

Physical Education Overview

EYFS – Foundation Stage One

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Real P.E. Foundations: Tightrope Key Concept – Static balance Curricular Goals Motor competence: To be able to balance on a line whilst an adult counts from 1-10. Healthy participation: To be able to share something they were good at in this challenge.</p> <p>Learning objectives: Motor Competence:</p> <ul style="list-style-type: none"> To be able to continue to develop their movement and balancing. To be able to stand on one leg and hold a pose for a game. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to increasingly use and remember sequences and patterns of movements. 	<p>Real P.E. Foundations: Juggling Key Concept – Coordination Big Question: How do we roll a ball? Curricular Goals Motor competence: To be able to roll a large ball and collect the rebound Healthy participation: To be able to encourage the children to celebrate</p> <p>Learning objectives: Motor competence:</p> <ul style="list-style-type: none"> To be able to continue to develop their movement and ball skills. 	<p>Real P.E. Foundations: Bike Key Concept – Coordination/ Footwork Big Question: What is a side step? Curricular Goals Motor competence: To be able to side-step in both directions Healthy participation: To be able to share something they were good at in this challenge</p> <p>Learning objectives: Motor competence:</p> <ul style="list-style-type: none"> To be able to skip, hop, stand on one leg and hold a pose for a game. To be able to use large-muscle movements to wave. 	<p>Real P.E. Foundations: Train Key Concept – Dynamic balance Big Question: How do you move without wobbling? Curricular Goals Motor competence: To be able to walk forwards fluidly with minimum wobble Healthy participation: To be able to share something they were good at in this challenge</p> <p>Learning objectives: Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to 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. <p>Healthy participation:</p> <ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. <p>Motor competence:</p> <ul style="list-style-type: none"> To be able to continue to develop their movement and balance 	<p>Real P.E. Foundations: Squirrel Key Concept – Agility Big Question: How can you run and catch a ball that you have rolled? Curricular Goals Motor competence: To be able to roll a large ball, chase and collect it in a balanced position Healthy participation: To be able to share something they were good at in this challenge</p> <p>Learning objectives: Motor competence:</p> <ul style="list-style-type: none"> To be able to continue to develop their movement, balancing and ball skills. <p>Rules, Strategies and tactics:</p> <ul style="list-style-type: none"> To be able to skip, hop and hold a pose for a game 	<p>Real P.E. Foundations: Seaside Key Concept – Counter balance Big Question: How can I work best with my friend? Curricular Goals Motor competence: To be able to sit with a partner holding hands with touching toes, lean in together and then move apart Healthy participation: To be able to encourage and praise each other during the activity</p> <p>Learning objectives: Motor competence:</p> <ul style="list-style-type: none"> To be able to continue to develop their movement and balancing. <p>Rules, Strategies and tactics:</p> <ul style="list-style-type: none"> To be able to increasingly use and remember sequences and patterns of movements

EYFS – Foundation Stage Two

Autumn 1 (Games)	Autumn 2 (Dance)	Spring 1 (Games)	Spring 2 (Gymnastics)	Summer 1 (Games)	Summer 2 (Games)
<p>Real P.E. Foundations: Space Key Concept – Footwork / Static balance Big Question: How would it feel to move in space? Curricular Goals Motor competence: I can jump forwards, backwards and from side to side on both feet Healthy participation: To be able to share something they were good at in this challenge</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to demonstrate strength, balance and coordination when playing Negotiate space and obstacles safely, with consideration for themselves and others 	<p>Dance – Studio Key Concept – Footwork / Static balance / Agility / Coordination / Dynamic balance Big Question: How do we make sure we can move safely around the room? Curricular Goal Rules, strategies and tactics: To be able to energetically play with a range of different dance ideas, whilst negotiating space safely.</p> <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to progress towards a more fluent style of moving, with developing control and grace. To be able to negotiate space and obstacles safely, with consideration for themselves and others <p>Motor competence:</p> <ul style="list-style-type: none"> To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Real P.E. Foundations: Fairy Tales Key Concept – Coordination / Agility Big Question: How do we need to hold our hands to catch a ball? Curricular Goals Motor competence: To be able to catch a ball after two bounces and then one bounce Rules, strategies and tactics: To be able to react quickly and move forwards to catch it Healthy participation: To be able to encourage and praise each other during the activity To be able to take turns with a partner to drop a large ball.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to move energetically, such as running, jumping, dancing, hopping, skipping and climbing. To be able to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<p>Gymnastics - Hall Key Concept – Footwork / Static balance / Agility / Coordination / Dynamic balance Big Question: How can we help to move equipment safely? Curricular Goal Rules, strategies and tactics: To be able to use a range of different gymnastic ideas, whilst negotiating space safely.</p> <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to confidently and safely use a range of large and small apparatus indoors, alone and in a group. <p>Motor competence:</p> <ul style="list-style-type: none"> To be able to develop overall body-strength, balance, co-ordination and agility. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to negotiate space and obstacles safely, with consideration for themselves and others. 	<p>Real P.E. Foundations: Jungle Key Concept – Static balance Big Question: What is a balance? Curricular Goals Motor competence: To be able to sit down and hold your balance for 10 seconds Healthy participation: To be able to find a challenge which is tricky and set themselves a goal for achieving it</p> <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to demonstrate strength, balance and coordination when playing. <p>Motor competence:</p> <ul style="list-style-type: none"> To be able to develop overall body-strength, balance, co-ordination and agility. 	<p>Real P.E. Foundations: Pirates Key Concept – Static balance Big Question: What can help me to balance? Curricular Goals Motor competence: To be able to balance on one leg for 10 seconds and challenge to switch to the other leg Healthy participation: To be able to celebrate the children for trying again when they were not successful.</p> <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to demonstrate strength, balance and coordination when playing a range of games

Year 1					
Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Games)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p>Area of P.E – Unit 1: Personal Key Concept – Footwork / Static balance Big Question: In how many ways can you move?</p> <p>Curricular Goals Motor competence: To be able to apply the following skills - side-step in both directions, gallop leading with either foot, hop on either foot and skip. To be able to stand still for 10 seconds whilst balancing on one leg. Healthy participation: To be able to follow instructions, practise safely and work on simple tasks by myself.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop balance individually and apply this in a range of physical activities (One leg balance) To be able to develop the fundamental movement skill of footwork. 	<p>Area of P.E – Unit 2: Social Key Concept – Dynamic balance / Static balance Big Question: In how many ways can you balance?</p> <p>Curricular Goals Motor competence: I can jump from 2 feet to 2 feet forwards, backwards and side to side. To be able to, in a seated position for 10 seconds, balance with no hands or feet touching the floor Healthy participation: To be able to work sensibly with others, taking turns and sharing</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop balance individually and apply this in a range of physical activities (Seated balance). To be able to master basic jumping movements and apply this to a range of physical activities. 	<p>Area of P.E – Unit 3: Cognitive Key Concept – Dynamic balance / Static balance Big Question: How many strides can you take without losing your balance?</p> <p>Curricular Goals Motor competence: To be able to walk forwards and walk backwards with fluidity and minimum wobble on a line To be able to stand on a line with good stance for 10 seconds Rules, strategies and tactics: To be able to understand and follow simple rules</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop balance and apply this in a range of physical activities (dynamic balance and static balance stance) 	<p>Area of P.E – Unit 4: Creative Key Concept – Coordination / Counter balance Big Question: What different shapes and balances can you make?</p> <p>Curricular Goals Motor competence: To be able to stand and roll a ball down to my toes and back up, then round my upper body using 2 hands To be able to sit holding hands with toes touching and rock forwards, backwards and side-to-side Rules, strategies and tactics: To be able to explore and describe different movements.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop coordination and apply this in a range of activities. To be able to develop balance cooperatively with others and apply this in a range of physical activities. 	<p>Area of P.E – Unit 5: Physical Key Concept – Coordination / Agility Big Question: How do our reactions help us to catch a ball?</p> <p>Curricular Goals Motor competence: To be able to throw a large ball and catch the rebound with 2 hands from a 5 metre distance. 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. Rules, strategies and tactics: To be able to perform a small range of skills and link two movements together.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to master the basic movement of throwing and catching individually and with others and apply this in a range of physical activities. To be able to develop coordination and apply this in a range of activities. To be able to develop agility individually and with others and apply this to a range of physical activities. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to participate in team games playing co-operatively. 	<p>Area of P.E – Unit 6: Health & Fitness Key Concept – Agility / Static balance Big Question: Why is it important to exercise?</p> <p>Curricular Goals Motor competence: 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 To be able to reach round and point to the ceiling with either hand in a mini-front support, maintaining balance throughout Healthy participation: To be able to be aware of why exercise is important for good health</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop agility individually and with others and apply this to a range of physical activities. To be able to develop balance individually and apply this in a range of physical activities (floorwork).
Gymnastics		Dance		Athletics	
<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility Big Question: What is a gymnast?</p> <p>Curricular Goal Rules, strategies and tactics: To be able to perform a simple sequence including a jump, a travelling movement and a stretch balance, including the use of apparatus.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to know and use a variety of ways of traveling in response to set criteria (e.g. fast, wide etc.) To be able to travel showing long and narrow, wide and short shapes To be able to show a variety of wide and narrow balances To be able to explore a range of movements in relation to gym and vary direction and speed To be able to travel and balance on the ground or apparatus – benches, low tables To be able to transfer, adapt and apply skills, ideas and linked movements to apparatus To be able to jump in different shapes – star, straight, pike, straddle and tuck <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to join together a jump, travelling movement and stretched balance to create a simple sequence To be able to develop the basic movements of balance, agility and co-ordination and begin to apply these to some gymnastics activities. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to understand the safety implications of and demonstrate a jump 	<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility Big Question: What is a dancer?</p> <p>Curricular Goal Rules, strategies and tactics: To be able to create a dance, in a pair, to a set speed with change of direction and levels.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to travel showing long and narrow or wide and short shapes <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to explore a range of movements in relation to dance and vary direction (forwards/backwards) and speed To be able to communicate ideas through dance To be able to transfer, adapt and apply skills, ideas and linked movements to a short dance sequence To be able to create short phrases and simple structures using appropriate movements To be able to know and perform some basic dance actions with some understanding of mood and feeling in relation to the dance idea To be able to work in pairs to create a dance or sequence to a set speed with change of direction and levels 	<p>Key Concept – Footwork / Dynamic balance / Agility / Coordination Big Question: What is an athlete?</p> <p>Curricular Goal Rules, strategies and tactics: To be able to use and apply taught skills in an athletic sporting event.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to begin to master the basic movements of running and throwing To be able to show some agility and coordination in relation to running and throwing 			

Year 2					
Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Games)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p>Area of P.E – Unit 1: Personal Key Concept – Coordination / Static balance Big Question: How many different ways can you move around a space?</p> <p>Curricular Goals Rules, strategies and tactics: 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. Motor competence: To be able to complete 5 mini squats on one leg whilst maintaining balance and on both legs. Healthy participation: To be able to try several times if at first I don't succeed and ask for help when appropriate.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop coordination and apply this in a range of activities, individually and with others, becoming increasingly confident and competent. To be able to develop balance and apply this in a range of physical activities individually and with others, becoming increasingly confident and competent. 	<p>Area of P.E – Unit 2: Social Key Concept – Dynamic balance / Static balance Big Question: How many different types of jumps can you do?</p> <p>Curricular Goals Motor competence: 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. 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 Healthy participation: To be able to help, praise and encourage others in their learning</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop balance individually and apply this in a range of physical activities, becoming increasingly confident and competent (Seated balance). To be able to master basic jumping movements and apply this to a range of physical activities, becoming increasingly confident and competent. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to engage in competitive and co-operative physical activities, both against self and partner. 	<p>Area of P.E – Unit 3: Cognitive Key Concept – Dynamic balance / Static balance Big Question: How many different ways can you move forwards and backwards?</p> <p>Curricular Goals Motor competence: To be able to maintain balance on a line whilst lifting knees up to 90° and lifting heels up to bottom. To be able to stand on a low beam with a good stance for 10 seconds maintaining balance throughout. Healthy participation: To be able to explain why someone is working or performing well.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop balance and apply this in a range of physical activities, individually and with others becoming increasingly confident and competent (dynamic balance and static balance stance) 	<p>Area of P.E – Unit 4: Creative Key Concept – Coordination / Counter balance Big Question: How many different ways can you move a ball around your body?</p> <p>Curricular Goals Motor competence: 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. 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. Rules, strategies and tactics: 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</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop coordination, both individually and with others, and apply this in a range of activities. To be able to develop balance cooperatively with others, becoming increasingly confident and competent and apply this in a range of physical activities. 	<p>Area of P.E – Unit 5: Physical Key Concept – Coordination / Agility Big Question: What does a successful throw look like?</p> <p>Curricular Goals Motor competence: 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. Rules, strategies and tactics: 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. To be able to perform a sequence of movements with some changes in level, direction or speed.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop coordination and apply this in a range of activities, becoming increasingly confident and competent. (Sending and receiving) To be able to develop agility individually and with others and apply this to a range of physical activities. (React and respond) <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to participate in team games, developing simple tactics for attacking and defending. 	<p>Area of P.E – Unit 6: Health & Fitness Key Concept – Agility / Static balance Big Question: Is it important to exercise regularly?</p> <p>Curricular Goals Motor competence: 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. 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. Healthy participation: To be able to say how my body feels before, during and after exercise and use equipment appropriately and move and land safely.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to develop agility individually and with others and apply this to a range of increasingly challenging physical activities. (Ball chasing) To be able to develop balance individually and apply this in a range of increasingly challenging physical activities. (static balance - floorwork)
Gymnastics		Dance		Athletics	
<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: What does a gymnastic sequence look like?</p> <p>Curricular Goals Rules, strategies and tactics: 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.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to explore different ways of travelling, rolling, balancing and jumping, both on the floor and on a range of simple equipment (upside down benches, medium tables and tilted benches) To be able to master the basic movements of balance, agility and co-ordination and begin to apply these to gymnastics activities. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to understand how one movement in gymnastics can link with another smoothly and continuously. To be able to understand that movement can be performed at different speeds and on different levels in gymnastics To be able to transfer, adapt and apply all the ideas safely to apparatus To be able to perform a forward roll and/or a dish roll. To be able to compose a short, simple sequence of six or more movements using different combinations of travel, roll, balance and jump on the floor (3 movements) and apparatus (3 movements) 		<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: What does it take to become a dancer?</p> <p>Curricular Goals Healthy participation: 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.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to explore different travelling movements – long & narrow and wide & short To be able to perform a sequence, using simple movement patterns, showing a change of direction – forwards, backwards, left and right <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to understand that movement can be performed at different speeds and on different levels To be able to understand how one movement can link with another smoothly and continuously. To be able to perform whole dances with a simple structure To be able to perform a simple sequence with a partner or small group To be able to describe and repeat different rhythms To be able to create a dance with a change of speed, direction and level. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to observe each other dancing and identify/describe the different actions, relationships, formations and quality of performance 		<p>Key Concept – Footwork / Dynamic balance / Agility / Coordination Big Question: How do you prepare for sports day?</p> <p>Curricular Goals Healthy participation: To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to master the basic movements of running and throwing To be able to show agility and coordination in relation to running, throwing and jumping 	

Year 3					
Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Games)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p>Area of P.E – Unit 1: Personal Key Concept – Coordination Big Question: How many different footwork patterns can you think of?</p> <p>Curricular Goals Motor competence: 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. Healthy participation: To be able to know where I am with my learning</p> <p>Learning objectives Healthy participation:</p> <ul style="list-style-type: none"> To be able to compare their performances with previous ones and demonstrate improvement. To be able to communicate and collaborate with teammates. <p>Motor competence:</p> <ul style="list-style-type: none"> To be able to develop footwork techniques showing control. 	<p>Area of P.E – Unit 2: Social Key Concept – Dynamic balance Big Question: In what sports would you need to use jumping?</p> <p>Curricular Goals Motor competence: To be able to jump from 2 feet to 2 feet with 180° turn in either direction, maintaining balance throughout. Healthy participation: To be able to show patience and support others listening carefully to them about our work</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use different jumps both in isolation and in combination To be able to develop technique, control and balance in jumping. 	<p>Area of P.E – Unit 3: Cognitive Key Concept – Dynamic balance Big Question: How can you improve your balance?</p> <p>Curricular Goals Motor competence: To be able to perform a marching action, lifting knees and elbows up to a 90° angle. Healthy participation: To be able to explain what I am doing well</p> <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to develop technique, control and balance. To be able to use a range of footwork patterns in different ways and to link them to make actions and sequences of movement. 	<p>Area of P.E – Unit 4: Creative Key Concept – Coordination Big Question: How many different ways can you throw and catch?</p> <p>Curricular Goals Motor competence: To be able to strike a ball with alternate hands in a rally and kick a ball using alternative feet. Healthy participation: To be able to make up my own rules and versions of activities</p> <p>Learning objectives Healthy participation:</p> <ul style="list-style-type: none"> To be able to communicate, collaborate and compete with each other. To be able to play competitive games, modified where appropriate To be able to develop technique and control when throwing and catching. <p>Motor competence:</p> <ul style="list-style-type: none"> To be able to use throwing and catching both in isolation and in combination. 	<p>Area of P.E – Unit 5: Physical Key Concept – Agility Big Question: How quick are your reactions?</p> <p>Curricular Goals Rules, strategies and tactics:</p> <ul style="list-style-type: none"> 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. To be able to select and apply a range of skills with good control and consistency <p>Learning objectives Healthy participation:</p> <ul style="list-style-type: none"> To be able to communicate, collaborate and compete with each other. To be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Motor competence:</p> <ul style="list-style-type: none"> To be able to develop technique, control and balance when moving to catch a ball. 	<p>Area of P.E – Unit 6: Health & Fitness Key Concept – Agility Big Question: Why is it important that we warm up before exercise</p> <p>Curricular Goals Motor competence: 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. Healthy participation: To be able to describe how and why my body changes during and after exercise</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use running, throwing and catching in isolation and in combination. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to communicate and collaborate with each other.
Gymnastics		Dance		Athletics	
<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: What does It take to become a gymnast?</p> <p>Curricular Goal Rules, strategies and tactics: 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.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to move in a variety of ways using different directions, beginning to show some strength, technique, balance, control and flexibility. To be able to hold a balance and explain how strength and flexibility can help improve it To be able to understand and show individual actions which in create a change of front and direction e.g. cartwheel/rolls (Including teddy and backwards roll) /jumps/bunny-hops to one side. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to select movements and create a sequence to illustrate change of front or direction. To be able to select movements and create a sequence and compare and contrast it with another. To be able to transfer all these ideas and skills onto apparatus and extend or adapt them as necessary. To be able to use space and complex apparatus safely. To be able to design and perform a sequence including rolls, travel and jumps, beginning to show some strength, technique, control, balance and flexibility. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to begin to communicate and collaborate with others To be able to begin to evaluate and reflect on their own performances 		<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: How do you prepare for a dance show?</p> <p>Curricular Goal Rules, strategies and tactics: To be able to choreograph a short dance to a given dance track that includes at least 3 dance steps.</p> <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to explore and develop dance movement/actions initiated by the stimulus with greater control, fluency and coordination To be able to improvise, translating ideas from a stimulus into movement To be able to remember, repeat and perform phases in a dance with an awareness of tempo, dynamics and expressive qualities To be able to shape movement into a whole dance with a simple structure To be able to choreograph and perform a short dance to a given dance track that includes at least 3 dance steps <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to share and create dance phrases with a partner and small group 		<p>Key Concept – Footwork / Dynamic balance / Agility / Coordination Big Question: What is healthy competition in athletics?</p> <p>Curricular Goal Healthy participation: 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.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to run consistently and smoothly over different distances, beginning to show some strength, technique and control. To be able to demonstrate different combinations of jumps, beginning to show some strength, technique, flexibility and control. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to understand ‘pacing’ their run. To be able to choose and use different ways of running, jumping and throwing-dependent on the activity. To be able to use simple tactics when running a race. To be able to observe and describe specific aspects of running, jumping and throwing styles. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to evaluate the effectiveness of their own athletic and others performance. 	

Year 4					
Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Swimming)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p>Area of P.E – Unit 1: Personal Key Concept – Coordination Big Question: How important is it to challenge yourself in physical activity?</p> <p>Curricular Goals Motor competence: To be able to complete 3 step zigzag patterns both forwards and backwards Healthy participation: To be able to begin to challenge myself</p> <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to develop a range of footwork techniques showing control <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to communicate and collaborate with each other. To be able to compete against each other during modified competitive games and apply basic principles suitable for attacking and defending. 	<p>Area of P.E – Unit 2: Social Key Concept – Dynamic balance Big Question: How can we ensure that everyone gets to have their say within a team?</p> <p>Curricular Goals Motor competence: To be able to complete a tucked jump with 180° turn in either direction, maintaining balance throughout. Healthy participation: To be able to happily show and tell others about my ideas.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use a range of different jumps both in isolation and in combination. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to develop technique, control and balance in jumping. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to communicate and collaborate with each other. 	<p>Key Concept – Agility / Coordination / life skill Big Question: How do people stay afloat and travel in water?</p> <p>Curricular Goals Motor competence: To be able to swim competently, confidently and proficiently, using a range of strokes effectively, over a distance of 25 metres. To be able to perform safe self-rescue in different water based situations.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to perform safe self-rescue in different water based situations To be able to swim competently, confidently and proficiently over a distance of at least 25 metres To be able to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke 	<p>Area of P.E – Unit 4: Creative Key Concept – Coordination Big Question: What techniques do you need for successful throwing and catching/sending and receiving?</p> <p>Curricular Goals Motor competence: To be able to roll 2 balls alternately using both hands, sending 1 as the other is returning. Rules, strategies and tactics: To be able to recognise similarities and differences in movements and expression</p> <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to develop technique, control and balance within a range of ball skills. To be able to apply and develop a range of coordination ball skills, learning how to use them and different ways and to link them to make actions and sequences of movement. To be able to communicate and collaborate with each other. To be able to compete against each other during modified competitive games (squash). 	<p>Area of P.E – Unit 5: Physical Key Concept – Agility Big Question: How can tactics help you in a game situation?</p> <p>Curricular Goals Rules, strategies and tactics:</p> <ul style="list-style-type: none"> 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. To be able to select and apply a range of skills with good control and consistency. <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to develop technique, control and balance within a range of agility ball skills. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to communicate and collaborate with each other. To be able to compete against each other during modified competitive games. 	<p>Area of P.E – Unit 6: Health & Fitness Key Concept – Agility Big Question: How do our bodies react to exercise?</p> <p>Curricular Goals Motor competence: 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. Healthy participation: To be able to explain why we need to warm-up and cool down</p> <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to develop balance, technique and control within a range of agility skills. To be able to apply and develop a range of agility ball skills, learning how to use them and different ways and to link them to make actions and sequences of movement. <p>Motor competence:</p> <ul style="list-style-type: none"> To be able to use running, throwing and catching in isolation and in combination. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to communicate and collaborate with each other.
Gymnastics		Dance		Athletics	
<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: How does Simone Biles create a floor routine?</p> <p>Curricular Goal Rules, strategies and tactics: 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.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use space and more complex apparatus safely, showing some strength, technique, balance, control and flexibility. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to identify and use skills which transfer weight from feet to hands and back to feet again, showing some strength, technique, balance, control and flexibility. To be able to move into and perform a range of skills with control and accuracy, showing some strength, technique, balance, control and flexibility. To be able to demonstrate how to land safely To be able to match different types of jumps with different rolls To be able to create a sequence with a partner linking rolls with jumps, balances and travelling movements To be able to transfer and extend all ideas and skills onto apparatus at every stage of learning e.g. rolling underneath, around, along and on the apparatus and jumping, springing, lowering or sliding from the apparatus into a roll on the floor To be able to design and perform a sequence with a partner including rolls, travel, jumps and balances <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to communicate and collaborate with others To be able to evaluate and reflect on their performances 	<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: How could you dance at a country theme party?</p> <p>Curricular Goals Rules, strategies and tactics: To be able to choreograph and work with a partner to perform a short dance routine with at least 3 co-ordinated dance steps</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to show an understanding of shapes, levels and speeds To be able to understand how to move into and from a range of skills with control and accuracy e.g. jumping in dance <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to refine, repeat and remember dance phrases as an individual and in pairs To be able to develop a dance motif using speed and action To be able to create a sequence side by side with a partner To be able to display clarity of body shape in dance To be able to link dance movements/sections using appropriate transitional movements To be able to choose and use appropriate dynamics in dance To be able to use different group formations to interpret dance ideas To be able to perform with an understanding of the mood of a dance <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to choreograph and work with a partner to perform a short dance routine with at least 3 co-ordinated dance steps 	<p>Key Concept – Footwork / Dynamic balance / Agility / Coordination Big Question: How can an athlete get better?</p> <p>Curricular Goals Healthy participation: 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.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to understand and demonstrate the difference between sprinting and running for sustained periods of time To be able to demonstrate a range of throwing techniques, with some strength, technique, balance, control and flexibility. To be able to throw with some accuracy and power into a target area <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to consolidate and improve the quality, range and consistency of techniques used for particular activities To be able to perform a range of jumps, showing consistent techniques, with some accuracy strength, technique, balance, control and flexibility. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to describe and evaluate the effectiveness of performance and recognise aspects that need to be improved 			

Year 5					
Autumn 1 (Games)	Autumn 2 (Games)	Spring 1 (Games)	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p>Area of P.E – Unit 4 Physical Key Concept – Dynamic balance/ Static balance Big Question: How do we use our body differently when combining jumps?</p> <p>Curricular Goals Motor competence: 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. 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.</p> <p>Rules, strategies and tactics: 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.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to jump in isolation and in combination. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to develop control and balance, comparing their performances with previous ones, demonstrating improvement to achieve their personal best. To be able to play modified competitive games, applying the basic principles of attacking and defending. To be able to evaluate and recognise their own success. 	<p>Area of P.E – Netball Key Concept – Footwork / Dynamic balance / Agility / Coordination Big Question: How important is it to be able to react and respond to the ball?</p> <p>Curricular Goals Healthy participation: To be able to successfully use all taught skills when competing in a netball match.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use running, jumping, throwing and catching in isolation and combination in netball. To be able to develop technique and control in netball. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to play a modified competitive game of netball, applying the basic principles of attacking and defending. To be able to evaluate and recognise their own success. To be able to enjoy communicating, collaborating and competing with each other. 	<p>Area of P.E – Unit 5 Health and Fitness Key Concept – Static balance/ Coordination Big Question: How important are tactics in a game situation?</p> <p>Curricular Goals Motor competence: 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.</p> <p>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</p> <p>Healthy participation: 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.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> To be able to use running, jumping, throwing and catching in isolation and combination. To be able to develop technique and balance. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to link a range of footwork skills to make a sequence of movement. To be able to compare performances with previous ones, demonstrating improvement to achieve their personal best. To be able to play modified competitive games, applying the basic principles of attacking and defending. To be able to evaluate and recognise their own success. 	<p>Area of P.E – Football Key Concept – Footwork / Dynamic balance / Agility / Coordination Big Question: What does it take to play for Hull City FC?</p> <p>Curricular Goal Healthy participation: To be able to successfully use all taught skills when competing in a football match.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use running, jumping, throwing and catching in isolation and combination. To be able to develop technique and control. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to play a modified competitive game of football, applying the basic principles of attacking and defending. To be able to evaluate and recognise their own success. To be able to enjoy communicating, collaborating and competing with each other. 	<p>Area of P.E – Unit 6 Personal Key Concept – Coordination / Agility Big Question: What sports involve ball chasing as well as sending and receiving?</p> <p>Curricular Goals Motor competence: To be able to throw 2 tennis balls against a wall in a circuit, in both directions with right and left hand. 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.</p> <p>Healthy participation: To be able to cope well and react positively when things become difficult as well as being able to persevere with a task and improve my performance through regular practice</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use running, throwing and catching in isolation and combination. To be able to develop technique and control. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to play modified competitive games, applying the basic principles of attacking and defending. To be able to evaluate and recognise their own success. To be able to enjoy communicating, collaborating and competing with each other. 	<p>Area of P.E – Rounders Key Concept – Footwork / Agility / Coordination Big Question: What skills does it take to play a rounders match?</p> <p>Curricular Goals Healthy participation: To be able to successfully use all taught skills when competing in a rounders match.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to begin to use running, throwing and catching in isolation and combination in rounders. To be able to develop technique and control. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to begin to play a modified competitive game of rounders, applying the basic principles of attacking and defending. To be able to begin to evaluate and recognise their own success in rounders To be able to enjoy communicating, collaborating and competing with each other in rounders
Gymnastics		Dance		Athletics	
<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: What does it take to get a gymnast to a World Championships event?</p> <p>Curricular Goal Rules, strategies and tactics: 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.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to demonstrate how to land safely and sink down into a roll on the floor, matching different types of jumps with different rolls. To be able to demonstrate a variety of balanced positions, including ones with feet high, showing strength, technique, balance, control and flexibility. To be able to identify and use a range of travelling, jumping and turning movements on different levels showing ways of balancing on different body parts. To be able to move smoothly into and from a balance and link balances with travelling and rolling actions as well as moving in different directions. To be able to show a variety of travelling, jumping, rolling and balancing skills, showing strength, technique, balance, control and flexibility. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to observe and describe the movements of others in gymnastics using appropriate and descriptive language. To be able to enjoy communicating and collaborating with others To be able to effectively evaluate and reflect on their performances 		<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: What does it take to get to the finals of Britain’s Got Talent as a dancer?</p> <p>Curricular Goal Rules, strategies and tactics: To be able to choreograph and perform a dance with a partner including mirroring, control, balance, action and mood</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to refine, repeat and remember dance phrases as an individual and in pairs To be able to develop a dance motif using speed and action To be able to demonstrate movement patterns and work with a partner to structure a dance using unison, mirroring and canon To be able to link dance movements/ sections using appropriate transitional movements To be able to show an understanding of shapes, levels and speeds To be able to understand how to move into and from a range of skills with control and accuracy To be able to perform dance movement with clear control and balance in both shape and action To be able to perform with an understanding of the mood of a dance To be able to understand how dance communicates character moods, ideas and feeling To be able to respond imaginatively through movement to a range of dance stimuli <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to choose and use appropriate dynamics in dance To be able to choreograph and perform a dance with a partner, using a range of movement patterns, including mirroring, control, balance, action and mood. 		<p>Key Concept – Footwork / Dynamic balance / Agility / Coordination Big Question: What does it take to get an athlete to the Olympics?</p> <p>Curricular Goals Healthy participation: 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</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use running and throwing in isolation and in combination, showing strength, technique, balance, control and flexibility. To be able to run at different speeds smoothly and with consistency To be able to demonstrate the difference between sprinting and running for sustained periods of time To be able to understand ‘pacing’ to keep going maintaining quality of action To be able to demonstrate a range of throwing techniques (in shot put, discus, Javelin and a range of balls), with some accuracy strength, technique, balance, control and flexibility. To be able to recognise and use different jumping styles (long jump and triple jump) with some accuracy strength, technique, balance, control and flexibility. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to perform a range of jumps, showing consistent techniques. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to compare and contrast performances using appropriate language 	

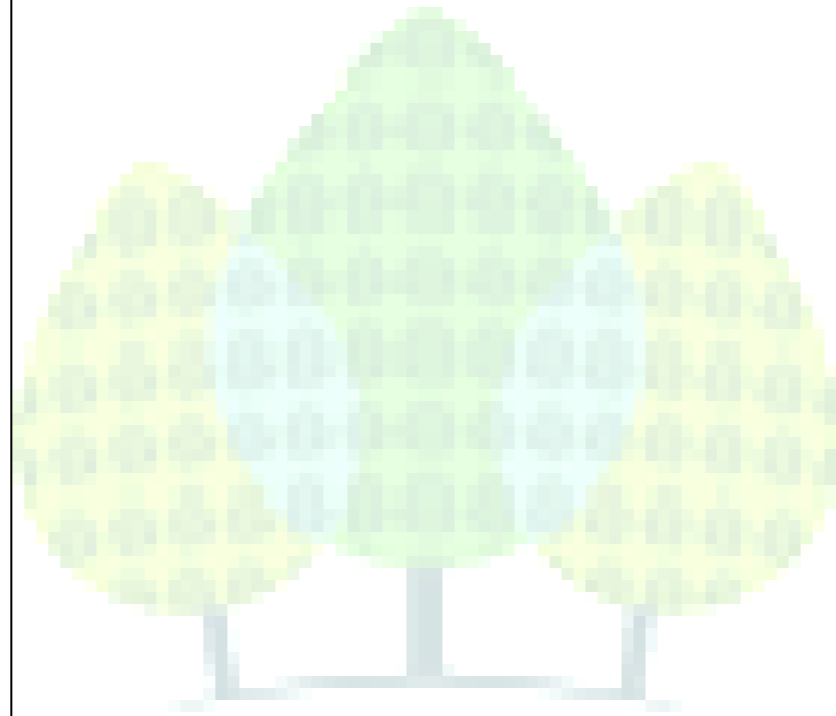
Rules, strategies and tactics:

- To be able to create and perform a sequence which combines three or more balances with travelling movements, jumps or rolls.
- To be able to transfer and extend all ideas and skills onto apparatus at every stage of learning e.g. rolling underneath, around, along and on the apparatus and jumping, springing, lowering or sliding from the apparatus into a roll on the floor.

Healthy participation:

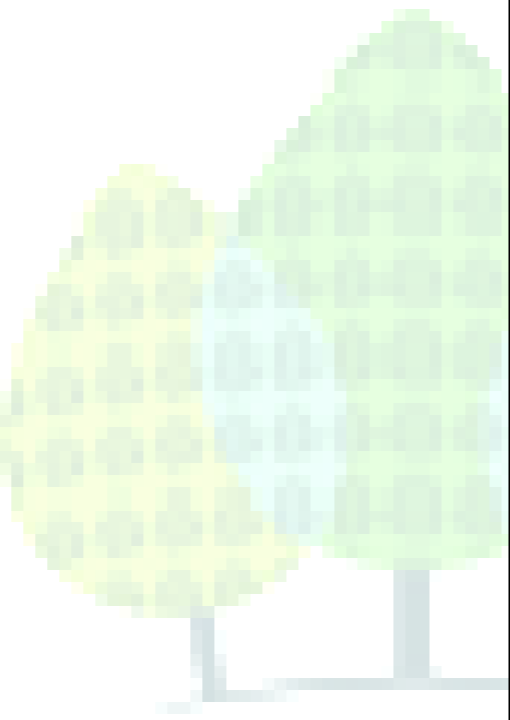
- To be able to observe and describe the movements of others in dance using appropriate and descriptive language
- To be able to make simple assessments of performance and composition based on criteria set by the teacher

- To be able to describe and evaluate the effectiveness of performance and recognise aspects



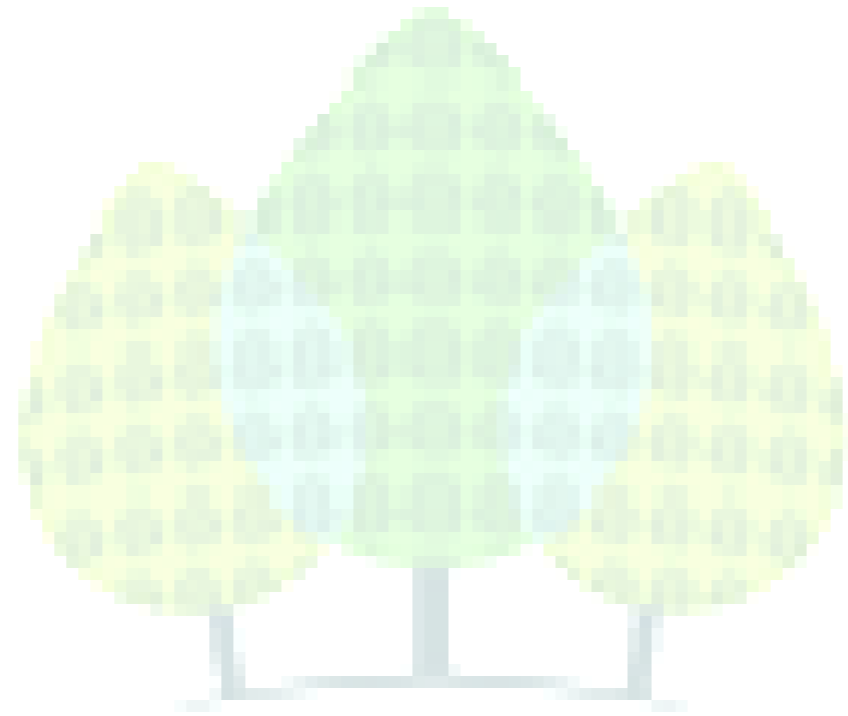
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Year 6					
Autumn 1 (Residential)	Autumn 2 (Games)	Spring 1	Spring 2 (Games)	Summer 1 (Games)	Summer 2 (Games)
<p>Area of P.E – Outdoor and Adventurous Activities Key Concept – Life skills Big Question: How does it feel to complete an outdoor adventurous activity?</p> <p>Curricular Goal Healthy participation: 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.</p> <p>Learning objectives Healthy participation:</p> <ul style="list-style-type: none"> To be able to take part in outdoor and adventurous activity challenges both individually and within a team. 	<p>Area of P.E – Netball/basketball Key Concept – Footwork / Dynamic balance / Agility / Coordination Big Question: How important is dynamic balance in netball and basketball?</p> <p>Curricular Goal Healthy participation: To be able to successfully use all taught skills when competing in a basketball/netball match.</p> <p>Learning Objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use running, jumping, throwing and catching in isolation and combination in both basketball and netball drills and modified games. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to develop technique and control in both basketball and netball drills and modified games. To be able to play a modified competitive game of netball and basketball, applying the basic principles of attacking and defending. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to constructively evaluate and recognise their own success. To be able to enjoy communicating, collaborating and competing with each other. 		<p>Area of P.E – Touch Rugby Key Concept – Footwork / Dynamic balance / Agility / Coordination Big Question: How many different types of footwork do you use in touch rugby?</p> <p>Curricular Goal Healthy participation: To be able to successfully use all taught skills when competing in a touch rugby match.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use running, jumping, throwing and catching in isolation and combination in touch rugby drills and modified games. To be able to develop technique and control in touch rugby drills and modified games. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to play a modified competitive game of touch rugby, applying the basic principles of attacking and defending. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to evaluate and recognise their own success. To be able to enjoy communicating, collaborating and competing with each other. 	<p>Area of P.E – Unit 2 Social Key Concept – Dynamic balance / Counter balance Big Question: How does a team work best together?</p> <p>Curricular Goals Motor competence: 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.</p> <p>To be able to stand on 1 leg while holding on to my partner's opposite leg, with a partner maintaining balance throughout.</p> <p>Healthy participation: To be able to organise roles and responsibilities to guide a small group through a task, co-operating well and giving helpful feedback.</p> <p>Learning objectives Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to develop control and balance, comparing their performances with previous ones, demonstrating improvement to achieve their personal best. To be able to play modified competitive games, applying the basic principles of attacking and defending. <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to enjoy communicating and collaborating within a team. 	<p>Area of P.E – Rounders Key Concept – Footwork / Agility / Coordination Big Question: What skills does it take to play a rounders match?</p> <p>Curricular Goal Healthy participation: To be able to successfully use all taught skills when competing in a rounders match.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to use running, throwing and catching in isolation and combination. To be able to develop technique and control. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to play a modified competitive game of rounders, applying the basic principles of attacking and defending <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to evaluate and recognise their own success. To be able to enjoy communicating, collaborating and competing with each other.
Gymnastics		Dance		Athletics	
<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: What does it take to win a gymnastics World Championships gold medal?</p> <p>Curricular Goal Rules, strategies and tactics: 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.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to understand the short term effects of exercising in gymnastics. To be able to warm up and practise safely. To be able to perform counterbalance/counter-tension balances in two's or three's with a change in body shape, level and using different parts of the body (counter-balance is pushing or leaning against a partner and counter-tension is pulling or leaning away from a partner) To be able to match and mirror balances with a partner using different shapes (symmetrical/asymmetrical) and levels NB some balances will have one point of contact To be able to link four combined balances with appropriate movements showing variations in shape, level, speed and direction, and showing strength, technique, balance, control and flexibility. <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to understand, identify and use a variety of methods of moving into and away from balances To be able to adapt and transfer all the skills, principles and sequences (including the long sequence) onto appropriate apparatus To be able to use space and apparatus safely To be able to create a sequence of taught skills, showing strength, technique, balance, control and flexibility, with attention to the enjoyment of an audience 	<p>Key Concept – Footwork / Static balance / Dynamic balance / Agility / Coordination Big Question: What does it take to dance like Diversity?</p> <p>Curricular Goal Rules, strategies and tactics: To be able to choreograph and perform own dance demonstrating own developed dance style</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to understand the short term effects of exercising in dance To be able to explore when working with a partner the possible variations in level, speed and direction To be able to use a variety of relationships when working with a partner e.g. canon, side by side, back to back, face to face, meeting and parting To be able to use mirror movements with a partner, performed at the same time but using opposite limbs <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to link a series of movements and synchronise them with a partner To be able to work with a partner/small group develop a sequence of canon movement using rhythm and timing To be able to choose an appropriate piece of music to dance to <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements To be able to accept advice and use it reflectively to improve the quality of work To be able to choreograph and perform own dance demonstrating own developed dance style. 	<p>Key Concept – Footwork / Dynamic balance / Agility / Coordination Big Question: What does it take to win an athletics Olympic gold medal?</p> <p>Curricular Goal Healthy participation: 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.</p> <p>Learning objectives Motor competence:</p> <ul style="list-style-type: none"> To be able to throw with greater control, accuracy and efficiency To be able to perform a range of jumps showing power, control and consistency at both take-off and landing To be able to change pace for longer and shorter distances To be able to understand and demonstrate the basic principles of relay take overs <p>Rules, strategies and tactics:</p> <ul style="list-style-type: none"> To be able to choose appropriate techniques for specific events. To be able to increase the range of techniques and show consistency in accuracy of jumps, throws and catches with increased strength, balance, control and flexibility. To be able to explain how warming up can affect performance <p>Healthy participation:</p> <ul style="list-style-type: none"> To be able to take part with confidence in relay races To be able to perform accurate jumps in long and triple jump, showing strength, technique, balance, control and flexibility. To be able to perform a range of warming up activities 			

Healthy participation:

- To be able to enjoy communicating and collaborating with others
- To be able to effectively and constantly evaluate and reflect on their performances.
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