

# PHYSICAL EDUCATION AT ALMOND HILL JUNIOR SCHOOL



## SUBJECT INTENT STATEMENT

At Almond Hill Junior School, we believe our physical education curriculum should inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities.

We aim to provide all pupils with opportunities to become physically confident in a way which supports their health and fitness. Through the different sports and activities taught at Almond Hill, we aim to build character and help to embed values such as fairness and respect in all pupils.

We aim to provide pupils with a varied curriculum in which a range of different sports and activities are covered. The skills taught should be built upon across the key stage.

As pupils grow and develop, we encourage them to become more independent and take on leading roles within P.E. lessons e.g. by leading warm ups / officiating games.

We intend for pupils to have access to a range of equipment and an understanding of how to use it safely and accurately to achieve best results.

We encourage pupils to become reflective in their P.E. lessons so that they are able to identify how best to improve own performances as well as the performances of others.

We promote extra-curricular clubs and encourage all children to attend.

We seek links with our feeder infant school to gain a knowledge of P.E. skills covered at KS1 and it is intended that taught skills build on previous teaching across the key stage.

Our P.E. curriculum strives to meet all objectives set in our Sports Premium plan.

## Implementation

Each class has two hours of P.E. taught in one hour blocks per week. Across the key stage, the following areas of P.E. are taught:

- Gymnastics
- Dance
- Games
- Athletics
- OAA
- Swimming

P.E. is delivered by the class teacher. We also have access to a Sports Coach for three afternoons each week who will deliver some P.E. lessons, team teaching alongside the class teacher.

At different points during the year, external agencies may deliver some P.E. lessons e.g. Stevenage Sporting Futures, Stevenage Borough Football Club, Stevenage Rugby Club. ***This provision has not been able to currently take place due to Covid-19 restrictions.***

Some P.E. sports funding is used to access Stevenage Sporting Futures, who organise festivals and competitions throughout the year. The curriculum has been designed to run alongside the organised festivals / competitions. Throughout the year, various children are chosen to represent the school at these festivals. ***At present, the curriculum has been adapted so that some areas have been taught earlier / later in the year due to Covid-19 restrictions.***

Some pupils will have the opportunity to play as part of a team to represent the school at sporting fixtures e.g. football, netball, basketball etc. ***Currently, inter-sporting fixtures and competitions are not taking place due to Covid-19 restrictions. However, pupils have been able to take part in intra-bubble competitions as well as virtual competitions against other schools in Stevenage.***

Throughout the year, children have access to a range of extra-curricular sports clubs which run at lunchtimes and after school. ***These are not currently being offered at this time due to Covid-19 restrictions.***

Pupils attend swimming lessons for one term in year 4, with additional lessons provided later in the key stage for those pupils who have not previously met the expected standard of being able to swim 25 metres. ***Pupils have not been able to partake in swimming lessons this year due to Covid-19 restrictions.***

All pupils take part in 'The Golden Mile' each week, outside of P.E. lessons to further promote being active and healthy lifestyles.

We have a group of year 6 sports leaders who work alongside the class teachers and PE co-ordinator to run activities at lunchtimes for the rest of the school. They also help to run clubs and the delivery of P.E. lessons. ***Sports leaders are due to receive training virtually in the summer term.***

Throughout the year, we take part in a range of intra and inter school competitions to promote competitive sport as well as embedding values such as fairness and respect. ***Currently intra competitions are taking place within bubbles and inter competitions are taking place virtually.***

#### Adaptations for SEND pupils:

As a school we aim to provide an inclusive P.E. curriculum which is accessible for all pupils. Lessons may need to be adapted to provide appropriate provision for pupils with SEND. This could be in the form of any of the following:

- Adapted tasks
- Adapted resources / equipment
- Reduced / extended space to use
- Additional support

## Topics Across Almond Hill

	Year 3	Year 4	Year 5	Year 6
Autumn 1	OAA	Netball	Cross Country	Fitness
	Key Skills (games)	Dance	Dodgeball	Football
Autumn 2	Fitness	Cricket	Tag Rugby	Sports Hall Athletics
	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Spring 1	Dance	Tennis	Dance	Basketball
	Football	Swimming	Hockey	Sports Hall Athletics
Spring 2	Hockey	Tag Rugby	OAA	Tennis
	Basketball	Swimming	Volleyball	Handball
Summer 1	Athletics	Athletics	Athletics	Athletics
	Dodgeball	Rounders	Ultimate Frisbee	Cricket
Summer 2	Cricket	Orienteering	Rounders	Netball
	Gymnastics	Sports Hall Athletics		

## Adapted Long Term Plan 2020-21

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Athletics	Athletics	Athletics	Athletics
	Fitness	Dance	Cross Country	Fitness
Autumn 2	Dance	Tennis	Dance	Football
	OAA	Orienteering	OAA	Gymnastics
Spring 1 (Only taught to critical worker children in school)	Cricket	Gymnastics	Hockey	Tennis
	Football	Sports Hall Athletics		Sports Hall Athletics
Spring 2 (Only taught for 3 weeks to whole class)	Cricket	Gymnastics	Hockey	Tennis
	Football	Sports Hall Athletics	Rounders	Sports Hall Athletics
Summer 1	Hockey	Netball	Rounders	Basketball
	Dodgeball	Tag Rugby	Gymnastics	Cricket
Summer 2	Basketball	Cricket	Tag Rugby	Handball
	Gymnastics	Rounders	Dodgeball	Netball

## Progression of Skills in Physical Education (see separate appendix)

### Years 3-6

#### Whole School Progression of Skills

Gymnastics	Year 3	Year 4	Year 5	Year 6
	<p><b>Health and Fitness</b> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p>	<p><b>Health and Fitness</b> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>	<p><b>Health and Fitness</b> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p>	<p><b>Health and Fitness</b> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing, Know ways they can become healthier.</p>
	<p><b>Acquiring and developing Skills in Gymnastics(General)</b> Chose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences.</p>	<p><b>Acquiring and developing Skills in Gymnastics(General)</b> Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p>	<p><b>Acquiring and developing Skills in Gymnastics(General)</b> Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p>	<p><b>Acquiring and developing Skills in Gymnastics(General)</b> Create their own complex sequences involving a full range of actions and movements; travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and</p>

	<p>Begin to use equipment to vault. Create interesting body shapes while holding balance with control and confidence. Begin to show flexibility in movements.</p> <p><b>Rolls</b> Crouched forward roll Forward roll from standing Tucked backward roll</p> <p><b>Jumps</b> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap</p> <p><b>Vault</b> Hurdle step onto springboard</p>	<p>Begin to develop good techniques when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p> <p><b>Rolls</b> Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p><b>Jumps</b> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn</p> <p><b>Vault</b> Hurdle step onto springboard</p>	<p>Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.</p> <p><b>Rolls</b> Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle</p> <p><b>Jumps</b> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap</p> <p><b>Vault</b> Hurdle step onto springboard</p>	<p>flexibility throughout performances.</p> <p><b>Rolls</b> Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backwards roll</p> <p><b>Jumps</b> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap</p> <p><b>Vault</b> Hurdle step onto springboard</p>
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	<p>Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p> <p><b>Handstands, Cartwheels and Round-offs</b> Handstand Lunge into handstand Cartwheel</p> <p><b>Travelling &amp; Linking Action</b> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap</p> <p><b>Shapes and Balances</b> Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances</p>	<p>Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p> <p><b>Handstands, Cartwheels and Round-offs</b> Lunge into handstand Lunge into cartwheel</p> <p><b>Travelling &amp; Linking Action</b> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p><b>Shapes and Balances</b> 1,2,3 and 4 - point balances Balances on apparatus Balances with and against partner Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault</p> <p><b>Handstands, Cartwheels and Round-offs</b> Lunge into handstand Lunge into cartwheel Lunge into round-off</p> <p><b>Travelling &amp; Linking Action</b> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p><b>Shapes and Balances</b> 1,2,3 and 4 - point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault</p> <p><b>Handstands, Cartwheels and Round-offs</b> Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off</p> <p><b>Travelling &amp; Linking Action</b> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot</p> <p><b>Shapes and Balances</b> 1,2,3 and 4 - point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formation support</p>
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	<p>Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/Perform</b> Develop the quality of the actions in their performance Perform learnt skills and techniques with control and confidence Compete against self and others in a controlled manner</p>			<p>Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/Perform</b> Perform and create sequences with fluency and accuracy</p>		<p>Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/Perform</b> Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control</p>	<p>Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/Perform</b> Link actions to create a complex sequence using a full range of movement that showcase different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.</p>
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Dance	Year 3	Year 4	Year 5	Year 6
	<p><b>Health and Fitness</b> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p><b>Dance Skills</b> Begin to improvise with a</p>	<p><b>Health and Fitness</b> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p><b>Dance Skills</b> Identify and repeat the movement patterns and</p>	<p><b>Health and Fitness</b> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p><b>Dance Skills</b> Identify and repeat the movement patterns and actions</p>	<p><b>Health and Fitness</b> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing, Know ways they can become healthier.</p> <p><b>Dance Skills</b> Identify and repeat the movement patterns and</p>

	<p>partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.</p>	<p>actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own, Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</p>	<p>of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate Imagination and creativity in the movements they devise in response to stimuli. Use translations to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.</p>	<p>actions that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with required style in relation to stimulus e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequence. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a</p>
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	<p><b>Compete/Perform</b> Develop the quality of the actions in their performance. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p><b>Compete/Perform</b> Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills and techniques to achieve a better result.</p>	<p><b>Compete/Perform</b> Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p> <p><b>Evaluate</b> Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques and the effect they have had on their own performance.</p>	<p>sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p> <p><b>Compete/Perform</b> Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently and with precision.</p> <p><b>Evaluate</b> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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<b>Games</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p><b>Health and Fitness</b> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity.</p>	<p><b>Health and Fitness</b> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>	<p><b>Health and Fitness</b> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p>	<p><b>Health and Fitness</b> Understand the importance of warming up and cooling down, Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for</p>

	<p>Explain why it is important to warm-up and cool-down.</p> <p><b>Striking and Hitting a Ball</b> Demonstrate successfully hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p> <p><b>Throwing and Catching a Ball</b> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p>	<p><b>Striking and Hitting a Ball</b> Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p> <p><b>Throwing and Catching a Ball</b> Develop different ways of throwing and catching.</p>	<p><b>Striking and Hitting a Ball</b> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used, Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using overhead serve.</p> <p><b>Throwing and Catching a Ball</b> Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>health, fitness and wellbeing. Know ways they can become healthier</p> <p><b>Striking and Hitting a Ball</b> Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.</p> <p><b>Throwing and Catching a Ball</b> Throw and catch accurately and successfully under pressure in a game.</p>
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	<p><b>Travelling with a Ball</b> Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p><b>Passing a Ball</b> Pass the ball in two different ways in a game situation with some success.</p> <p><b>Possession</b> Know how to keep and win back possession of the ball in a team game.</p> <p><b>Using Space</b> Find a useful space and get into it to support teammates.</p> <p><b>Attacking and Defending</b> Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p>	<p><b>Travelling with a Ball</b> Move with the ball using a range of techniques showing control and fluency.</p> <p><b>Passing a Ball</b> Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p><b>Possession</b> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p><b>Using Space</b> Make the best use of space to pass and receive the ball.</p> <p><b>Attacking and Defending</b> Use a range of attacking and defending skills and techniques in a game. Use fielding techniques as an individual to prevent a player scoring.</p>	<p><b>Travelling with a Ball</b> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.</p> <p><b>Passing a Ball</b> Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p><b>Possession</b> Keep and win back possession of the ball effectively in a game.</p> <p><b>Using Space</b> Demonstrate an increasing awareness of space.</p> <p><b>Attacking and Defending</b> Choose the best tactics for attacking and defending. Shoot in game. Use fielding skills as a team to prevent the opposition from scoring.</p>	<p><b>Travelling with a Ball</b> Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p><b>Passing a Ball</b> Choose and make the best pass in a game situation and link a range of skills together with fluency e.g. passing and receiving the ball on the move.</p> <p><b>Possession</b> Keep and win back the possession of the ball effectively and in a variety of ways in a team game.</p> <p><b>Using Space</b> Demonstrate a good awareness of space.</p> <p><b>Attacking and Defending</b> Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>
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	<p><b>Tactics and Rules</b> Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.</p> <p><b>Compete/Perform</b> Develop the quality of the actions in their performance. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p><b>Tactics and Rules</b> Vary the tactics they use in a game. Adapt rules to alter game.</p> <p><b>Compete/ Perform</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement. Modify their use of skills and techniques to achieve a better result.</p>	<p><b>Tactics and Rules</b> Know when to pass and when to dribble the ball. Devise and adapt rule to create their own game.</p> <p><b>Compete/ Perform</b> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Evaluate</b> Chose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their own performance.</p>	<p><b>Tactics and Rules</b> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p> <p><b>Compete/ Perform</b> Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Evaluate</b> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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<b>Athletics</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p><b>Health and Fitness</b> Recognise and describe the effects of</p>	<p><b>Health and Fitness</b> Describe how the body reacts at different times and how this affects performance.</p>	<p><b>Health and Fitness</b> Know and understand the reasons for warming up and cooling down.</p>	<p><b>Health and Fitness</b> Understand the importance of warming up and cooling down,</p>

	<p>exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p><b>Running</b> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead action when running over hurdles. Understand the importance of adjusting running pace suit the distance being run.</p>	<p>Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p><b>Running</b> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p>	<p>Explain some safety principles for and during exercise.</p> <p><b>Running</b> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p> <p><b>Running</b> Recap, practise and refine effective sprinting techniques, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>
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	<p><b>Jumping</b> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p>	<p><b>Jumping</b> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely with control. Begin to measure the distance jumped.</p>	<p><b>Jumping</b> Improve techniques for jumping distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely with control. Measure distance and height jumped with accuracy. Investigate different jumping techniques.</p>	<p><b>Jumping</b> Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in their contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
	<p><b>Throwing</b> Throw with greater control and accuracy. Show increase control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p>	<p><b>Throwing</b> Perform a pull throw. Measure the distance of their throw. Continue to develop techniques to throw increased distance.</p>	<p><b>Throwing</b> Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw increased distance.</p>	<p><b>Throwing</b> Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.</p>

	<p><b>Compete/Perform</b> Perform learnt skills with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of a performance. Describe how the performance has improved.</p>	<p><b>Compete/Perform</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement. Modify their use of skills or techniques to achieve a better result.</p>	<p><b>Compete/Perform</b> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Evaluate</b> Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques and the effect they have had on their performance.</p>	<p><b>Compete/Perform</b> Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Evaluate</b> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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<b>OAA</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p><b>Health and Fitness</b> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.</p> <p><b>Trails</b> Orientate themselves with increasing</p>	<p><b>Health and Fitness</b> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p> <p><b>Trails</b> Orientate themselves with accuracy around a short trail.</p>	<p><b>Health and Fitness</b> Know and understand the reasons for warming up and cooling down. Explain some safety principles for and during exercise.</p> <p><b>Trails</b> Start to orientate themselves with increasing confidence</p>	<p><b>Health and Fitness</b> Understand the importance of warming up and cooling down, Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier</p> <p><b>Trails</b> Orientate themselves with confidence and</p>

	<p>confidence and accuracy over a short trail.</p> <p><b>Problem solving</b> Identify and use effective communication to begin to work as a team. Identify symbols used on a key.</p> <p><b>Preparation and Organisation</b> Begin to choose equipment that is appropriate for an activity.</p>	<p>Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.</p> <p><b>Problem solving</b> Communicate clearly with other people in a team and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.</p> <p><b>Preparation and Organisation</b> Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail for others to follow.</p>	<p>and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.</p> <p><b>Problem solving</b> Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.</p> <p><b>Preparation and Organisation</b> Choose the best equipment for an outdoor activity Create an outdoor activity that challenges others. Create a simple plan of activity for others to follow. Identify the quickest route to accurately navigate an orienteering course.</p>	<p>accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.</p> <p><b>Problem solving</b> Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.</p> <p><b>Preparation and Organisation</b> Chose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to navigate an orienteering course. Manage an orienteering event for others to compete in.</p>
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	<p><b>Communication</b> Communicate with others.</p> <p><b>Compete and Perform</b> Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has</p>	<p><b>Communication</b> Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.</p> <p><b>Compete and Perform</b> Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of a performances, giving ideas for improvement. Modify their use of skills or techniques to achieve a better result.</p>	<p><b>Communication</b> Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.</p> <p><b>Compete and Perform</b> Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.</p> <p><b>Evaluate</b> Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they</p>	<p><b>Communication</b> Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.</p> <p><b>Compete and Perform</b> Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.</p> <p><b>Evaluate</b> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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	improved over time.		have had on their performance.	
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Swimming	Year 3	Year 4	Year 5	Year 6
	<p><b>Across the key stage pupils should be taught the following skills:</b></p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25m.</li> <li>• Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul> <p><b>GDS</b></p> <ul style="list-style-type: none"> <li>• Can confidently swim a greater distance than 25m using a range of strokes.</li> <li>• Know when to use each stroke in given circumstances e.g. front crawl for speed.</li> <li>• Can tread water for an extended period of time.</li> <li>• Would know when they would need to tread water and can recognise when others may be in danger.</li> </ul>			