

Oakham Primary School

PE Policy and Curriculum



Approved by Governors on:

08/05/24

Signature of Chair of Governors:

Lead Personnel:

N Skett

Date to be reviewed:

08/05/26

The National Curriculum for Physical Education (KS1&2) 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.

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

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending ☐ perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- 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.

Oakham's Vision; Intent, Implementation, and Impact

Oakham Primary School is committed to promoting the health and well-being of its pupils and staff through physical activity. This policy outlines the organisation, teaching and management of physical activity at Oakham.

Physical development expands the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. These include games, gym, dance, swimming /water safety, athletics and outdoor adventure activities.

Physical activity involves thinking, selecting and applying skills. It also promotes positive attitudes towards a healthy lifestyle and sense of wellbeing; enabling our children to make informed choices about physical activity throughout their life and using their talents and attributes.

Oakham Primary strives to maximise opportunities for children, young people and all associated with the school to be physically active by promoting all avenues for activity. This includes the curriculum, environment and wider community, in line with our mission statement.

Aim

This long term plan has been designed to encourage the development and mastery of key PE skills for our pupils that progresses year on year. It is delivered through to Rising Stars Champions Scheme, ensuring continuity across year groups with a range of activities used for children to apply their learning throughout their time at Oakham.

Emphasis is placed on good quality provision for all **PE units**, with the class teacher delivering these in their PE session*. Additional **fitness units** are supplementary to these and are used when bad weather prevents the teaching of the planned PE unit lesson. Alternative sessions should be taught in the cleared dining room.

Class teachers collaborate with the school PE coach to ensure there is good coverage against the PE curriculum objectives as it is important that all of our pupils have access to the full curriculum.

** Please note - Dance and Gymnastics units to be delivered by school PE coach – staff to deliver fitness unit on this occasion*

Intent

At Oakham Primary School, our intent is to provide a high-quality Physical Education (PE) curriculum that promotes the physical development, well-being, and sporting skills of every pupil.

Our key objectives are as follows:

1. To develop pupils' physical competence, fundamental movement skills, and coordination through a broad range of activities; with increasing control and coordination
2. To promote a positive attitude towards physical activity; enabling our children to recognise and describe how their bodies feel during exercise and understand the importance of a healthy lifestyle.
3. To provide opportunities for pupils to engage in competitive sports and foster a sense of fair play and sportsmanship.
4. To develop the children's enjoyment of physical activity through creativity and imagination and inspire pupils to continue pursuing physical activity beyond their time at our school.

Implementation

Our PE curriculum is carefully designed to provide a broad and balanced range of activities that cater to the needs and interests of all our pupils. We follow the national curriculum requirements and utilize the support of national governing bodies for sports to ensure our teaching is up to date and in line with best practice.

The school playgrounds, MUGA pitch, grounds and hall are also extensively used for lessons and activities during break time and lunchtime.

Our PE programme offers a variety of activities, including athletics, gymnastics, dance, swimming, invasion games (e.g., football, basketball, netball), net and wall games (e.g., tennis, badminton), striking and fielding games (e.g., rounders, cricket), and outdoor adventurous activities. This ensures that pupils experience a wide range of physical activities and find something they enjoy.

We believe in creating an inclusive PE environment where all pupils can participate and succeed. Our teachers adapt activities to meet the needs of individual pupils, including those with special educational needs and disabilities. We provide differentiated learning opportunities and support to ensure every pupil can actively engage in PE lessons.

Our PE lessons are delivered by a qualified PE Coach and class teachers. Staff have an allocated termly personal CPD session with the school sports coach, to develop their subject knowledge

and review upcoming PE units. We encourage staff to share best practice and collaborate on planning and delivering lessons.

Our teaching focuses on developing pupils' technical skills, increasing their knowledge of sports tactics and rules, as well as enhancing their physical fitness and personal skills. We use progressive learning sequences to ensure continuity and progression of skills across different activities and year groups.

We employ a range of assessment strategies to monitor pupil progress in PE. This includes ongoing formative assessment during lessons, peer assessment, and teacher observation. Pupils receive regular constructive feedback to improve their skills and further improvement. End of unit assessments are recorded using key learning objectives for each specific PE unit.

We provide a range of extracurricular sports clubs (Tuesdays, Wednesdays & Thursday 3:45-4:45pm) and opportunities for pupils to further develop their passion for physical activity. These include sports teams, after school sports clubs, intra-school competitions via the Rowley Regis Learning Community Hub, and participation in external sports events.

Impact

Our pupils develop a positive attitude towards physical activity and understand the importance of leading a healthy lifestyle. They are enthusiastic participants in PE lessons and actively seek opportunities to engage in physical activity outside of school.

Pupils develop a wide range of physical skills, including coordination, agility, and balance, through regular and progressive PE lessons. They develop a strong foundation of fundamental movement skills, enabling them to participate confidently in a variety of sports and physical activities.

Pupils cultivate resilience, teamwork, and leadership qualities through competitive sports and collaborative challenges. They learn to respect rules, appreciate fair play, and demonstrate good sportsmanship.

Every pupil, regardless of their ability, feels included and engaged in PE lessons. Our provision caters to the diverse needs of our pupils, and they actively participate and progress in their physical abilities.

Children are encouraged to value sportsmanship and fair play. We encourage pupils to try different sports, develop their teamwork skills, and represent the school with pride.

Swimming and Water Safety (National Curriculum)

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.

Year Four pupils participate in a termly block of weekly swimming sessions at the Sandwell Aquatic Centre. This element of the curriculum is delivered by staff of the Sandwell Leisure Trust.

Elements of 'water safety' are taught in school as a Safety Week focus (see Oakham PSHE Curriculum for further information).

Equal Opportunities & Differentiation

All physical activity opportunities offered at Oakham is designed to be inclusive, and cater for different ability levels. All children will be given the opportunity to participate in a range of physical activities regardless of gender, ethnicity or ability.

When planning work, teachers should be aware of the school ethos of inclusion and reflect this in terms of curriculum provision, range and content. This will include differentiation within lessons: some children will be physically talented and will need extension work, others may need longer to complete a task or to work with more limited boundaries or with more support.

Assessment * Monitoring of PE standards and attainment

Staff at Oakham teach and assess PE by:

- Having clear learning objectives and making sure that the pupils are aware of these and the criteria being used. These are taken from the relevant units of work.
- Setting tasks to cover the learning objectives.
- Observing and asking questions.
- Forming a general impression of the group in relation to objectives.
- Looking for general achievement focussing on positive action.
- Identifying those demonstrating the learning objectives.

Long-term planning is outlined on the school curriculum map. Teachers record medium term planning on school planning sheets outlining key objectives, activities including extension and support, cross-curricular links.

Assessments should, however, take the form of observations, with children's performances being measured against NC levels. At the end of each Champions PE unit, staff RAG rate each

child's overall attainment for the unit. These half termly assessments are used to support attainment judgements for the end of academic year review and pupil school reports.

The PE Subject Leader will monitor what is happening across the school in relation to:

- Standards - how well the pupils are achieving in relation to the unit objectives through lesson observation, discussion with staff, checking assessments.
- Curriculum - the co-ordinator will check that the appropriate units are being taught; whether the pupils can cope, whether resources are used appropriately. This will be done by monitoring planning, discussion, lesson observations, team teaching or through assessment records.
- Teaching - the subject leader will share lesson objectives, give feedback, challenge individuals and address progression through provision of INSET.
- Procedures - please refer to the school's health and safety policy and risk assessment file.

P.E. Kit

If children do not have a PE kit, teachers are responsible for contacting parents and carers to remind them of the need for suitable kit to be in school. There are clean, spare PE kits in the indoor PE cupboard which children should then be wearing so they do not miss out on the timetabled hours of physical activity a week. (Appendix A).

Indoor kit - white PE t-shirt, navy blue shorts and black pumps/clean trainers

Outdoor kit - blue sweatshirt, tracksuit bottoms/leggings and trainers*

* Children will experience outdoor PE sessions, throughout the year – subject to weather conditions - on colder days, children may wear warm hats and clothes if appropriate for the PE focus.

Jewellery should be removed for PE, wherever possible, stud ear-rings may be taped and any religious jewellery must be covered with the sweatbands provided by the school, to minimise risk of injury during sessions.

Competition

Pupils take place in a range of intra-school and inter-school competitions some of which are organised through the local School Sports Partnership and local mini leagues. Others are organised internally.

Children are reminded of the need for British values and fair play in all competitive sport they take part in; unfair play will not be tolerated.

External Agencies, Clubs & Associations

We invite other external sports coaches in to school to deliver additional sessions with children. Examples of external sports coaches that work with us in school are from Staffordshire Cricket Club, Sandwell Bikeability, Dudley Club and GoPlay! Sandwell.

As part of the children's personal development journey, we facilitate visits from sporting figures to share their journey and inspire our children. Previous visitors to our school have been:

- Brendon Batson (WBA/England & FA 'Kick Out Racism' campaigner)
- Paul 'Tiny Sturges' – Guinness Book of Records Tallest Professional Basketball Player
- NYPD Boxing Team
- Adam Whitehead – Commonwealth & Olympic Swimmer
- 'Blind' Dave Healey – WBA Foundation

PE Heroes

Each week, a pupil is awarded the PE Hero award in our Friday Celebration Assembly for their improvement or contribution to PE lessons. Emphasis is placed on personal development, sportsmanship/fair play and engagement with the lesson/activity. Records are kept by the school sports coach to promote inclusivity and ensure all children have a chance to be recognised, regardless of physical ability or aptitude.

(UKS2) Play Leaders

In association with Sandwell Public Health, Year Six children complete the 'Active Playgrounds' Programme and lead small groups of children in organized games and sports activities. Under the supervision of our school sports coach, sessions take place in both KS1 and 2 playgrounds during lunchtimes and are planned to engage children in structured, fun activities in designated zones on the playgrounds.

During the Summer term, Y6 play leaders receive additional training from the school sports coach to prepare for the annual EYFS, KS1, LKS2 & UKS2 sports days. Our play leaders manage and run a wide range of zones during the event, supported by phase teachers and support staff.

The Oakham PE Curriculum

EYFS

Our EYFS curriculum design is based on the Educational Programmes set out in the EYFS Statutory Framework 2021 and involve the activities and experiences for children, as set out under each of the areas of learning. Educational programmes set out the essential skills and knowledge that are vital to prepare the children for their journey into KS1 and beyond.

PE is encompassed in the Physical Development area of learning, The EYFS curriculum is mapped carefully to make links with P.E. Physical activity is vital for a child's all-round development, enabling them to pursue happy, healthy and active lives.

The key areas of physical development are:

1. Fine motor skills
2. Gross motor skills

Children in Nursery and Reception access a taught PE session with the school sports coach, in the school hall. Nursery groups allow a reduced rate of pupils to adults during these sessions and are themed, where appropriate, to complement and support the themes being taught in weekly/fortnightly blocks. EYFS also access PE provision through our outdoor learning environment and child led and initiated sessions.

‘To move, to run, to find things out by new movement, to feel one’s life in every limb, that is the life of early childhood.’ - Margaret McMillan

EYFS Curriculum Progression - Physical Development

Educational Programme

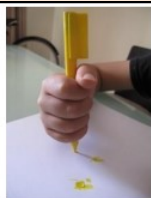
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

3-4 year olds (Nursery)	4-5 year olds (Reception)
<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes

Progression of pencil grip



Statutory End of EYFS Assessment: Early Learning Goals

Early Learning Goals

Gross Motor skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Links to Year 1 / Key Stage 1

Physical Education

- 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.

Characteristics of Effective Learning

Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’

Active Learning

- Being involved and Concentrating
- Keeping on trying
- Enjoying what they set out to do.

Thinking creatively and critically

- Having their own ideas
- Making links
- Working with ideas

Key Vocabulary

Walk, run, climb, lay down, stand, sit, move, step, jump, crawl,

Balance, pose, yoga, space
Shoulder, wrist, hand, feet, knees, elbow, fingers, muscles

Up, down, push, pull, turn, lift, carry, hold, thread, pour, dig, rotate, stir, twist, left, right, forwards, backwards & sideways.

KS1 &2 Skill Progression (Champions PE)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception						
Year 1	Multi-skills: ABCs – Agility, Balance, and coordination Boot camp	Dance Mighty Movers (running)	Gymnastics Skipping	Throwing and Catching (part 1) Gym fit circuits	Throwing and Catching (Part 2) Core Strength	Athletics Fitness Frenzy
Year 2	Multi-skills: ABCs – Agility, Balance, and coordination Boot camp	Dance Mighty Movers (running)	Gymnastics Skipping	Throwing and Catching (part 1) Gym fit circuits	Throwing and Catching (Part 2) Core Strength	Athletics Fitness Frenzy
Year 3	Multi-skills: ABCs – Agility, Balance, and coordination Circuits	Dance Mighty Movers	Gymnastics Skipping	Throwing and Catching Gym Fit Circuits	Cricket and Rounders (Introduction) Core strength	Athletics Fitness Frenzy
Year 4	Football Circuits	Dance Boxercise	Gymnastics Step to the beat	Cricket and Rounders Gym Fit Circuits	Tennis (introduction) Core strength	Athletics Fitness Frenzy
Year 5	Netball Circuits	Dance Boxercise	Gymnastics Step to the beat	Cricket Gym Fit Circuits	Tennis Core strength	Athletics Fitness Frenzy
Year 6	Tag Rugby Circuits	Dance Boxercise	Gymnastics Step to the beat	Rounders Gym Fit Circuits	Badminton Core strength	Athletics Fitness Frenzy

Rising Stars Champions Unit	Key Vocabulary
Year One : Multi-skills	
<p>Perform balances using a number of different parts of the body. Run on the balls of the feet, concentrating on coordination, not speed. Co-ordinate the upper and lower body together. Move with greater precision and control. Use timing to aim, stop and guide an object. Aim a variety of balls and equipment accurately. Use controlled movement to travel in different ways and Quickly change direction whilst running, with control and fluency Use agility, balance and co-ordination when performing activities</p>	<p>Balance, base, push, agility, co-ordination, accuracy, timing, aim, accuracy, guide, target, rotate, movements, technique, travel, transitions, fluency & control</p>
Year One : Mighty Movers (Running)	
<p>Understand that running can be done in many ways. Run at different speeds and in different directions with control. Run in a race with a team. Understand what happens to our breathing during exercise, and why it changes. Increase heart rate & run at different speeds. Complete a running circuit. Understand the importance of using the arms when running. Run quickly in a relay activity, aiming to improve speed.</p>	<p>Dish, dome, direction, circuit & relay.</p>
Year One : Story Time (Dance)	
<p>Practise travelling movements with a change in direction. Develop gestures and ways of travelling. Understand beats in the music. Move in time to the music. Develop gesture and ways of travelling. Understand beats in the music. Move in time to the music, travelling, gesturing and jumping. Dance to beats of four or eight. Perform dance moves that flow smoothly from one to the next. Use gesture as an image in dance.</p>	<p>Rap, beat, gesture, level, speed & perform</p>
Year One : Skip to the beat	
<p>Learn how to hop – same foot to same foot. Learn how to jump – two feet to two feet. Be able to do these two activities on the move. Develop the ‘step hop’ technique for a good skip without a rope. Explore the action of skipping at a low level. Learn how to skip with a rope. Explore different ways of skipping. Skip with good balance and technique. Perform a skipping circuit with knowledge and understanding. Perform a skipping circuit with knowledge and understanding.</p>	<p>Hop, jump, skip, skipping, step-overs, circuit & weave,</p>
Year One : Brilliant Ball Skills	
<p>Develop anticipation and reaction when working with beanbags or balls. Catch a ball or beanbag on a bounce. Catch a ball from a throw. Catch a ball or beanbag on a bounce. Catch a ball from a throw. Develop accurate throwing skills. Develop accuracy of send. Understand the overarm throwing technique.</p>	<p>Send, receive, underarm, overarm, throw, catch, receive, react, travel, underarm, catch, balance, weight, bounce, send & receive.</p>

<p>Understand when to use an underarm throw. Stop, trap or catch the ball while on the move Play a game, following the rules and demonstrating fair play.</p>	
Year One : Gym fit Circuits	
<p>Develop balance, agility and co-ordination. Perform using simple movement patterns. Master basic movements, as well as developing balance, agility and co-ordination. Perform using simple movement patterns.</p>	<p>Travelling, spotting, extend, flexible, stretch & reach,</p>
Year One : Throwing & Catching (Part 2 Field Games)	
<p>Control a ball using hands. Understand the correct technique for catching. Consolidate and practise throwing a ball underarm. Explore striking balls of different sizes using their hands and equipment. Throw and catch a ball to self and a partner. To know how to stop and retrieve a ball (a fielding skill). Practise throwing to a target. Catch the ball with good technique. Play a game using striking and fielding skills. Know how to make contact with a ball using different bats or rackets. Use striking skills to play a game. Know the tactics and skills to use in order to win a game.</p>	<p>Throw, catch, strike, target, bat, racket, Rounders, warm up, fielding & scoring.</p>
Year One : Cool Core (Strength)	
<p>Learn how to control breathing. Learn how to support body weight. Perform a movement that demonstrates good core control. Increase the speed at which you can travel through the ladders accurately. Learn the technique for the plank, front support and back support. Be able to use the core to maintain balance when running. Support body weight on the hands using the core muscles to keep balanced. Perform a wheelbarrow with a partner, with control. Walk demonstrating good posture and balance. Develop more complex footwork patterns on the SAQ ladders The importance of core strength and agility. Front & back support.</p>	<p>Bridge, agility, Plank, balance, front, back, support, core, strength, Wheelbarrow, posture & crab.</p>
Year One : Athletics	
<p>Know how to travel in different ways. Be able to change from fast to slow. Know how to hop, and how to hop, travel and land safely on two feet. Know how to throw safely. Throw in a variety of ways. Decide which throwing method is best for distance. Run with good balance and co-ordination Know how to jump from two feet. Explore which is the best way to jump to cover a distance. Use the skills learned in the previous lessons by completing an obstacle course.</p>	<p>Speed, take-off and landing, hopping, balance, mobility, underarm, overarm throw, balance, jog, sprint, obstacle & relay.</p>
Year One : Fitness Frenzy	
<p>To demonstrate the correct technique for activities. To improve on scores. Develop agility and co-ordination. Perform simple patterns of movement Understand the importance of using the arms when running.</p>	<p>Basic circuit moves, running, jumping jacks, ball pass, jumping from side to side, running and gait skills, circuit, travelling, spotting, extend,</p>

<p>Run quickly in a relay activity, aiming to improve speed. Perform a skipping circuit with knowledge and understanding. Master basic movements, as well as developing balance, agility and co-ordination. Perform using simple movement patterns Use techniques already learned to improve performance</p>	<p>flexible, stretch, reach, crab, technique & skills.</p>
Year Two : Multi-Skills ABC's	
<p>Learn about a stable base and losing balance. Move the body in a variety of ways. Know how to throw a ball at the right speed and strength. Be able to copy a partner and change speed and direction. Explore different ways of twisting and turning. Play fairly and understand the rules of a game.</p>	<p>Agility, balance, co-ordination, base, co-ordination, accuracy, timing, aim, accuracy, guide, target, rotate, movement pattern, twist and turn, rock and roll, tuck, crab & skittles.</p>
Year Two : Boot Camp	
<p>Experience some of the changes that occur during exercise; raise heart rate. Develop agility and co-ordination & perform simple patterns of movement. Learn new moves and perform them with good technique and balance. Demonstrate the correct technique for activities. Discover which activities individuals find easy or difficult.</p>	<p>Heart rate, agility, co-ordination, circuit, jacks, exercise, strength, aerobic, , travel, technique & heart-beat.</p>
Year Two : Dance (Ugly bug ball)	
<p>Understand how different mini-beasts might move. Show contrasting movements with strength and clarity. Explore performing actions in response to stimuli. Explore ideas by experimenting with actions, dynamics, directions and levels. Practise medieval ballroom dancing. Explore patterns of movement with a partner & the medieval ballroom dance theme. Work in small groups and develop phrases of movements. Link contrasting movements together to make a short dance sequence. Improve independent movement from one phrase to another. Perform a complete dance with clarity and flow, showing changes in levels and speed.</p>	<p>Travel, movements, methods, beat, Medieval, dance, greetings, beat, partner, flow, independent & performance.</p>
Year Two : Mighty Movers (Running)	
<p>Complete running activities with balance and co-ordination. Run for one minute without stopping. Learn some of the changes that happen to the body during exercise. Develop good technique for running circuits. Understand the value of a circuit. Develop running technique with good balance and co-ordination. Complete a running circuit.</p>	<p>Relay, running, gait & circuit.</p>
Year Two : Groovy Gymnastics	
<p>Learn to perform balances and movements, and combine them into a routine. Link balances with other travelling moves, moving smoothly into and out of the balances. Safely use benches and mats to develop sequences. Work with a partner to create a sequence of gymnastic actions. Use benches and mats to explore balances on different levels. Safely move around the equipment, using knowledge from previous weeks. Mirror and match a partner & share equipment</p>	<p>Balance, tension, points, patches, shoulder stand & apparatus.</p>
Year Two : Skipping	
<p>Consolidate skipping techniques. Raise the heart rate in order to improve personal fitness.</p>	<p>Hopping, skipping, jumping, trap, squat, tag & circuit.</p>

<p>Hop consistently; Jump with control & skip with good technique. Improve awareness of where the rope is when skipping. Improve control of the rope and running skip technique. Demonstrate good technique while skipping. Observe and comment on others' performances.</p>	
Year Two : Throwing & Catching (fielding games)	
<p>Know how to throw a ball underarm with accuracy. Practise catching skills. Know the correct technique for striking a ball from a tee. Receive and return a ball. Know the best technique for catching & explore catching different balls. Know the overarm throw technique and when to use it. Aim for accurate throwing and consistent catching and striking To know the tactics and skills to use in order to win a game.</p>	<p>Underarm, bounce, sideways, cushion, overarm, circuit & Kwik-cricket.</p>
Year Two : Gym-Fit	
<p>The children will master basic movements, as well as developing balance, agility and co-ordination. The children will perform using simple movement patterns.</p>	<p>Travelling, spotting, extend, flexible, stretch & reach.</p>
Year Two : Brilliant Ball Skills	
<p>Move a ball using hands and feet. Know how to catch different objects. Target the receiver's hands when throwing. Watch the ball or object when trying to catch it. Know how to throw overarm, underarm and bounce pass. Understand techniques for dribbling and passing a football. Pass with accuracy & dribble with control. Catch the ball at different heights & move with the ball, using hands. Participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour.</p>	<p>Send, receive, control, react, target, underarm throw, overarm throw, bounce pass, dribble, trap, kick, festival, dribble, send and receive.</p>
Year Two : Core Strength	
<p>Learn how to maintain a good bridge using core strength. Use arms effectively when running. Improve plank technique. Maintain a wheelbarrow walk for longer period of time, using core strength Perform a small crunch and understand what it does. Perform an activity/game that uses the abdominals. Perform a squat and diagonal body twist, and understand why they are valuable exercises to do. Transfer weight from one foot to two feet. Footwork patterns using a hoop. Jump with accuracy using core strength to maintain balance. Hoop skills that will aid core strength and balance. Hand-eye co-ordination.</p>	<p>Core strength, bridge, agility, abdominals (abs), squat, hopscotch & hoop.</p>
Year Two : Active Athletics	
<p>Run with a change of speed. Change direction when running, while maintaining balance. Use arms when jumping & jump with balance and fluency. Know how to throw safely & how to throw for distance. To run in a relaxed way and with balance when jumping over an obstacle.</p>	<p>Direction, speed, balance, swing, balance, power, speed, hurdle, distance, relaxed & relay.</p>

<p>Know the difference between running for speed and running for distance. Use the skills learned in the previous lessons by completing an obstacle course.</p>	
Year Two : Fitness Frenzy	
<p>To demonstrate the correct technique for activities. Develop agility and co-ordination. Perform simple patterns of movement. Complete a running circuit. Demonstrate good technique while skipping. master basic movements, as well as Developing balance, agility and co-ordination. Perform using simple movement patterns. Observe and comment on others' performance. Hoop skills that will aid core strength and balance. Hand-eye co-ordination.</p>	<p>Basic circuit moves, running, jumping jacks, ball pass, jumping from side to side, circuit, travelling, spotting, extend, flexible, stretch, reach, hoop, strength and stamina, flexibility, aerobic & circuit training.</p>
Year Three : Multi-Skills	
<p>Change the centre of balance to different parts of the body. Use hand-eye co-ordination to keep control of an object. Use agility, stopping and turning in a game. To observe and be aware of others' speed and try to match it. Use hand-eye co-ordination to balance, carry and travel with an object. Focus and concentrate on the skills learned and use them effectively</p>	<p>Balance, bounce, send, travel, control, dribble, agility, speed, observation, safety, concentrate, focus & utilise.</p>
Year Three : Boot Camp (Circuits)	
<p>Experience some of the changes that occur during exercise; raise heart rate. Develop agility and co-ordination. Perform simple patterns of movement. Learn new moves and perform them with good technique and balance. Demonstrate the correct technique for activities. Discover which activities individuals find easy or difficult.</p>	<p>Personal fitness, heart, circuit, exercises, stations, heart rate, basic circuit moves, running, jumping jacks, ball pass & jumping from side to side.</p>
Year Three : Skip to the Beat	
<p>Explore different ways of skipping. Practise techniques learned in previous years & observe and comment on others' performance. Be aware of safety aspects concerned with skipping. Participate in large rope skipping & develop large rope skipping technique. Skip with a partner & compose a sequence of skipping moves. Perform skipping moves in a routine. Teach a partner your routine. Perform large rope skipping with good technique and to songs or rhymes. Perform rope and non-rope skipping with good technique and to songs or rhymes.</p>	<p>Cross over, boxer style, ready, in you go, now, compose, timing, skipping, timing & direction.</p>
Year Three : Mighty Movers(Running)	
<p>Demonstrate good use of arms when running at different speeds. Analyse others' running technique and suggest ways of improving. Learn how to hand over in an efficient manner. Understand the reason for warming up. Complete a running circuit showing good balance, co-ordination and agility. Use the correct running technique to complete a circuit.</p>	<p>Pace, stamina, speed, relay, catcher, zigzag & balance,</p>
Year Three : Groovy Gymnastics	
<p>Be able to jump with a stable, safe landing. Try different ways of jumping. Explore a variety of jumps. Be able to land safely when jumping from a bench.</p>	<p>Landing shapes, jumps, roll, balance, travel, sequence, teamwork, co-operation, empathy & analyse.</p>

<p>Use other skills learned to vary jumps & link jumps into sequences. Use the skills learned to work as a group to create complex shapes at different levels. Co-operate in a group. Use a different stimulus to create a sequence and use all skills learned in previous lessons to develop a sequence. Analyse own and others' performance.</p>	
Year Three : Throwing & Catching (Cricket & Rounders intro)	
<p>Know techniques for accurate overarm and underarm throwing. Throw accurately & catch with cushioned hands. Know the batting technique for cricket. Know how to play continuous cricket Retrieve the ball effectively Be able to hit the ball as far as possible with a rounders bat. Understand safe zone game play. Use fielding skills to stop the batter scoring. Use skills learned in a game situation.</p>	<p>Accuracy, underarm throw, overarm throw, wickets, stumps, soft hands, target hands, defenders, stumped, underarm bowling, run, long barrier, surface area, safe zone, retrieve, Accuracy, striking, fielding & overarm throw.</p>
Year Three : Gym Fit (Circuits)	
<p>Master basic movements, as well as developing balance, agility and co-ordination. Perform using simple movement patterns.</p>	<p>Travelling, spotting, extend, flexible, stretch & reach.</p>
Year Three : Brilliant Ball Skills	
<p>Dribble a ball with greater control. Roll or throw a ball at a target with accuracy. Develop the ability to control a ball while moving, throwing and catching it. Anticipate the ball and have the hands ready to catch. Stop the ball in the hands without fumbling. Be ready to react quickly once the ball has been caught. Develop the underarm throwing technique and introduce the overarm throw. Demonstrate good catching, throwing & control of the ball and body. Understand the rules of the game & apply the tactics learned.</p>	<p>Awareness, tactics, defend, attack, position, movement, control, ball control, catch, throw, prepared, ready, catch, gather, receive, clockwise, anti-clockwise, underarm, overarm, technique, aim, follow, skills, tactics, accuracy, power, ball, pass, catch, throw & score.</p>
Year Three : Core Strength	
<p>Learn techniques for moves that are similar to those used in Pilates. Be able to link agility and core strength activities together in an appropriate way. Be able to perform core strength moves with accuracy. Understand how hula hooping helps to improve core strength. Develop activities into a circuit in order to improve fitness levels. Perform a circuit with accuracy. Improve scores of the skills learned.</p>	<p>Snake charmer, popcorn, bridge, squat thrust, burpee, running & squat,</p>
Year Three : Active Athletics	
<p>Look up when running. Run at different speeds. Change direction. Know how to throw in a variety of ways. Use legs as well as arms when throwing. Perform a standing long jump, understanding the rules. Know how to receive the baton. Select an appropriate pace. Work as a team. Know which techniques to use for long-distance running and which to use for short-distance running.</p>	<p>Direction, overarm, underarm, take-off, landing, relay, changeover, technique, improve & competition.</p>

<p>Know how to start a race correctly. Know how to compete in a sporting way, showing an understanding of rules.</p>	
Year Three : Fitness Frenzy	
<p>To demonstrate the correct technique for activities. Develop agility and co-ordination. Perform simple patterns of movement Use the correct running technique to complete a circuit. Perform rope and non-rope skipping with good technique and to songs or rhymes. Master basic movements, as well as developing balance, agility and co-ordination. Perform using simple movement patterns. Perform a circuit with accuracy and improve scores of the skills learned.</p>	<p>Basic circuit moves, running, jumping jacks, ball pass, jumping from side to side, method, circuit, activity, honesty, skipping, timing, direction, travelling, spotting, extend, flexible, stretch, reach, roles, challenge, strength and stamina, flexibility, aerobic, circuit training.</p>
Year Four : Invaders (Football)	
<p>Know how to dribble a ball, change direction and maintain control. Be able to run, turn & pass a ball. Work as a team. Improve accuracy of passing by using a target. Learn how to receive a ball. Dribble with control. Learn how to support other players in a team & to communicate with team members. Learn what skills might be used to stop someone scoring. Learn how to attack as team. Play as a team & use skills and tactics learned in previous lessons.</p>	<p>Dribble, pass, control, target, support play, attack & defence, tactics, receiving, attacking & defending.</p>
Year Four : Boot Camp	
<p>Experience some of the changes that occur to the body during exercise & raise the heart rate. Learn new moves and perform them with good technique and balance. Demonstrate the correct technique for activities. Discover which activities individuals find easy or difficult. Develop agility and co-ordination & perform more complex patterns of movement.</p>	<p>Running, heart rate, mobility, fitness, jumping, circuit; burpee, spotty dogs & plank.</p>
Year Four : Dynamic Dance	
<p>Perform a line dance using a range of movement patterns. Develop dancing and performance skills. Develop and improve dancing and performance skills. Develop an understanding of how to prepare for a dance performance. Identify the key skills needed to provide accurate & tactful evaluative feedback to peers.</p>	<p>Line dancing, Charleston step, chassé, strut, rhythm, phrasing, improvise, space, dynamics, Sequence, flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif and changing order, motif, unison, canon & variation.</p>
Year Four : Mighty Movers (Boxercise)	
<p>Learn the value of doing boxercise. Apply the techniques learned to a routine set to music. Apply the correct technique for the cross jab – co-ordination. Link skills with control and precision. Develop personal fitness levels, particularly strength and stamina</p>	<p>Jab, boxercise, cross jab, boxing twist, toe touch, boxing twist, roll, duck and dodge & sidekick.</p>

Learn the value of completing a full boxercise workout.	
Year Four : Gym Sequences	
<p>Use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence.</p> <p>Use linking moves to maintain the fluency of a sequence.</p> <p>Adapt a sequence.</p> <p>Perform gymnastic moves using a piece of equipment.</p> <p>Use own and others' body weight to balance.</p> <p>Add interest to a sequence by varying movement or balance.</p> <p>Make up longer sequences and perform them with fluency and clarity of movement.</p> <p>Develop the skill of critique, including the ability to identify strengths and areas for improvement.</p>	<p>Balance, tuck, straddle, pike, posture, body, tension, symmetry, asymmetry, body, tension, counterbalance, canon, unison, balance, sequence, moves & techniques.</p>
Year Four : Step to the Beat	
<p>Learn basic step moves, practise and perfect them.</p> <p>Raise the heart rate and understand the importance of doing this.</p> <p>Perform step moves in time to the music with co-ordination.</p> <p>Understand the importance of a warm-up.</p> <p>Practise and apply a sequence of step moves to a beat of the music.</p> <p>Understand the value of step-type exercise.</p> <p>Create and perform a sequence of step moves.</p>	<p>Heart rate, knee crunch, rhythm & cross-step,</p>
Year Four : Striking & Fielding (Cricket & Rounders)	
<p>Practise underarm and overarm throws and when to use them.</p> <p>Practise receiving skills.</p> <p>Know how to play a kwik cricket game.</p> <p>Be able to field a ball in a variety of ways in order to stop it travelling further.</p> <p>Be able to return the ball accurately.</p> <p>Be able to catch the ball in a variety of situations.</p> <p>Consolidate and develop a range of skills in striking and fielding.</p> <p>Practise the correct technique for batting and use it in a game situation.</p> <p>Consolidate throwing and catching skills.</p> <p>Field an approaching ball & strike a stationary ball.</p> <p>Play a game using all the skills learned in this unit.</p>	<p>Underarm throw, overarm throw, wickets, stumps, receive, field, beat the ball rounders, stumped, underarm bowling, run, long barrier, cricket, rounders & tournament.</p>
Year Four : Gym Fit (Circuits)	
<p>Perform a simple ball-skill circuit with understanding and accuracy.</p> <p>Work with a partner in a skill-based situation.</p> <p>Self-motivate and motivate others.</p> <p>Work collaboratively with a partner in a skills-based situation.</p> <p>Evaluate own and others' performance.</p> <p>Understand how sport-specific skills can be put into a circuit.</p> <p>Perform indoor athletics events and understand their adaptations.</p> <p>Motivate self and others to perform well.</p> <p>Demonstrate correct technique in most activities.</p>	<p>Flexibility, core strength, agility & stamina.</p>
Year Four : Nimble Nets (Introduction to Tennis)	
<p>Learn how the racket feels and the best methods of holding it.</p> <p>Improve hand-eye co-ordination by sending and receiving a ball with a hand and racket.</p> <p>Learn how to drop and hit the ball.</p> <p>Use the correct technique for holding the racket (forehand).</p>	<p>Trap, send, receive, drop serve, forehand, backhand, rally, rally building & volley.</p>

<p>Learn how to play collaborative games, demonstrating forehand and backhand strokes. Practise backhand technique. Be aware of the correct body position and contact point for an accurate shot. Practise the volley technique. Play a competitive game with point scoring. Learn when to play the correct shot in order to beat a partner. Play a variety of tennis shots, demonstrating correct technique.</p>	
Year Four : Cool Core (Pilates)	
<p>Perform basic Pilates moves with good technique and understanding. Perform some controlled Pilates movements, and understand the benefit of doing them. Learn new moves and develop correct technique. Understand why breathing is important throughout all of the moves. Create a cool core move using balance techniques. Master Pilates moves with accuracy and control, and understand the value of doing them.</p>	<p>Mountain pose, rock, Siamese pose, giraffe, Pilates, mountain top, pencil point poise & mountain ledge.</p>
Year Four : Athletics (Young Olympians)	
<p>Learn how to modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances. Learn the pull technique for throwing & throw and retrieve implements safely. Describe the effect of different throwing positions. Sprint a short distance as part of a team. React quickly to a stimulus. Demonstrate good running technique when jumping over obstacles. Understand how to perform a standing broad jump – (two feet to two feet). Put skills into practise, aiming to improve on previous results.</p>	<p>Pace, distance, stride length, arm action, knee lift, relax, effort. Javelin, position, target, pull, technique, distance, relay, pace, handover, positioning, take off, landing, long jump, extend, bend, control & carousel.</p>
Year Four : Fitness Frenzy	
<p>Demonstrate the correct technique for activities. Develop agility and co-ordination. Perform more complex patterns of movement. Learn the value of completing a full boxercise workout. Understand the importance of a warm-up. Practise and apply a sequence of step moves to the beat of the music. Create and perform a sequence of step moves. Perform indoor athletics events and understand their adaptations. Motivate self and others to perform well. Demonstrate correct technique in most activities. Master Pilates moves with accuracy and control, and understand the value of doing them. Master basic movements, as well as develop balance, agility and co-ordination.</p>	<p>Circuit, heart rate, burpee, spotty dogs, plank, Jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, knee crunch, rhythm, cross step, flexibility, core strength, agility, stamina, Mountain pose, rock, Siamese pose, giraffe, Pilates, mountain top, pencil point pose, mountain ledge, aerobic & circuit training.</p>
Year Five : Invaders (Netball)	
<p>Apply the footwork rule into a modified game. Use a range of different passes appropriately in a modified game. Begin to use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation. Apply a variety of defending skills into a modified game.</p>	<p>Footwork, land, step, pivot, pass, receive, Pass, receive, footwork, push, point, chest pass, overhead pass, shoulder pass, bounce pass, passing and receiving a ball, defend,</p>

<p>Use the correct technique to successfully shoot a ball into a netball post from various points within the shooting circle. Take part in a full game of High 5 Netball, playing in a range of positions.</p>	<p>marking, intercepting, High 5 Netball, goal shooter (GS), goal attack (GA), centre (C), goal defence (GD), goal keeper (GK), pass, receive, footwork, positions & goal.</p>
Year Five : Boot Camp (Circuits)	
<p>Experience some of the changes that occur to the body during exercise; raise the heart rate. Learn new moves and perform them with good technique and balance. Demonstrate the correct technique for activities. Discover which activities individuals find easy or difficult. Develop agility and co-ordination & perform more complex patterns of movement.</p>	<p>Direction, mobility, fitness, health, circuit, heart rate, burpee, spotty dogs & plank,</p>
Year Five : Dynamic Dance	
<p>Perform a Bollywood dance using a range of movement patterns. Develop dancing and performance skills. Develop and improve dancing and performance skills. Identify the key components of successful dancing and understand how to apply them to own sequences. Develop an understanding of how to prepare for a dance performance. Identify the key skills needed to provide accurate and tactful evaluative feedback to peers.</p>	<p>Bollywood dancing, lotus, prayer, back point step, posture, balance, control, fluency, rhythm, phrasing, improvise, space, dynamics, sequence, flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif & changing order.</p>
Year Five : Gym Sequences	
<p>Perform new gymnastic moves with control and accuracy. Recap on linking moves and understand how they will be used in developing sequences. Learn how to work co-operatively with a partner to produce a sequence. Learn how to link moves together with fluency and good body tension. Learn new counterbalance skills with a partner. Include counterbalance skills in a short sequence. Understand the value of posture and body tension when performing. Complete a sequence of balances and moves at the same time as a partner, in unison. Complete a sequence of balances and moves before or after a partner, in canon. Make up longer sequences and perform them with fluency and clarity of movement. Develop the skill of critique, including the ability to identify strengths and areas for improvement.</p>	<p>Star, dish, arch, symmetrical, asymmetrical, balance, shape, sequence, points of balance, level, direction, rotation, dynamic movement, rolling, bridging, counterbalance, tension, pull, push, extend, Canon, unison, balance, moves, techniques & evaluate (critique).</p>
Year Five : Step to the Beat	
<p>Improve timing and stepping to the beat. Count moves and perform in repetitions of eight, four, two and singles. Perform step moves in time with the music. Work with a partner to produce a sequence of moves. Analyse and evaluate own and others' performance. To perform a sequence of steps in time with the music. Create some new moves based on those taught in previous lessons. Devise a routine using knowledge from the whole unit.</p>	<p>Heart rate, knee crunch, rhythm, cross step, V step, heel flick & repeater squat.</p>
Year Five : Boxercise	

<p>Learn the value of doing boxercise. Apply the techniques learned to a routine set to music. Apply the correct technique for the cross jab – co-ordination. Link skills with control and precision. Develop personal fitness levels, particularly strength and stamina Learn the value of completing a full boxercise workout.</p>	<p>Jab, boxercise, cross jab, boxing twist, toe touch, boxing twist, roll, duck and dodge & sidekick.</p>
Year Five : Striking & Fielding (Cricket)	
<p>Hold the bat correctly and place the ball accurately. Return the ball accurately. Choose which type of fielding technique to use. Develop a technique for overarm throwing and know when to use it. To practise batting technique & know how to direct the ball. Score and play a game in a sporting manner.</p>	<p>Watch the ball, grip, wicket keeper, Action, underarm, overarm, release, follow through, scatter ball, bowl & tournament.</p>
Year Five : Gym Fit (Circuits)	
<p>Perform a fitness circuit that aims to improve strength and stamina. Understand the relevance of each activity. Explore reasons for improvement or lack of improvement. Use the correct technique for new stations that involve equipment. Understand that circuits can take different forms and work on different fitness elements. Improve technique and performance & understand the relevance of each activity.</p>	<p>Squat, speed bounce, burpee, abdominal strength, dips, step-ups, press-ups & skipping.</p>
Year Five : Nimble Nets (Tennis)	
<p>Know the correct technique for forehand, backhand and volley. Improve forehand accuracy. Explore tactics for beating an opponent. Consolidate backhand technique. Use all strokes appropriately. Accurately play shots on the move. Run towards the net to play a volley (approach shot). Play a game of singles tennis. Learn the correct techniques for an overhead serve. Practise all the shots needed to beat an opponent. Apply all the tennis skills learned to a game. Choose the correct shot to play when trying to beat an opponent.</p>	<p>Forehand, backhand, drop serve, volley, rally, rally building, over-head serve & scoring.</p>
Year Five : Cool Core (Pilates)	
<p>Perform Pilates/yoga moves with accuracy. Learn how to link moves together to make a sequence. Learn a new pose with accuracy. Help a partner to achieve good technique by observing and coaching. Learn a new pose. Learn improvement is needed and how to improve & discover our strengths. Perform moves with fluency and control. Devise a sequence of yoga/Pilates moves with fluency and accuracy. Devise own unique move and name it.</p>	<p>Cool core, chair pose, flexibility, fluency & core.</p>
Year Five : Young Olympians (Athletics)	
<p>Sustain running at a continuous pace. Improve the technique for running at speed. Demonstrate correct push technique. Know the position to stand in when receiving a baton. Understand how to successfully perform a standing long jump. Throw for accuracy and speed in a game.</p>	<p>Continuous, push technique, relay race, baton, take off, landing, long jump, extend, bend, distance, control, pull and push throw & carousel.</p>

Compete and set goals. Apply the skills learned in this unit to a competition.	
Year Five : Fitness Frenzy	
Demonstrate the correct technique for activities. Develop agility and co-ordination & perform more complex patterns of movement. Perform a fitness circuit incorporating boxercise moves. Devise a routine using knowledge from the whole unit. Perform a fitness circuit that aims to improve strength and stamina. Understand the relevance of each activity & improve performance. Devise a sequence of yoga/Pilates moves with fluency and accuracy. Devise own unique move and name it. Master basic movements, as well as develop balance, agility and co-ordination.	Circuit, heart rate, burpee, spotty dogs, plank, Jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, front kick, back kick, jumping jacks, turn, punch, Heart rate, knee crunch, rhythm, cross step, V step, dips, burpees, step-ups, press-ups, skipping, Sequence, fluency, & core.
Year Six : Invaders (Tag Rugby)	
To know how to tag. Practise ball-handling skills. Improve spatial awareness & practise moving into a space. Improve ball-handling skills. Be able to place a ball down as if scoring a try. Practise footwork and dodging skills while carrying the ball. Reinforce catching and tagging skills and to apply them in a game. To play as a team and use skills and tactics from previous lessons.	Tag Rugby, Hop, skip, Try, forfeit, dodging, handover, rules, competition & tournament
Year Six : Boot Camp (Circuits)	
Learn new circuit moves and perform them with good technique and balance. Demonstrate the correct technique for activities. Discover which activities individuals find easy or difficult. Develop agility and co-ordination & perform more complex patterns of movement.	Challenge, heart rate, circuit, aerobic fitness, burpee, spotty dogs & plank
Year Six : Dynamic Dance	
Observe and understand the style of street dance. learn a range of street dance moves and devise poses. Learn new moves that can be developed into a dance. Explore dance patterns and moving to the beat. Know how to use expressive movements in dance. Work with a partner to create a short dance phrase. Work as a group and co-operate to adapt two routines and put them together. Perform in front of an audience. Dance as a group in time to music in a street dance style.	Street Dance, Canon, unison, mirror, match, pose, routine, choreograph, timing, beat & fluency.
Year Six : Boxercise	
Learn the value of doing boxercise. Apply the techniques learned to a routine set to music. Apply the correct technique for the cross jab – co-ordination. Link skills with control and precision. Develop personal fitness levels, particularly strength and stamina Learn the value of completing a full boxercise workout.	Jab, boxercise, cross jab, boxing twist, toe touch, boxing twist, roll, duck and dodge & sidekick.
Year Six : Gym Sequences	
Use and refine the following skills: flexibility, strength, balance, power and mental focus. Co-operate with others. Develop skills for movement, including rolling, bridging and dynamic movement. Use own and others' bodyweight to balance.	Front and back support, Symmetrical, asymmetrical, balance, shape, sequence, Counterbalance, tension, pull, push, extend, Canon, unison.

<p>Add interest to a sequence by varying the movements. Complete a sequence of balances and moves in unison with a partner. Complete a sequence of balances and moves in canon with a partner or group Make up longer sequences and perform them with fluency and clarity of movement. Develop the skill of critique, including the ability to identify strengths and areas for improvement.</p>	<p>Counterbalance, forfeit & fluency.</p>
Year Six : Step to the Beat	
<p>Perform aerobic activity to music. Improve stamina, demonstrating correct technique. Devise a routine based on moves already learned. Analyse and evaluate others' performance and suggest areas of improvement. Select and use a wide range of compositional ideas and skills to create a routine. Suggest ways to improve performance showing sound knowledge and understanding.</p>	<p>Heart rate, knee crunch, rhythm, cross step, V step. heel flick, squat, abdominals, grapevine, switch arm & push up.</p>
Year Six : Striking & Fielding (Rounders)	
<p>know how to react quickly. Demonstrate good agility and balance in order to throw accurately. Revise the long barrier technique. Practise batting technique & know how to direct the ball. Know how to play as a backstop in a game. Assess and analyse others strengths. Play in a mini tournament and understand the rules of the game.</p>	<p>Underarm throw, Long barrier, Scatterball, back-stop & tournament</p>
Year Six : Gym Fit (Circuits)	
<p>Develop a personal programme that is suitable for each child, using the knowledge and understanding they have learned from previous fitness sessions.</p>	<p>Repetition & fitness programme,</p>
Year Six : Nimble Nets (Badminton)	
<p>Hit the shuttle with reasonable consistency and accuracy in a co-operative rally. Demonstrate the correct technique when serving the shuttle to start a game. Be able to explain and demonstrate the correct technique for the overhead clear shot. Know the purpose and benefits of playing the overhead clear shot to outwit an opponent. Develop children's ability to perform a 'drop shot and their understanding of when to play the shot in a game in order to win a point. Be able to select and apply a range of shots in a game situation to win points.</p>	<p>Shuttle, racket, court, net, shot, rally, ready position, serve, high, low, short, long, serve, shot, overhead clear, rally, opponent, court, back line, overhead clear, contact, pressure, disguise, attack, outwit, , doubles, aim & target.</p>
Year Six : Cool Core (Pilates)	
<p>Link core strength activities together with fluency. Demonstrate good technique in moves already learned. Develop co-ordination and balance. Learn new Pilates moves. Learn how to improve cool core, and how to create moves that need balance and strength. Work with a partner to create new moves. Devise a suitable warm-up activity for cool core. Link cool core moves together to teach to another pair. Improve balance and core strength. Complete a workout for personal improvement. Learn how to evaluate others' creations. Perform sequences of strength and balance.</p>	<p>Cool core, Pilates, triangle pose, flexibility, fluency, create, sequence, share & evaluate</p>
Year Six : Young Olympians (Athletics)	

Run efficiently for speed.
 Demonstrate good arm and leg technique.
 Learn the pull technique for throwing.
 Throw and retrieve implements safely.
 Describe the effect of different throwing positions.
 Sprint a short distance as part of a team.
 React quickly to a stimulus.
 Demonstrate good running technique when jumping over obstacles.
 Understand how to perform a standing broad jump (two feet to two feet).
 Put skills into practice, aiming to improve on previous results

Sprint start, standing start, javelin, position, direction, target, technique, distance, pull, relay, pace, handover, positioning, take off, landing, long jump, extend, bend, control & carousel.

Year Six : Fitness Frenzy,

Demonstrate the correct technique for activities.
 Develop agility and co-ordination.
 Perform more complex patterns of movement.
 Demonstrate understanding of boxercise moves and how they can be linked together to make a routine.
 Select and use a wide range of compositional ideas and skills to create a routine.
 Suggest ways to improve performance showing sound knowledge and understanding.
 Develop a personal programme that is suitable for each child, using the knowledge and understanding they have learned from previous fitness sessions.

Circuit, heart rate, burpee, spotty dogs, plank, Aerobic warm-up, jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, front kick, back kick, jumping jacks, turn, punch, upper cut, hook, combination moves (combos, repetition & fitness programme

Appendix A – PE Letter



Oakham Primary School

Darby's Hill Road, Tividale, Oldbury, West Midlands, B69 1SG

Head Teacher: Mr N.Skett

Tel: 01384 254368 Email: schooloffice@oakham.sandwellsch.uk

Thursday 14th September 202

PE Kit & Curriculum Coverage

Dear Parents and Carers,

With the start of a new academic year, I would like to take this opportunity to reiterate our intention to make the most of the potential of physical education to have a positive impact on the physical, emotional and cognitive development of our pupils.

Therefore, we will endeavour to ensure all pupils are given the opportunity to participate in two hours of physical education each week, covering a range of skills and sports. ([PE Curriculum Coverage 2023/24](#))

To ensure pupils are able to engage with PE lessons fully, it is important they have the correct kit.

As stated in our school uniform policy, the school PE kit is:

- a white t-shirt (optional blue in Reception).
- navy blue shorts
- black pumps or trainers.

With colder weather ahead, we will continue to use our outdoor environment for Key Stage One and Two PE lessons as long as it is safe. Therefore we also recommend that your child also has:

- blue jogging bottoms or leggings
- a blue sweatshirt or hoodie

We have a large range of clean and very good condition pre-loved PE kits available from the rail in the school reception area. Please ask the school staff if you can't find the required sizes.

We would also urge that all of your child's kit is labelled to help keep kit with the correct owner.

To ensure a safe environment for PE lessons, it is important that pupils do not wear any jewellery during lessons, including bracelets, rings or earrings. A single set of studded earrings are permitted in school but these will need to be removed on the day of your child's PE lesson or by your child themselves prior to the start of the lesson. If this is not possible, tape will need to be stuck over the studded earrings to ensure the safety of all those taking part in the lesson.

If you have any concerns or further questions, do not hesitate to contact me through the school office.

Thank you for your support,

Mr Heywood

PE Subject Leader & Assistant H/Teacher

