <p>To be able to throw and catch.</p> <p>To be able to bowl and step.</p> <p>To be able to throw and skip.</p>				
Summer 2	<p>To be able to complete varying activities to strengthen core muscles.</p> <p>To be able to improve their motor skills through fun aerobic games.</p>	<p>Sports day preparation</p> <p>To consolidate when has been taught and learn rules and procedures of the competition.</p>			<p>To develop cooperation and listening skills.</p> <p>To maintain attention/focus for longer periods of time.</p> <p>To develop and improving motor control (i.e. fine and gross motor skills).</p>	
<p>To compare performances with previous ones and demonstrate improvements to achieve personal bests.</p>		<p>Teacher question: Which is harder, passing or dribbling? Child's answer: It is more difficult to dribble.</p> <p>Teacher question: What is the difference between balancing and travelling? Child's answer: When I balance I am still but when I am travelling I am moving.</p> <p>Teacher question: Can you describe what happens to your breathing when you're active? Child's answer: My breathing becomes faster and heavier.</p>				

Physical Education

Year 2

Strands of Learning	Games	Athletics	Gymnastics	Dance	Outdoor Adventurous Activities	Swimming
Autumn 1	<p>To be able to show control and balance in basic movements.</p> <p>To be able to show confidence in ball handling skills.</p> <p>To be able to control a moving ball in a variety of ways.</p> <p>To be able to show rolling and gathering skills with confidence and precision.</p> <p>To be able to continue to perform rolling and gathering skills with control.</p> <p>To be able to show progression from rolling into catching and throwing.</p>		<p>To introduce linking basic shapes with control.</p> <p>To perform basic shapes with some control – tuck, pike, straddle.</p> <p>To explore medium level shapes.</p> <p>To be able to land and jump safely using apparatus.</p>			
Autumn 2	<p>To be able to perform kicking skills with control and accuracy.</p>			<p>To be able to perform and air pattern – jump and shape to perform a</p>		

	<p>To be able to perform underarm and overarm throwing with control.</p> <p>To be able to complete and perform net type activities with control.</p> <p>To be able to send and receive a ball using a tennis racket with control.</p> <p>To be able to demonstrate a range of striking and gathering skills.</p> <p>To be able to put striking and gathering skills into small sided games.</p>			<p>dance based on fireworks.</p> <p>To be able to select and perform a range of dances based on separate types of firework then produce a class dance based on them all.</p>		
Spring 1	<p>To be able to use space whilst passing and receiving a kicked ball.</p> <p>To be able to use space whilst passing and receiving a kicked ball.</p> <p>To be able to throw & catch to pass and receive a ball in a game.</p> <p>To be able to attack & defend in a game, making and denying space.</p>		<p>To use apparatus safely with entrances, balances and exits.</p> <p>To be able to form shapes in flight using apparatus.</p> <p>To be able to rehearse rolling and strengthening balances.</p> <p>To be able to roll safely.</p>			

	<p>To be able to develop tactics when shooting at and protecting targets.</p> <p>To be able to apply attacking and defending skills into invasion games.</p>					
Spring 2	<p>To be able to understand the basics of holding a hockey stick and dribbling a ball.</p> <p>To be able to pass a hockey ball to a partner and group with control.</p> <p>To be able to demonstrate attacking skills in hockey such as shooting.</p> <p>To be able to demonstrate bouncing a basketball with control.</p> <p>To be able to develop bouncing skills into dribbling activities.</p> <p>To be able to move away from a defender whilst continuing to dribble.</p>			<p>To be able to select and explore a variety of movements based on different types of toys.</p> <p>To create a dance class based on a toy maker's workshop.</p>		

<p>Summer 1</p>	<p>Golf:</p> <p>To be understand and perform the basic skills required in tri-golf.</p> <p>To be able to control the distance when striking a ball.</p> <p>To be able to develop the skill of chipping the ball in the air.</p> <p>To be able to accurately control the distance and height using a chipper.</p> <p>To be able to combine previous skills learnt into a group competition.</p> <p>To be able to use putting and chipping to replicate a course scenario.</p>	<p>To be able to develop awareness of speed when running a short distance.</p> <p>To be able to adjust and make changes to running speed when completing different distances.</p> <p>To be able to throw and aim with accuracy towards a given target.</p> <p>To be able to jump for distance.</p>				
<p>Summer 2</p>		<p>Sports day preparation.</p> <p>To consolidate when has been taught and learn rules and procedures of the competition.</p>			<p>To develop cooperation and listening skills.</p> <p>To maintain attention/focus for longer periods of time.</p> <p>To develop and improving motor</p>	

					control (i.e. fine and gross motor skills).	
To compare performances with previous ones and demonstrate improvements to achieve personal bests.		<p>Teacher question: Why is it important to warm up before exercise? Child's answer: So that I am ready to move well and to stop me from getting injured.</p> <p>Teacher question: How will the dance phrase look to the audience? Child's answer:</p> <p>Teacher question: Why is it important to warm up your muscles? Child's answer: N</p>				
Key vocabulary by the end of KS1	Accuracy, aim, bounce, space, stop, target, catch, underarm, overarm, shoot, dribble, space, roll, strike	High, Low, Aim, Safely, Step, Bounce, Leap, Repeat, Overarm, Underarm, Accelerate, Baton, Relay, Push, Take off, Sprint, Walk, Jog, Run, Throw, Target, Jump, Land, Hop, Skip, Fast, Slow	Balance, copy, roll, entrance, exit, mirror, tall, tip-toes, tuck, arch, dish, roll, pike, straddle, jump, land, travel, turn	Skipping, galloping, running, marching, rise, fall, turn, spread, sink, flicker, dart, twist, shoot, writhe, hopping, jumping, fast, slow, light, climb, scramble, jump, curl, stretch, pounce, leap, dash	Trust, rules, watching, listening, feeling, silence, talking, cooperating, sharing, taking turns decisions, discussion, frustration, scared, resilience, kind, encouragement, praise, patience, leader, team member, team work	

Physical Education

Year 3

Strands of Learning	Games	Athletics	Gymnastics	Dance	Outdoor Adventurous Activities	Swimming*
Autumn 1	<p>Football:</p> <p>To be able to control the ball and dribble.</p> <p>To be able to control the ball, dribble and turn.</p> <p>To be able to pass the ball accurately and control the ball when receiving a pass.</p> <p>To be able to pass the ball accurately on the move and control the ball when receiving a pass.</p> <p>To be able to shoot and play the position of goalkeeper.</p> <p>To be able to apply learned skills in a game of football.</p>		<p>To be able to perform a sequence using low and medium level shapes.</p> <p>To be able to perform contrasting shapes with some linking.</p> <p>To perform some shapes in flight, on and off apparatus.</p> <p>To be able to take weight on hands and roll safely, exploring different rolling methods.</p>			<p>To swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>To use a range of strokes effectively.</p> <p>To perform safe self-rescue in different water-based situations.</p>
Autumn 2	Rugby:			To be able to perform different cheerleading arm positions and		As above

	<p>To be able to evade and tag opponents.</p> <p>To be able to evade opponents while keeping control of a rugby ball.</p> <p>To be able to pass the ball accurately and receive the ball safely.</p> <p>To be able to pass the ball accurately and receive the ball safely on the move.</p> <p>To be able to pass the ball accurately and receive the ball safely in a game situation.</p> <p>To be able to apply learned skills in a game of tag rugby.</p>			<p>actions, both individually, in pairs, in groups and as a class.</p>		
Spring 1	<p>Netball:</p> <p>To be able to pass and catch a netball.</p> <p>To be able to pass via bounce and overhead using suitable techniques.</p> <p>To be able to demonstrate correct footwork.</p>					As above

	<p>To be able to effectively dodge and mark.</p> <p>To be able to shoot a netball.</p> <p>To be able to play a game of netball showing an understanding of rules.</p>					
Spring 2	<p>Cricket:</p> <p>To be able to bowl underarm.</p> <p>To be able to bat correctly.</p> <p>To be able to catch.</p> <p>To be able to accurately bowl overarm using appropriate technique.</p> <p>To be able to use different batting shots.</p> <p>To be able to field using appropriate techniques.</p>					As above
Summer 1		<p>To be able to run for speed.</p> <p>To be able to jump for distance.</p> <p>To be able to develop throwing skills.</p>				As above

		<p>To be able to learn the basics of hurdling.</p> <p>To be able to run a relay and change over the baton appropriately.</p> <p>To be able to take part in an athletics team challenge.</p>				
Summer 2		<p>Sports day preparation</p> <p>To consolidate when has been taught and learn rules and procedures of the competition. Look in depth at relay running. Practise baton changing with skill and accuracy at speed.</p>				As above
<p>To compare performances with previous ones and demonstrate improvements to achieve personal bests.</p>		<p>Teacher question: Which part of the foot is best used to give the most control when passing? Child's answer: The inside of the foot.</p> <p>Teacher question: Why is it important to tuck your chin into your chin when rolling? Child's answer: To help me to roll over more quickly and to stop me from getting injured.</p> <p>Teacher question: Why is a canon good to have in a dance? Child's answer: So that all dancers can make the same movements at the same time.</p>				

Physical Education

Year 4

Strands of Learning	Games	Athletics	Gymnastics	Dance	Outdoor Adventurous Activities	Swimming
Autumn 1	<p>To be able to gain a basic understanding of dribbling in basketball.</p> <p>To be able to dribble under pressure in basketball.</p> <p>To be able to gain a basic understanding of passing in basketball.</p> <p>To be able to pass, dribble and pivot in basketball.</p> <p>To be able to pass and dribble in a game situation.</p> <p>To be able to make appropriate decisions to win competitive matches.</p>		<p>To be able to perform and evaluate a routine with matching balances both on and off apparatus.</p> <p>To be able to perform and evaluate a routine with contrasting balances both on and off apparatus.</p>			
Autumn 2	<p>Rugby:</p> <p>To be able to evade and tag opponents.</p>			<p>To be able to perform a simple range of traditional Indian dance arm and hand gestures.</p>		

	<p>To be able to evade and tag opponents whilst keeping control of a rugby ball.</p> <p>To be able to pass the ball accurately and receive the ball safely, both when static and on the move.</p> <p>To be able to apply learned skills to a conditioned game of rugby.</p>			<p>To be able to perform a simple range of traditional Indian dance footwork movements.</p> <p>To be able to learn and perform a choreographed dance routine based on traditional arm, hand and footwork positions and movements.</p>		
Spring 1	<p>Handball:</p> <p>To be able to throw and catch.</p> <p>To be able to develop throwing and catching skills.</p> <p>To be able to pass and shoot.</p> <p>To be able to develop passing and shooting skills.</p> <p>To be able to move with and without the ball.</p> <p>To be able to move with and without the ball.</p>		<p>To be able to perform a shoulder stand safely.</p> <p>To be able to perform a headstand safely with support.</p> <p>To be able to perform a sequence using stands and balances.</p> <p>To perform a forward roll with appropriate entrances and exits on, off and over apparatus.</p>			

Spring 2			<p>To be able to perform a shoulder stand safely.</p> <p>To be able to perform a headstand safely with support.</p> <p>To be able to perform a sequence using stands and balances.</p> <p>To perform a forward roll with appropriate entrances and exits on, off and over apparatus.</p>		<p>To understand and develop communication skills.</p> <p>To understand and develop teamwork and leadership skills.</p> <p>To solve problems by thinking creatively.</p> <p>To develop emotional and social skills.</p>	
Summer 1	<p>Rounders:</p> <p>To be able to throw and catch a ball.</p> <p>To be able to show the basics required when batting.</p> <p>To be able to develop a range of fielding techniques.</p> <p>To be able to develop batting and bowling skills for rounders.</p> <p>To be able to develop striking skills through small sided games.</p>	<p>To be able to record and measure performance in running, throwing & jumping.</p> <p>To be able to improve running technique including the sprint finish.</p> <p>To be able to communicate as a team to make relay changeovers.</p> <p>To be able to jump for height.</p> <p>To be able to throw for distance using a range of techniques.</p>				

	To be able to bring all the skills learnt into mini rounders match.	To re-record and better performances in running, throwing & jumping.				
Summer 2	<p>Tennis:</p> <p>To be able to take the ready position.</p> <p>To be able to hit the ball with accuracy and good technique.</p> <p>To be able to understand the flight of the ball.</p> <p>To be able to know where to move and stand on the court.</p> <p>To be able to react to the ball direction and get into position ready for the shot.</p> <p>To be able to keep a rally going.</p>	<p>Sports day preparation</p> <p>To consolidate when has been taught and learn rules and procedures of the competition. Look in depth at relay running. Practise baton changing with skill and accuracy at speed.</p>				
To compare performances with previous ones and demonstrate improvements to achieve personal bests.		<p>Teacher question: What are you thinking about when you are preparing to shoot at a target? Child's answer: Mainly the target itself but trying to use good technique so that I am accurate.</p> <p>Teacher question: How can we make balances more challenging? Child's answer: I could be balancing on one foot instead of two or perhaps be balancing on a beam or bench.</p> <p>Teacher question: What makes a good performer? Child's answer: A good performer has good posture and their limbs extend. A good performer doesn't slouch, they are athletic and strong in the way they move.</p>				

Physical Education

Year 5

Strands of Learning	Games	Athletics	Gymnastics	Dance	Outdoor Adventurous Activities	Swimming
Autumn 1	<p>Football:</p> <p>To be able to control the ball, dribble and turn.</p> <p>To be able to pass the ball accurately and find space to receive a pass.</p> <p>To be able to tackle and mark players.</p> <p>To be able to turn and shoot at speed.</p> <p>To be able to apply attacking and defending skills in small sided games.</p> <p>To be able to apply learned skills in a game of football.</p>		<p>To perform forward rolls with a range of entrances and exits.</p> <p>To perform backwards rolls with a range of entrances and exits.</p> <p>To be able to safely perform cat springs.</p> <p>To be able to vault safely, correctly and with a range of entrances and exits.</p>			
Autumn 2	<p>To be able to evade and tag opponents.</p> <p>To be able to pass and receive a pass at speed.</p>			<p>To be able to perform a range of different Haka positions and movements.</p>		

	<p>To be able to pass and receive a pass at speed in a game situation.</p> <p>To refine attacking and defending skills.</p> <p>To develop tactics as a team.</p> <p>To apply learned skills in a game of tag rugby.</p>			<p>To be able to perform a Haka routine individually and as a group.</p> <p>To be able to rehearse and perform a choreographed routine based on the Ha Mate Haka.</p>		
Spring 1	<p>Netball:</p> <p>To be able to catch and throw the ball with accuracy.</p> <p>To be able to use a variety of passes.</p> <p>To be able to use a variety of tactics.</p> <p>To be able to show control and good footwork.</p> <p>To be able to understand the rules of high 5 netball.</p> <p>To be able to shoot and develop their skills in high 5.</p>		<p>To be able to vault safely and then move into a roll.</p> <p>To perform a headstand safely, with or without support.</p> <p>To transition from a headstand into a forward roll.</p> <p>To perform a jumping roll within a routine.</p>			
Spring 2	Hockey:			To be able to perform basic Street Dance arm		

	<p>To be able to dribble with the ball.</p> <p>To be able to pass, find space and keep possession.</p> <p>To be able to shoot with power and accuracy.</p> <p>To be able to tackle and mark.</p> <p>To be able to develop appropriate tactics.</p> <p>To be able to apply learnt skills to a competitive situation.</p>			<p>positions and movement actions.</p> <p>To be able to perform basic Street Dance arm positions and movement actions.</p> <p>To be able to perform a choreographed Street Dance routine as a whole class.</p>		
Summer 1	<p>Cricket:</p> <p>To be able to further develop bowling in a game situation.</p> <p>To be able to practise batting for accuracy in a game situation.</p> <p>To be able to develop deep field catching.</p> <p>To be able to develop all round skills.</p> <p>To be able to introduce the lofted drive.</p>	<p>To be able to develop running for speed.</p> <p>To be able to develop jumping for distance (triple jump).</p> <p>To be able to develop throwing skills.</p> <p>To be able to develop hurdling skills.</p> <p>To be able to run relays.</p> <p>To be able to score, officiate and show leadership in athletics.</p>				

	To be able to apply skills to a game situation.					
Summer 2	<p>Golf:</p> <p>To be able to stand with the correct grip and posture and make contact with the ball.</p> <p>To be able to control distance and accuracy when putting.</p> <p>To be able to develop the skill of chipping the ball in the air towards a target.</p> <p>To be able to control the distance when striking a ball.</p> <p>To be able to use putting and chipping to replicate a course scenario.</p>	<p>Sports day preparation</p> <p>To consolidate when has been taught and learn rules and procedures of the competition. Look in depth at relay running. Practise baton changing with skill and accuracy at speed.</p>				
<p>To compare performances with previous ones and demonstrate improvements to achieve personal bests.</p>		<p>Teacher question: Can you think of a time when you wouldn't pass to a team mate? Child's answer: When they are marked by a defender or if I am in a better position to either dribble or shoot.</p> <p>Teacher question: How will cat springs help us with gymnastic performance? Child's answer: They require power and technique and make us aware of the need to land safely.</p> <p>Teacher question: What should your arms do when performing the standing long jump? Child's answer: As a I start they should go behind me then powerfully extend out in front as I jump, diagonally upwards and forwards. Then they will work back down near me to support a balanced landing</p>				

Physical Education

Year 6

Strands of Learning	Games	Athletics	Gymnastics	Dance	Outdoor Adventurous Activities	Swimming
Autumn 1	<p>Basketball:</p> <p>To be able to pass and dribble with the ball.</p> <p>To be able to develop the skills for shooting.</p> <p>To be able to dribble and then shoot.</p> <p>To be able to defend and mark an opponent.</p> <p>To be able to apply learnt skills to a small sided game.</p> <p>To be able to apply learnt skills to a full size game.</p>		<p>To be able to perform counter tension balances and counter balances.</p> <p>To explore a range of rolls and incorporate them into a routine.</p> <p>To be able to perform shoulder and headstands.</p> <p>To be able to incorporate stands into canon and / or unison performances.</p>			
Autumn 2	<p>Teamwork and leadership:</p> <p>To understand how working as a team with an efficient leader can achieve goals quicker than working individuals when</p>			<p>To be able to perform a range of positions and movements connected to using a spray can.</p> <p>To be able to perform a range of positions and movements connected to doing parkour.</p>		

	participating in various sporting activities.			To be able to perform a dance narrative.		
Spring 1	<p>Handball:</p> <p>To be able to learn the basics of shooting and defending.</p> <p>To be able to learn how to block and play a small sided game.</p> <p>To be able to develop principles of attack and defence and introduce a full size game.</p> <p>To be able to play a full size game.</p> <p>To be able to develop goalkeeping skills.</p> <p>To be able to play a full size game.</p>		<p>To be able to perform a handstand with support.</p> <p>To be able to perform a cartwheel.</p> <p>To be able to perform rotation, stands and balances in unison and in canon.</p>			
Spring 2				<p>To be able to perform a simple range of movements based on the Olympic flame.</p> <p>To be able to perform a simple range of movements based on the Olympic Torch relay.</p>	<p>To communicate effectively whilst completing a range of tasks.</p> <p>To adopt a variety of roles within a team when completing a range of tasks.</p>	

				<p>To be able to perform a simple range of movements based on the Olympic pentathlon.</p> <p>To perform a dance routine based on the Olympic Games.</p>	<p>To solve problems using a variety of creative solutions.</p> <p>To employ a range of emotional and social skills to help self and others cope with adversity.</p>	
Summer 1	<p>Rounders:</p> <p>To be able to throw and catch a ball consistently.</p> <p>To be able to strike a bowled ball consistently.</p> <p>To be able to stop and field a moving ball using various techniques.</p> <p>To be able to understand and demonstrate the key rules in rounders.</p> <p>To be able to demonstrate all the relevant skills within a rounders match.</p> <p>To be able to compete as a team successfully.</p>	<p>To be able to run with greater fluency & speed, including hurdling.</p> <p>To be able to sustain pace over longer distances.</p> <p>To be able to complete a variety of athletics type races.</p> <p>To be able to compete successfully in a variety of athletics throwing events</p> <p>To be able to compete successfully in a variety of athletics jumping events.</p> <p>To be able to combine all athletics skills into a sports day-style competition.</p>				
Summer 2	Tennis:	Sports day preparation.				

	<p>To be able to control the ball and develop a cooperative rally.</p> <p>To be able to develop the underarm serve.</p> <p>To be able to develop footwork and the return of serve.</p> <p>To be able to take the correct position on the court.</p> <p>To be able to recover after making a shot.</p> <p>To be able to develop the serve and recognise how to score a point.</p>	<p>To consolidate when has been taught and learn rules and procedures of the competition. Look in depth at relay running. Practise baton changing with skill and accuracy at speed.</p>				
Key vocabulary by the end of KS2	Space, bounce pass, chest pass, mark, attack, defend, opponent, intercept, receive, tackle, control, grip, stance, evade, sidestep, rally serve.	Measure, Target, Obstacles, Trajectory, Release, Distance, Target, Time, Position, Measure, Run up Sling, Pull, Distance, Pace, Accuracy, Height, Record, Rhythm, Leading leg, Pulse / Heart rate, Hurdles, Control, Landing foot, Stamina, Obstacles, Stance, Approach	Shoulder stand, linking, head stand, hand stand, counter balance, counter tension, abdominals, flight, vault, squat, routine, transition, travelling	Canon, unison, sequence, dynamics, footwork, gesture, parkour, pace, fluid, extend, tension, structure, rhythm, ballet, jive, rock and roll, lift, timing	Observing, Analysis, Democracy, Dictator, Constructive feedback, Strategy Gestures / Signals, Competition, Time management	Front crawl, Backstroke, Butterfly, Breaststroke, Float, Pull, Glide, Push, Recover, Dive, Float, Breathing, Treading water
To compare performances with previous ones and demonstrate improvements to	Teacher question: What makes a good defender?					

<p>achieve personal bests.</p>	<p>Child's answer: A good defender has a good awareness of the space around them and for potential danger. A good defender will concentrate so that they can be in the right position to mark their opponents. A good defender will anticipate where danger might come from and be able to tackle / intercept the ball effectively.</p> <p>Teacher question: Why is it important to stretch? Child's answer: I need to stretch to avoid injury. It will also increase blood flow which will make the muscles feel stronger during exercise. Stretching increases flexibility and range of motion in the joints.</p> <p>Teacher question: How can your legs help you when you throw? Child's answer: The legs give you a strong base so you can throw with stability. Driving the legs also ensure your body weight is moving in the right direction towards the target at the right time.</p>
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*Swimming

- Swimming is taught in Year 3 at Leckhampton Primary School.
- Every child is offered the opportunity to participate in swimming lessons.
- Lessons are paid for by parents, with any shortfall funded from the School's P.E. Premium budget.
- Lessons are delivered by Cheltenham Borough Council swimming instructors at the local swimming pool (Leisure@, Tommy Taylors Lane). The swimming instructors teach lessons that intend to meet the outcomes of the National Curriculum for PE.
- During the lessons, children are assessed against the outcomes of the National Curriculum by both the supervising teachers and instructors.
- Any child that does not meet the End of Key Stage 2 requirement to safely swim 25m is offered additional support in subsequent years. This is achieved through the provision of 'catch up' sessions to ensure that all children meet the national expectation of swimming 25 metres. The temporary on-site swimming pool, qualified coaches and lifeguard is provided by ELITEswimmingUK.