

| P.E Long Term Plan – Curriculum Map   |   |   |  |   |   |
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| The PE curriculum at Kingswood Parks matches the breadth and ambition of the National Curriculum. The key substantive and disciplinary knowledge has been mapped out so teachers know precisely what to teach and when, can demonstrate a logical progression and can cite how new knowledge and skills build upon what has been taught before. PE vocabulary is mapped out so that teachers know precisely what to teach and when. This is in a logical progression so that vocabulary development builds over time. End points have been defined as curricular goals which pupils will work towards. These end points are progressive and enable pupils to apply their knowledge and skills in an open-ended, measurable way which teachers can then assess against. Curriculum plans are adapted to meet the needs of SEND pupils as well as providing pupils with opportunities to deepen their understanding through challenging outcomes which are not limiting. Provision for SEND pupils is personalised for individuals and strategies used will be indicated in planning. OAA – taught in 6 as part the residential trip eg. high ropes, raft building, low ropes, zip wire, wall climbing, archery. Real PE is the resource used to deliver the PE Games curriculum. Real PE is accessible for all to inspire a life-long love of physical activity. |   |   |  |   |   |
| EYFS – Foundation Stage One   |   |   |  |   |   |
| <b>Real P.E. Foundations: Tightrope</b><br><b>Key Concept – <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Static Balance</b><br>To be able to balance on a line whilst an adult counts from 1-10<br><b>Personal and Social</b><br>To be able to share something they were good at in this challenge  | <b>Real P.E. Foundations: Juggling</b><br><b>Key Concept – <i>Coordination</i></b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to roll a large ball and collect the rebound<br><b>Personal and Social</b><br>To be able to encourage the children to celebrate  | <b>Real P.E. Foundations: Bike</b><br><b>Key Concept – <i>Coordination</i>/ <i>Footwork</i></b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to side-step in both directions<br><b>Personal and Social</b><br>To be able to share something they were good at in this challenge  | <b>Real P.E. Foundations: Train</b><br><b>Key Concept – <i>Dynamic balance</i></b><br><b>Curricular Goals</b><br><b>Dynamic Balance</b><br>To be able to walk forwards fluidly with minimum wobble<br><b>Personal and Social</b><br>To be able to share something they were good at in this challenge  | <b>Real P.E. Foundations: Squirrel</b><br><b>Key Concept – <i>Agility</i></b><br><b>Curricular Goals</b><br><b>Agility</b><br>To be able to roll a large ball, chase and collect it in a balanced position<br><b>Personal, Social and Emotional</b><br>To be able to share something they were good at in this challenge  | <b>Real P.E. Foundations: Seaside</b><br><b>Key Concept – <i>Counter balance</i></b><br><b>Counter Balance</b><br>To be able to sit with a partner holding hands with touching toes, lean in together and then move apart<br><b>Personal, Social and Emotional</b><br>To be able to encourage and praise each other during the activity   |
| EYFS – Foundation Stage Two   |   |   |  |   |   |
| Autumn 1 (Games)  | Autumn 2 (Dance)  | Spring 1 (Games)  | Spring 2 (Gymnastics)  | Summer 1 (Games)  | Summer 2 (Games)  |
| <b>Real P.E. Foundations: Space</b><br><b>Key Concept – <i>Footwork</i> / <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Dynamic balance</b><br>I can jump forwards, backwards and from side to side on both feet<br><b>Personal, Social and Emotional</b><br>To be able to share something they were good at in this challenge   | <b>Dance – Studio</b><br><b>Key Concept – <i>Footwork</i> / <i>Static balance</i> / <i>Agility</i> / <i>Coordination</i> / <i>Dynamic balance</i></b><br><b>Curricular Goal</b><br>To be able to energetically play with a range of different dance ideas, whilst negotiating space safely.   | <b>Real P.E. Foundations: Fairy Tales</b><br><b>Key Concept – <i>Coordination</i> / <i>Agility</i></b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to take turns with a partner to drop a large ball. To be able to catch a ball after two bounces and then one bounce<br><b>Agility</b><br>To be able to react quickly and move forwards to catch it<br><b>Personal, Social and Emotional</b><br>To be able to encourage and praise each other during the activity               | <b>Gymnastics - Hall</b><br><b>Key Concept – <i>Footwork</i> / <i>Static balance</i> / <i>Agility</i> / <i>Coordination</i> / <i>Dynamic balance</i></b><br><b>Curricular Goal</b><br>To be able to use a range of different gymnastic ideas, whilst negotiating space safely.   | <b>Real P.E. Foundations: Jungle</b><br><b>Key Concept – <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Static Balance</b><br>To be able to sit down and hold your balance for 10 seconds<br><b>Personal, Social and Emotional</b><br>To be able to find a challenge which is tricky and set themselves a goal for achieving it   | <b>Real P.E. Foundations: Pirates</b><br><b>Key Concept – <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Static Balance</b><br>To be able to balance on one leg for 10 seconds and challenge to switch to the other leg<br><b>Personal, Social and Emotional</b><br>To be able to celebrate the children for trying again when they were not successful.  |
| Year 1  |   |   |  |   |   |
| Autumn 1 (Games)  | Autumn 2 (Games)  | Spring 1 (Games)  | Spring 2 (Games)   | Summer 1 (Games)  | Summer 2 (Games)  |
| <b>Area of P.E – Unit 1: Personal</b><br><b>Key Concept – <i>Footwork</i> / <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Footwork</b><br>To be able to apply the following skills - side-step in both directions, gallop leading with either foot, hop on either foot and skip.<br><b>Static Balance</b><br>To be able to stand still for 10 seconds whilst balancing on one leg.<br><b>Personal</b><br>To be able to follow instructions, practise safely and work on simple tasks by myself.  | <b>Area of P.E – Unit 2: Social</b><br><b>Key Concept – <i>Dynamic balance</i> / <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Dynamic balance</b><br>I can jump from 2 feet to 2 feet forwards, backwards and side to side.<br><b>Static balance</b><br>To be able to, in a seated position for 10 seconds, balance with no hands or feet touching the floor<br><b>Social</b><br>To be able to work sensibly with others, taking turns and sharing  | <b>Area of P.E – Unit 3: Cognitive</b><br><b>Key Concept – <i>Dynamic balance</i> / <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Dynamic balance</b><br>To be able to walk forwards and walk backwards with fluidity and minimum wobble on a line<br><b>Static balance</b><br>To be able to stand son a line with good stance for 10 seconds<br><b>Cognitive</b><br>To be able to understand and follow simple rules  | <b>Area of P.E – Unit 4: Creative</b><br><b>Key Concept – <i>Coordination</i> / <i>Counter balance</i></b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to stand and roll a ball down to my toes and back up, then round my upper body using 2 hands<br><b>Counter balance</b><br>To be able to sit holding hands with toes touching and rock forwards, backwards and side-to-side<br><b>Creative</b><br>To be able to explore and describe different movements.  | <b>Area of P.E – Unit 5: Physical</b><br><b>Key Concept – <i>Coordination</i> / <i>Agility</i></b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to throw a large ball and catch the rebound with 2 hands from a 5 metre distance.<br><b>Agility</b><br>To be able to react and catch a large ball dropped from shoulder height after 1 bounce, from a distance of 1, 2 & 3 metres.<br><b>Physical</b><br>To be able to perform a small range of skills and link two movements together.  | <b>Area of P.E – Unit 6: Health &amp; Fitness</b><br><b>Key Concept – <i>Agility</i> / <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Agility</b><br>To be able to chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction, over a distance of up to 10 metres<br><b>Static balance</b><br>To be able to reach round and point to the ceiling with either hand in a mini-front support, maintaining balance throughout<br><b>Health &amp; Fitness</b><br>To be able to be aware of why exercise is important for good health   |
| Gymnastics  |   | Dance   |  | Athletics & Striking and Fielding   |   |
| <b>Key Concept – <i>Footwork</i> / <i>Static balance</i> / <i>Dynamic balance</i> / <i>Agility</i></b><br><b>Curricular Goals</b><br>To be able to perform a simple sequence including a jump, a travelling movement and a stretch balance, including the use of apparatus.   |   | <b>Key Concept – <i>Footwork</i> / <i>Static balance</i> / <i>Dynamic balance</i> / <i>Agility</i></b><br><b>Curricular Goals</b><br>To be able to create a dance, in a pair, to a set speed with change of direction and levels.   |  | <b>Key Concept – <i>Footwork</i> / <i>Dynamic balance</i> / <i>Agility</i> / <i>Coordination</i></b><br><b>Curricular Goals</b><br>To be able to use and apply taught skills in an athletic sporting event.   |   |
| Year 2  |   |   |  |   |   |
| Autumn 1 (Games)  | Autumn 2 (Games)  | Spring 1 (Games)  | Spring 2 (Games)   | Summer 1 (Games)  | Summer 2 (Games)  |
| <b>Area of P.E – Unit 1: Personal</b><br><b>Key Concept – <i>Coordination</i>/ <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to apply the following skills: side-steps with 180° with pivots and with reverse pivots, skip with knee and opposite elbow both at 90° angle and hopscotch forwards and backwards on the same leg.<br><b>Static balance</b><br>To be able to complete 5 mini squats on one leg whilst maintaining balance and on both legs.<br><b>Personal</b><br>To be able to try several times if at first I don't succeed and ask for help when appropriate.   | <b>Area of P.E – Unit 2: Social</b><br><b>Key Concept – <i>Dynamic balance</i> / <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Dynamic balance</b><br>To be able to jump from 2 feet to 2 feet with a quarter turn in both directions as well as being able to stand on a line and jump from 2 feet to 1 foot and freeze on landing.<br><b>Static balance</b><br>To be able to pick up a cone from one side, swap hands and place it on the other side and then return it whilst in a seated position with no hands or feet touching the floor<br><b>Social</b><br>To be able to help, praise and encourage others in their learning | <b>Area of P.E – Unit 3: Cognitive</b><br><b>Key Concept – <i>Dynamic balance</i> / <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Dynamic balance</b><br>To be able to maintain balance on a line whilst lifting knees up to 90° and lifting heels up to bottom.<br><b>Static balance</b><br>To be able to stand on a low beam with a good stance for 10 seconds maintaining balance throughout.<br><b>Cognitive</b><br>To be able to explain why someone is working or performing well. | <b>Area of P.E – Unit 4: Creative</b><br><b>Key Concept – <i>Coordination</i> / <i>Counter balance</i></b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to stand and roll a ball up and down my legs and round my upper body using 1 hand with both right and left hand, maintaining control.<br><b>Counter balance</b><br>To be able to hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again with a partner, maintaining balance throughout.<br><b>Creative</b><br>To be able to select and link movements together to fit a theme and begin to compare my movements and skills with those of others. | <b>Area of P.E – Unit 5: Physical</b><br><b>Key Concept – <i>Coordination</i> / <i>Agility</i></b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to throw a tennis ball and catch it with each hand without a bounce as well as strike a large, soft ball along the ground with my hand 5 times in a rally.<br><b>Agility</b><br>To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce from a distance of 1, 2 and 3 metres.<br><b>Physical</b><br>To be able to perform a sequence of movements with some changes in level, direction or speed | <b>Area of P.E – Unit 6: Health &amp; Fitness</b><br><b>Key Concept – <i>Agility</i> / <i>Static balance</i></b><br><b>Curricular Goals</b><br><b>Agility</b><br>To be able to chase a bouncing ball fed by a partner, starting in a seated/lying position, and collect it in a balanced position facing the opposite direction, over a distance of up to 10 metres.<br><b>Static balance</b><br>To be able to place a cone on my tummy and take it off with the other hand in a mini-back support, maintaining balance throughout.<br><b>Health &amp; Fitness</b><br>To be able to say how my body feels before, during and after exercise and use equipment appropriately and move and land safely. |
| Gymnastics  |   | Dance   |  | Athletics & Striking and Fielding   |   |

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| <b>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to compose a short simple sequence of 6 or more movements using a combination of travel, roll, balance, and jump linking movements both on the floor and on simple pieces of apparatus.   |  | <b>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to work with a partner on in a small group to create and perform a dance which includes a change of speed, direction and level.  |  | <b>Key Concept – Footwork / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event.   |  |
| Year 3   |  |   |  |   |  |
| <b>Autumn 1 (Games)</b>  | <b>Autumn 2 (Games)</b>  | <b>Spring 1 (Games)</b>   | <b>Spring 2 (Games)</b>  | <b>Summer 1 (Games)</b>   | <b>Summer 2 (Games)</b>  |
| <b>Area of P.E – Unit 1: Personal</b><br><b>Key Concept – Coordination</b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to hopscotch forwards and backwards, alternating my hopping leg each time With fluency and control, starting slowly and then at maximum speed.<br><b>Personal</b><br>To be able to know where I am with my learning   | <b>Area of P.E – Unit 2: Social</b><br><b>Key Concept – Dynamic balance</b><br><b>Curricular Goals</b><br><b>Dynamic balance</b><br>To be able to jump from 2 feet to 2 feet with 180° turn in either direction, maintaining balance throughout.<br><b>Social</b><br>To be able to show patience and support others listening carefully to them about our work | <b>Area of P.E – Unit 3: Cognitive</b><br><b>Key Concept – Dynamic balance</b><br><b>Curricular Goals</b><br><b>Dynamic balance</b><br>To be able to perform a marching action, lifting knees and elbows up to a 90° angle.<br><b>Cognitive</b><br>To be able to explain what I am doing well   | <b>Area of P.E – Unit 4: Creative</b><br><b>Key Concept – Coordination</b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to strike a ball with alternate hands in a rally and kick a ball using alternative feet.<br><b>Creative</b><br>To be able to make up my own rules and versions of activities              | <b>Area of P.E – Unit 5: Physical</b><br><b>Key Concept – Agility</b><br><b>Curricular Goals</b><br><b>Agility</b><br>To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 2 metres.<br><b>Physical</b><br>To be able to select and apply a range of skills with good control and consistency   | <b>Area of P.E – Unit 6: Health &amp; Fitness</b><br><b>Key Concept – Agility</b><br><b>Curricular Goals</b><br><b>Agility</b><br>To be able to chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m.<br><b>Health &amp; Fitness</b><br>To be able to describe how and why my body changes during and after exercise |
| <b>Gymnastics</b>  |  | <b>Dance</b>  |  | <b>Athletics &amp; Striking and Fielding</b>  |  |
| <b>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to design and perform a sequence of 6 or more movements including rolls, travel and jumps, both on the floor and on more complex apparatus.   |  | <b>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to choreograph a short dance to a given dance track that includes at least 3 dance steps.  |  | <b>Key Concept – Footwork / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and evaluate the effectiveness of their own performance  |  |
| Year 4   |  |   |  |   |  |
| <b>Autumn 1 (Games)</b>  | <b>Autumn 2 (Games)</b>  | <b>Spring 1 (Swimming)</b>  | <b>Spring 2 (Games)</b>  | <b>Summer 1 (Games)</b>   | <b>Summer 2 (Games)</b>  |
| <b>Area of P.E – Unit 1: Personal</b><br><b>Key Concept – Coordination</b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to complete 3 step zigzag patterns both forwards and backwards<br><b>Personal</b><br>To be able to begin to challenge myself  | <b>Area of P.E – Unit 2: Social</b><br><b>Key Concept – Dynamic balance</b><br><b>Curricular Goals</b><br><b>Dynamic balance</b><br>To be able to complete a tucked jump with 180° turn in either direction, maintaining balance throughout.<br><b>Social</b><br>To be able to happily show and tell others about my ideas.                                    | <b>Key Concept – Agility / Coordination / life skill</b><br><b>Curricular Goals</b><br>To be able to swim competently, confidently and proficiently, using a range of stokes effectively, over a distance of 25 metres. To be able to perform safe self-rescue in different water-based situations.   | <b>Area of P.E – Unit 4: Creative</b><br><b>Key Concept – Coordination</b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to roll 2 balls alternately using both hands, sending 1 as the other is returning.<br><b>Creative</b><br>To be able to recognise similarities and differences in movements and expression | <b>Area of P.E – Unit 5: Physical</b><br><b>Key Concept – Agility</b><br><b>Curricular Goals</b><br><b>Agility</b><br>To be able to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg from a distance of 3 metres.<br><b>Physical</b><br>To be able to perform and repeat longer sequences with clear shapes and controlled movement  | <b>Area of P.E – Unit 6: Health &amp; Fitness</b><br><b>Key Concept – Agility</b><br><b>Curricular Goals</b><br><b>Agility</b><br>To be able to chase a tennis ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction from a distance of up to 10m.<br><b>Health &amp; Fitness</b><br>To be able to explain why we need to warm-up and cool down                           |
| <b>Gymnastics</b>  |  | <b>Dance</b>  |  | <b>Athletics &amp; Striking and Fielding</b>  |  |
| <b>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to design and perform a sequence, with a partner including rolls, travel, jumps and balances, both on the floor and on more complex apparatus.  |  | <b>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to choreograph and work with a partner to perform a short dance routine with at least 3 co-ordinated dance steps   |  | <b>Key Concept – Footwork / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and describe and evaluate the effectiveness of performance and recognise aspects that need to be improved  |  |
| Year 5   |  |   |  |   |  |
| <b>Autumn 1 (Games)</b>  | <b>Autumn 2 (Games)</b>  | <b>Spring 1 (Games)</b>   | <b>Spring 2 (Games)</b>  | <b>Summer 1 (Games)</b>   | <b>Summer 2 (Games)</b>  |
| <b>Area of P.E – Unit 4 Physical</b><br><b>Key Concept – Dynamic balance/ Static balance</b><br><b>Curricular Goals</b><br><b>Dynamic Balance</b><br>To be able to hop forwards and backwards, as well as sideways, raising my knee and freezing on landing maintaining balance and landing on a line.<br><b>Static Balance</b><br>To be able to stand still on an uneven surface for 30 seconds with eyes closed, complete 10 squats into ankle extensions and complete 5 squats with eyes closed.<br><b>Personal</b> | <b>Area of P.E – Netball</b><br><b>Key Concept – Footwork / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to successfully use all taught skills when competing in a netball match.   | <b>Area of P.E – Unit 5 Health and Fitness</b><br><b>Key Concept – Static balance/ Coordination</b><br><b>Curricular Goals</b><br><b>Static Balance</b><br>To be able to catch a small ball thrown close to and away from my body, first whilst stood on a line and then whilst stood on a low beam.<br><b>Coordination</b><br>To be able to move in a 3-step zigzag pattern, with a knee raise across my body or lifting my foot up behind me, just before I change lead leg and direction, with fluency and control, starting slowly and then at maximum speed<br><b>Personal</b> | <b>Area of P.E – Football</b><br><b>Key Concept – Footwork / Dynamic balance / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to successfully use all taught skills when competing in a football match.   | <b>Area of P.E – Unit 6 Personal</b><br><b>Key Concept – Coordination / Agility</b><br><b>Curricular Goals</b><br><b>Coordination</b><br>To be able to throw 2 tennis balls against a wall in a circuit, in both directions with right and left hand.<br><b>Agility</b><br>To be able to roll and chase a large ball, stopping it with my head in a front support position facing the opposite direction from a distance of up to 10 metres.<br><b>Personal</b><br>To be able to cope well and react positively when things become difficult as well as being able to | <b>Area of P.E – Rounders</b><br><b>Key Concept – Footwork / Agility / Coordination</b><br><b>Curricular Goals</b><br>To be able to successfully use all taught skills when competing in a rounders match.   |

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| To be able to perform a variety of movements and skills with good body tension and link actions together so that they flow in running, jumping and throwing activities.   |  | To be able to record and monitor how hard I am working, explain how often and how long I should exercise to be healthy and describe the basic fitness components  |   | persevere with a task and improve my performance through regular practice   |   |
| Gymnastics  |  | Dance   |   | Athletics & Striking and Fielding   |   |
| Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination<br>Curricular Goals<br>To be able to create and perform a sequence which combines three or more balances with travelling movements, jumps or rolls, including the use of more complex apparatus. |  | Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination<br>Curricular Goals<br>To be able to choreograph and perform a dance with a partner including mirroring, control, balance, action and mood |   | Key Concept – Footwork / Dynamic balance / Agility / Coordination<br>Curricular Goals<br>To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event and compare and contrast performance using appropriate language  |   |
| Year 6  |  |   |   |   |   |
| Autumn 1 (Games)  | Autumn 2 (Games)   | Spring 1  | Spring 2 (Games)  | Summer 1 (Games)  | Summer 2 (Games)  |
| . Area of P.E – OAA<br>Key Concept – Life skills<br>Curricular Goals<br>To be able to take part in and understand how the challenge of outdoor and adventurous activities can help to improve fitness, health and well-being.   | Area of P.E – Netball/basketball<br>Key Concept – Footwork / Dynamic balance / Agility / Coordination<br>Curricular Goals<br>Coordination<br>To be able to successfully use all taught skills when competing in a basketball/netball match |   | Area of P.E – Touch Rugby<br>Key Concept – Footwork / Dynamic balance / Agility / Coordination<br>Curricular Goals<br>Coordination<br>To be able to successfully use all taught skills when competing in a touch rugby match. | Area of P.E – Unit 3 Social<br>Key Concept – Dynamic balance / Counter balance<br>Curricular Goals<br>Dynamic Balance<br>To be able to lunge walk forwards, bringing opposite elbow up to a 90° angle as well as walk fluidly, lifting heels up to bottom and using a heel to toe landing maintaining balance on a line with eyes closed.<br>Counter Balance<br>To be able to stand on 1 leg while holding on to my partner’s opposite leg, with a partner maintaining balance throughout.<br>Personal<br>To be able to organise roles and responsibilities to guide a small group through a task, co-operating well and giving helpful feedback. | Area of P.E – Rounders<br>Key Concept – Footwork / Agility / Coordination<br>Curricular Goals<br>To be able to successfully use all taught skills when competing in a rounders match. |
| Gymnastics  |  | Dance   |   | Athletics & Striking and Fielding   |   |
| Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination<br>Curricular Goals<br>To be able to create and perform a sequence of taught skills, including the use of apparatus, with attention to the enjoyment of an audience.                             |  | Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination<br>Curricular Goals<br>To be able to choreograph and perform own dance demonstrating own developed dance style                             |   | Key Concept – Footwork / Dynamic balance / Agility / Coordination<br>Curricular Goals<br>To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event, Choose appropriate techniques for specific events.  |   |

# Kingswood Parks

## PRIMARY SCHOOL