



PE at Wolsingham Primary School

Year 1

	Dance	Games	Gymnastics	Athletics
Statutory focus / knowledge and skills	<p>compose</p> <ul style="list-style-type: none"> Respond appropriately to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Develop control of movement using: <p>Actions (WHAT) – travel, stretch, turn, jump</p> <p>Space (WHERE) – forwards, sideways, high, low, starting to safely show an awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 2 actions</p> <p>Dynamics (HOW) – slowly, quickly</p> <p>Perform</p> <ul style="list-style-type: none"> Move spontaneously showing some control and co-ordination Demonstrate balance, which comes from an increasing awareness, control and strength in the core when bending, stretching Begin to co-ordinate arm and leg actions e.g. march and clap Interacts with a partner e.g. holding hands, swapping places 	<p>physical skills</p> <ul style="list-style-type: none"> Begin to play co-operatively and competitively with a partner Begin to use space well e.g. move into a space or jump to stop catch or strike a ball <p>Thinking skills</p> <ul style="list-style-type: none"> Begin to make up simple rules with others to make the game enjoyable and challenging Have the determination to practise to improve own skills <p>Team skills</p> <ul style="list-style-type: none"> Include others in their games Begin to recognise what they and others can do well Keep to rules so that they and others enjoy an activity Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose 	<ul style="list-style-type: none"> Continue to develop the balances described in EYFS with greater strength control. Encourage the children to hold their balance for a count of 3. Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). <p>Balance</p> <ul style="list-style-type: none"> Continue to develop the balances described in EYFS with greater strength control. Encourage the children to hold their balance for a count of 3. Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Start to challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes). <p>Travel</p> <ul style="list-style-type: none"> Begin to travel on hands and feet. In all travelling actions place hands FLAT on floor and fully extend arms. Bunny hop – begin by exploring transferring weight to hands, crouch down so bottom touches heels, with fully extended arms drop forwards until some weight transfers to hands and push back to transfer all weight back to feet. Next, 	<p>running</p> <ul style="list-style-type: none"> Run for 40 seconds Use different techniques to meet challenges <p>Jumping</p> <ul style="list-style-type: none"> Perform the 3 basic jumps with control (2-2, 2-1, 1-2) Show some control at take-off and landing <p>Throwing</p> <ul style="list-style-type: none"> Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm

			<p>transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet.. Explore bunny hop along a bench.</p> <ul style="list-style-type: none"> • Jump • Explore shape in the air when jumping and landing with control e.g. star shape (without arms to begin with) and tuck shape (knees to upright chest, not chest down to knees). • When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs. • • Roll • Continue to develop control in the Pencil and Dish rolls. 	
Festivals		Multi Skills – organised by cluster		
Year 2				
	Dance	Games	Gymnastics	Athletics
Statutory focus / knowledge and skills	<p>compose</p> <ul style="list-style-type: none"> • Respond appropriately to a variety of stimuli through movement • Move with appropriate actions and timing in response to a stimuli • Develop control of movement using: <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <ul style="list-style-type: none"> • Use own ideas to sequence dance • Sequence and remember a short dance 	<p>physical skills</p> <ul style="list-style-type: none"> • Play co-operatively and competitively with a partner/team of 3 • Use space well e.g. move into a space or jump to stop catch or strike a ball • Be a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with control • Control and make decisions when playing with balls of various sizes & shapes; roll & throw underarm/overarm to a partner, receive balls of various sizes and shapes from a partner, bounce & catch on the spot and on the move, strike & receive the ball with a foot & hit a ball with a bat when playing with a partner <p>Thinking skills</p>	<ul style="list-style-type: none"> • sequencing • <i>Continue to develop the balances described in EYFS with greater strength control. Encourage the children to hold their balance for a count of 5.</i> • <i>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</i> • <i>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes.</i> • Balance • Continue to develop the balances described in EYFS with greater strength 	<p>running</p> <ul style="list-style-type: none"> • Run for 1 minute • Show differences in running at speed and jogging • Use different techniques to meet challenges • Describe different ways of running • Explain what is successful or how to improve <p>Jumping</p> <ul style="list-style-type: none"> • Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) • Perform combinations of the above • Show control at take-off and landing • Describe different ways of jumping

	<ul style="list-style-type: none"> Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo <p>Perform</p> <ul style="list-style-type: none"> Move spontaneously showing some control and co-ordination Move with confidence when e.g. walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance, which comes from an increasing awareness, control and strength in the core when bending, stretching, twisting and turning Move in time with music Co-ordinate arm and leg actions e.g. march and clap Interacts with a partner e.g. holding hands, swapping places, meeting and parting <p>Appreciate</p> <ul style="list-style-type: none"> Use imagination in dance activities Respond in a variety of ways through movement to a range of stimuli Respond to own work and that of others when exploring ideas, feelings and preferences Recognise that dance is an enjoyable activity Recognise the changes in the body when dancing and how this can contribute to keeping healthy 	<ul style="list-style-type: none"> Adapt activities using their own ideas of how to make the game easier /harder/more enjoyable by using STEP i.e. changing the space/task/equipment/people Make up simple rules with others to make the game enjoyable and challenging Understand simple tactics to outwit a partner/small team when attacking or defending i.e. selecting an appropriate pass, looking one way passing the other, keeping on the move to mark a goal/target, moving into the pathway of a ball to intercept Change their intended action in response to their opponent Have the determination to practise to improve own skills <p>Team skills</p> <ul style="list-style-type: none"> Include others in their games Begin to recognise what they and others can do well Keep to rules so that they and others enjoy an activity Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose 	<p>control. Encourage the children to hold their balance for a count of 5.</p> <ul style="list-style-type: none"> Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes). <p>Travel</p> <ul style="list-style-type: none"> Begin to travel on hands and feet. In all travelling actions place hands FLAT on floor and fully extend arms. Monkey walk - take some weight on hands as you travel with bent legs and extended arms. Caterpillar walk – hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position (see above). <p>Jump</p> <ul style="list-style-type: none"> Explore shape in the air when jumping and landing with control e.g. star shape (without arms to begin with) and tuck shape (knees to upright chest, not chest down to knees). When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs. <p>Roll</p> <ul style="list-style-type: none"> Continue to develop control in the Pencil and Dish rolls. Begin to extend the Egg roll into the Teddy Bear roll by performing the roll with legs apart (straddle position). Further extend the Teddy Bear roll by starting sitting in straddle, holding extended legs below knees to keep them in straddle as you roll onto side, then back, then other side then sit up – you 	<ul style="list-style-type: none"> Explain what is successful or how to improve <p>Throwing</p> <ul style="list-style-type: none"> Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve
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			<p>should be facing the opposite direction still in straddle position. Perform 2 rolls to perform the full Circle roll</p> <ul style="list-style-type: none"> • Rock and Roll (the final phase of the forward roll) – sit in tucked shape holding onto knees, chin to chest; rock back roll forward to sitting position again. If lacking core strength and body tension, place a bean bag under chin, between knees and between feet. Explore different finishing positions e.g. opening out when nearing sitting position in straddle. • Tipper Truck (the first phase of the forward roll) crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position. This will encourage children to raise hips out of the way so head can roll under when ready to perform the full forward roll (see rolling in Lower Key Stage 2) 	
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Festivals	Dance Festival – organised by cluster			
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Year 3						
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	Dance	Games	Gymnastics	OAA	Athletics	Swimming
Statutory focus / knowledge and skills	<p>compose</p> <ul style="list-style-type: none"> • Respond to a variety of stimuli • Explore and experiment with movement ideas and possibilities • Begin to create dance phrases and dances • Select appropriate movement material showing an idea/thought/feeling • Develop movement using; <p>Actions (WHAT); travel, turn, gesture, jump Space (WHERE); formation, direction & levels Relationships (WHO); whole group/duo/solo</p>	<p>physical skills</p> <ul style="list-style-type: none"> • Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot • Send and receive a ball with hands, feet, racquet and bat with some degree of accuracy to a team mate • Use space well by finding and moving into a free space/passing to team mates when they are in a good space 	<p>sequencing</p> <ul style="list-style-type: none"> • <i>Your sequence should show clear changes of speed. Link 3 different balances with 3 different ways of travelling.</i> • <i>Work with a partner to create a sequence. From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an "L" shaped pathways</i> 	<ul style="list-style-type: none"> • Orientate simple maps and plans • Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail) <p>Communication</p> <ul style="list-style-type: none"> • Co-operate to share roles within a group • Change your ideas if they are not working • Take responsibility for a role within the group • Recognise that some outdoor adventurous activities can be dangerous • Follow rules to keep self and others safe 	<p>running</p> <ul style="list-style-type: none"> • Run smoothly at different speeds • Choose different styles of running of different distances • Watch and describe specific aspects of running e.g. what arms and legs are doing • Recognise and record how the body works in different types of challenges over different distances • Carry out stretching and warm-up safely <p>Jumping</p> <ul style="list-style-type: none"> • Choose different styles of jumping 	<ul style="list-style-type: none"> • Blow an object for a minimum of two metres • Float on front using floatation equipment for support • Be at ease with face being showered or splashed. • Enter pool in a safe and controlled manner • Float on back using floatation equipment for support • Travel 5 metres using floatation equipment (front) • Travel 5 metres using floatation equipment (back)

	<p>Dynamics (HOW); explore speed, energy(e.g. heavy/light)</p> <p>Perform</p> <ul style="list-style-type: none"> • Perform their dance to an audience beginning to develop confidence • Show some co-ordination, control and strength (Technical Skills) • Show some focus, projection and musicality (Expressive Skills) • Begin to demonstrate different dance actions – travel, turn • Begin to demonstrate dynamic qualities – speed, energy & continuity • Begin to demonstrate use of space – levels, directions, pathways & body shape • Copy, repeat and remember movement, developing movement memory <p>Appreciate</p> <ul style="list-style-type: none"> • Show some awareness of different dance styles and traditions • Begin to understand and use simple dance vocabulary • Understand why safety is important in the studio • Compare and comment on their own and others work • Identify strengths and areas for improvement using simple dance vocabulary • Evaluate experiences and outcomes 	<ul style="list-style-type: none"> • Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games e.g. those described in core tasks and TOPs activities <u>to prepare them to play</u> mini versions of traditional NGB’s mini versions as described in Upper Key Stage 2 <p>Thinking skills</p> <ul style="list-style-type: none"> • with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack • understand own and others’ strengths and weaknesses and have the confidence to practise to improve • understand how to take responsibility for their own and others’ safety when playing games • adapt and make up rules to suit the equipment/space/targets used <p>Team skills</p> <ul style="list-style-type: none"> • keep possession of the ball • keep to the rules so that they and others enjoy and are challenged • encourage team mates to do well • accept winning and losing as part of games 	<p>Balance</p> <ul style="list-style-type: none"> • Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes). • Explore balancing on combinations of 1/2 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. • Balance on floor and apparatus exploring which body parts are the safest to use. <p>Travel</p> <ul style="list-style-type: none"> • Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench. • Use a variety of rolling actions to travel on the floor and along apparatus. <p>Jump</p> <ul style="list-style-type: none"> • When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs. 		<ul style="list-style-type: none"> • Watch and describe specific aspects of jumping e.g. what arms and legs are doing <p>Throwing</p> <ul style="list-style-type: none"> • Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with greater control • With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others 	<ul style="list-style-type: none"> • Be at ease with water being showered over the face. • Float for 10 seconds unaided (front) • Float for 10 seconds unaided (back) • Push and glide in a flat position and return to standing unaided 5 metres (front and back) • Swim 5 metres unaided (front and back) • Fully submerge • Perform safe and controlled entry and exit from the pool.
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	and set goals for their own development		<ul style="list-style-type: none"> Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing. Add a half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus. <p>Roll</p> <ul style="list-style-type: none"> Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll. 			
Festivals		Hockey (Cluster) Cricket (School Games) Tennis (School Games)			Athletics Festival (Cluster)	
Sporting Competitions			Key Steps (Gymnastics)		Cross Country (School Games)	Swimming Gala (School Games)
Year 4						
	Dance	Games	Gymnastics	OAA	Athletics	Swimming
Statutory focus / knowledge and skills	<p>compose</p> <ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create dance phrases and dances 	<p>physical skills</p> <ul style="list-style-type: none"> Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions 	<p>sequencing</p> <ul style="list-style-type: none"> <i>Your sequence should show clear changes of speed. Link 3 different balances with 3 different ways of travelling.</i> <i>Work with a partner to create a sequence. From</i> 	<ul style="list-style-type: none"> Orientate simple maps and plans Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail) Find their way back to a base point 	<p>Running</p> <ul style="list-style-type: none"> Run smoothly at different speeds Choose different styles of running of different distances Pace and sustain their effort over longer distances 	<ul style="list-style-type: none"> Tread water or skull for 20 seconds Push and glide and swim 15 metres (front and back) Travel and perform a log roll in one continuous action

	<ul style="list-style-type: none"> Select appropriate movement material showing an idea/thought/feeling Develop movement using; <ul style="list-style-type: none"> Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction & levels Relationships (WHO); whole group/duo/solo, unison/canon Dynamics (HOW); explore speed, energy(e.g. heavy/light) Choreographic devices; motif, motif development & repetition Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end <ul style="list-style-type: none"> Musicality <p>Perform</p> <ul style="list-style-type: none"> Perform their dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy & continuity Demonstrate use of space – levels, directions, pathways & body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting 	<p>together like move, receive, shoot</p> <ul style="list-style-type: none"> Send and receive a ball with hands, feet, racquet and bat with increasing accuracy to a target, space or team mate Use space well by finding and moving into a free space/passing to team mates when they are in a good space Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games e.g. those described in core tasks and TOPs activities <u>to prepare them to play</u> mini versions of traditional NGB’s mini versions as described in Upper Key Stage 2 Have the confidence to try out new skills and recognise which skills they need to practise <p>Thinking skills</p> <ul style="list-style-type: none"> with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack understand own and others’ strengths and weaknesses and have the confidence to practise to improve understand how to take responsibility for their own and others’ safety when playing games adapt and make up rules to suit the equipment/space/targets used <p>Team skills</p> <ul style="list-style-type: none"> keep possession of the ball 	<p><i>your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an “L” shaped pathways</i></p> <p>Balance</p> <ul style="list-style-type: none"> Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes). Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. Balance on floor and apparatus exploring which body parts are the safest to use. Explore balancing with a partner: facing, beside, behind and on different levels. Move in and out of balance fluently. <p>Travel</p> <ul style="list-style-type: none"> Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land 	<p>Communication</p> <ul style="list-style-type: none"> Co-operate to share roles within a group Listen to each other’s ideas when planning a task Change your ideas if they are not working Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe <p>Problem solving</p> <ul style="list-style-type: none"> Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working 	<ul style="list-style-type: none"> Watch and describe specific aspects of running e.g. what arms and legs are doing Recognise and record how the body works in different types of challenges over different distances Carry out stretching and warm-up safely With guidance, set realistic targets of times to achieve over a short and longer distance <p>Jumping</p> <ul style="list-style-type: none"> Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing With guidance, set realistic targets when jumping for distance for or height <p>Throwing</p> <ul style="list-style-type: none"> Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing e.g. what arms and legs are doing With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others 	<ul style="list-style-type: none"> Submerge completely and travel 5 metres (front) Answer 3 questions on water safety
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	<ul style="list-style-type: none"> • Copy, repeat and remember movement, developing movement memory <p>Appreciate</p> <ul style="list-style-type: none"> • Show an awareness of different dance styles and traditions • Understand and use simple dance vocabulary • Understand why safety is important in the studio • Compare and comment on their own and others work • Identify strengths and areas for improvement using simple dance vocabulary • Evaluate experiences and outcomes and set goals for their own development • Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content 	<ul style="list-style-type: none"> • select different positions in the team based on strengths of players • agree on their own rules to suit the equipment • keep to the rules so that they and others enjoy and are challenged • encourage team mates to do well • accept winning and losing as part of games 	<p>on feet. Explore bunny hop along and over a bench.</p> <ul style="list-style-type: none"> • Use a variety of rolling actions to travel on the floor and along apparatus. • Travel with a partner; move away from and together on the floor and on apparatus. • Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. • Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus. <p>Jump</p> <ul style="list-style-type: none"> • When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs. • Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing. • Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus. • Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action. 			
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			<p>Roll</p> <ul style="list-style-type: none"> Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll. Backward rolls – Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll backwards to finish in a stag shape on floor. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under. 			
Festivals		Mega Rugby Fest Cricket Tennis (School Games)				
Sporting Competitions			Key Steps (Gymnastics)		Cross Country (School Games)	Swimming Gala (School Games)
Year 5						
	Dance	Games	Gymnastics	OAA	Athletics	Swimming

<p>Statutory focus / knowledge and skills</p>	<p>compose</p> <ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; <p>Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction, level & pathways Relationships (WHO); solo/duo/trio, Dynamics (HOW) explore speed, energy(e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <ul style="list-style-type: none"> Musicality <p>Perform</p> <ul style="list-style-type: none"> Perform their dance to an audience showing confidence and clarity of actions Demonstrate a wide range of dance actions – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size & body shape <p>Appreciate</p> <ul style="list-style-type: none"> Show an awareness of different dance styles, traditions and aspects of their historical/social context 	<p>physical skills</p> <ul style="list-style-type: none"> Pass, control, dribble and shoot with accuracy and fluency while on the move Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate in traditional NGB’s mini versions of invasion, net/wall, striking/fielding games e.g. Tag Rugby, High 5 Netball, Football, Basketball, Kwik Cricket, Mini Tennis, Rounders Demonstrate the confidence and competence to successfully take part in the range of games as described above Demonstrate the perseverance to improve <p>Thinking skills</p> <ul style="list-style-type: none"> understand own and others’ strengths and weaknesses and how to choose the most competent person for a specific role within the team make decisions quickly in a game reflect on own and others’ performance to help improve personal and team skills and performance <p>Team skills</p> <ul style="list-style-type: none"> understand and keep to the rules of the games described above to enable the game to flow and keep players safe select different positions in the team based on strengths of players challenge and encourage each other to perform to the best of their ability 	<p>sequencing Work with a partner to create a sequence of up to 6 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</p> <p>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</p> <p>Balance</p> <ul style="list-style-type: none"> Perform balances with control, showing good body tension. Mirror and match partner’s balance i.e. making same shape on a different level or in a different place. Explore symmetrical and asymmetrical balances on own and with a partner. Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from). Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. 	<ul style="list-style-type: none"> Use the eight points of the compass to orientate themselves Plan before starting an orienteering challenge <p>Communication</p> <ul style="list-style-type: none"> Together, plan and share roles within the group based on each other’s strengths Work increasingly well in groups where roles and responsibilities are understood Recognise own and others’ feelings Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe <p>Problem solving-</p> <ul style="list-style-type: none"> Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Recognise what went well and why, what you would do differently next time 	<p>running</p> <ul style="list-style-type: none"> Sustain pace over longer distance – a minute and a half minute Relay change-overs Set realistic targets for self, of times to achieve over a short and longer distance Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Perform a range of warm-up exercises Explain how warming up affects performance <p>Explain why athletics can help stamina and strength</p> <p>Jumping</p> <ul style="list-style-type: none"> Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance for or height <p>Throwing</p> <ul style="list-style-type: none"> Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others 	<ul style="list-style-type: none"> Push and glide and swim a minimum of 25 metres (front and back) Kick 25 metres using an aid (front and back) Tread water or float for 30-45 metres Skull head first or feet first for 10 metres Answer 5 questions on water safety Swim a recognised stroke (front and back) Perform a safe and controlled entry Completely submerge Swim on front for 12.5m Swim on back for 12.5m Perform a roll on to back Float on back for 60 seconds Shout and signal for help <ul style="list-style-type: none"> Perform a safe exit.
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	<ul style="list-style-type: none"> • Understand and use dance vocabulary • Understand why safety is important in the studio • Compare and comment on their own and others work • Identify strengths and areas for improvement using dance vocabulary • Evaluate experiences and outcomes and set goals for their own development • Take on board feedback and deal positively with praise and criticism 		<ul style="list-style-type: none"> • Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control. • Begin to take more weight on hands when progressing bunny hop into hand stand <p>Travel</p> <ul style="list-style-type: none"> • Travel sideways in a bunny hop. • Increase the variety of pathways, levels and speeds at which you travel. • Travel in time with a partner, move away from and back to a partner. <p>Jump</p> <ul style="list-style-type: none"> • Make symmetrical and asymmetrical shapes in the air. • Jump along, over and off apparatus of varying height with control in the air and on landing. <p>Roll</p> <ul style="list-style-type: none"> • Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ • begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions. 			
Festivals		Tag Rugby, Ultimate Frisbee (Cluster)				

Sporting Competitions			Key Steps (Gymnastics)	Mountain Biking and Orienteering (School Games)	Sports Hall Athletics Cross Country (School Games)	Swimming Gala (School Games)
Residential					Grinton Lodge (5 days) – OAA focus	
Year 6						
	Dance	Games	Gymnastics	OAA	Athletics	Swimming
Statutory focus / knowledge and skills	<p>compose</p> <ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create longer and challenging dance phrases and dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; <p>Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction, level & pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy(e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) <ul style="list-style-type: none"> Musicality <p>Perform</p> <ul style="list-style-type: none"> Perform their dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow </p>	<p>physical skills</p> <ul style="list-style-type: none"> Pass, control, dribble and shoot with accuracy and fluency while on the move Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate in traditional NGB’s mini versions of invasion, net/wall, striking/fielding games e.g. Tag Rugby, High 5 Netball, Football, Basketball, Kwik Cricket, Mini Tennis, Rounders Demonstrate the confidence and competence to successfully take part in the range of games as described above Demonstrate the perseverance to improve <p>Thinking skills</p> <ul style="list-style-type: none"> understand own and others’ strengths and weaknesses and how to choose the most competent person for a specific role within the team make decisions quickly in a game change tactics/roles as necessary for the success of the whole team understand the transference of skills from one 	<p>sequencing <i>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</i></p> <p><i>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</i></p> <p>Balance</p> <ul style="list-style-type: none"> Perform balances with control, showing good body tension. Mirror and match partner’s balance i.e. making same shape on a different level or in a different place. 	<ul style="list-style-type: none"> Draw their own maps and plans and set trails for others to follow Use the eight points of the compass to orientate themselves Plan before starting an orienteering challenge <p>Communication</p> <ul style="list-style-type: none"> Together, plan and share roles within the group based on each other’s strengths Work increasingly well in groups where roles and responsibilities are understood Change roles or ideas if they are not working Recognise own and others’ feelings Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe <p>Problem solving-</p> <ul style="list-style-type: none"> Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies 	<p>running</p> <ul style="list-style-type: none"> Sustain pace over longer distance – 2 minutes Relay change-overs Set realistic targets for self, of times to achieve over a short and longer distance Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance <p>Explain why athletics can help stamina and strength</p> <p>Jumping</p> <ul style="list-style-type: none"> Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance for or height <p>Throwing</p> <ul style="list-style-type: none"> Throw with greater accuracy, control and efficiency of movement using pulling, pushing and 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. use a range of strokes effectively perform safe self-rescue in different water-based situations

	<p>of energy and strength (Technical Skills)</p> <ul style="list-style-type: none"> Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size & body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact Copy, repeat and remember complex movement, developing movement memory <p>Appreciate</p> <ul style="list-style-type: none"> Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important in the studio Compare and comment on their own and others work Identify strengths and areas for improvement using dance vocabulary Evaluate experiences and outcomes and set goals for their own development 	<p>type of game to another and apply appropriately</p> <ul style="list-style-type: none"> reflect on own and others' performance to help improve personal and team skills and performance <p>Team skills</p> <ul style="list-style-type: none"> understand and keep to the rules of the games described above to enable the game to flow and keep players safe select different positions in the team based on strengths of players challenge and encourage each other to perform to the best of their ability control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games 	<ul style="list-style-type: none"> Explore symmetrical and asymmetrical balances on own and with a partner. Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from). Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control. Begin to take more weight on hands when progressing bunny hop into hand stand <p>Travel</p> <ul style="list-style-type: none"> Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight. Increase the variety of pathways, levels and speeds at which you travel. Travel in time with a partner, move away from and back to a partner. <p>Jump</p> <ul style="list-style-type: none"> Make symmetrical and asymmetrical shapes in the air. Jump along, over and off apparatus of varying height 	<ul style="list-style-type: none"> Recognise what went well and why, what you would do differently next time 	<p>slinging action with foam javelin, shot and discus</p> <ul style="list-style-type: none"> Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others 	
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	<ul style="list-style-type: none"> Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content Take on board feedback and deal positively with praise and criticism 		<p>with control in the air and on landing.</p> <p>Roll</p> <ul style="list-style-type: none"> Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions. 			
Festivals		Netball (Cluster)				
Sporting Competitions			Key Steps (Gymnastics)	Mountain Biking and Orienteering (School Games)	Sports Hall Athletics Cross Country (School Games)	Swimming Gala (School Games)
Residential					Kingswood (2 days) – OAA focus	