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| **Key Learning at Scargill Primary School - National Curriculum (Essential) & Key Learning (Guidance)** | | | | | | | |
|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **National Curriculum** | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.  By creating games and providing opportunities for play both indoors and out-doors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility.  Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils should be taught to:   * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. * participate in team games, developing simple tactics for attacking and defending.   perform dances using simple movement patterns. | | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best.   **Swimming and water safety**  All schools must provide swimming instruction either in key stage 1 or key stage 2.  In particular, pupils should be taught to:   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. | | | |
| **Progression of Physical Education Skills** | **Dance: Ourselves**   * Moving in sequence. * Responding in movement to words and music. * Moving with props and contrasting tempos. * Creating their own movements. * Exploring opposites and creating simple movement sequences.   **Dance: Dinosaurs**   * Moving with control * Adding movements together * Responding to rhythm in character * Adding expression to our characters' (dinosaur) movements. * Performing with a partner. * Exploring relationships.   **Dance: Nursery Rhymes**   * Creating our own movements. * Moving in sequence * Creating simple movement sequences. * Responding in movement to words and music * Exploring contrasting tempos. * Exploring character movements.   **Gymnastics High, Low, Over, Under**   * Introduction to high, low, over and under. * Introduction to the apparatus. * Applying high and low on apparatus   **Gymnastics: Moving**   * Explore moving and making shapes using different body parts. * Explore moving in different directions. * Explore big and small ways of moving and making shapes. * Moving in pairs. * Creating shapes in pairs.   **Locomotion: Walking**   * Explore/develop walking * Explore walking in * different pathways. * Sustain walking. * Explore marching. * Apply walking into a game   **Locomotion: Jumping**   * Explore/develop jumping. * Apply jumping into a game. * Jumping for distance. * Explore jumping high. * Explore hopping.   **Ball Skills: Hands 1**   * Explore pushing. * Explore rolling. * Explore bouncing. * Explore bouncing into space. * Combine pushing and rolling * Combine rolling, pushing and bouncing   **Ball Skills: Hands 2**   * Explore throwing overarm. * Explore throwing underarm. * Explore rolling. * Explore stopping a ball. * Explore catching.   **Ball Skills: Feet**   * Explore moving with a ball using our feet. * Develop moving with a ball using our feet. * Understand dribbling. * Develop dribbling against an opponent.   **Games for Understanding**   * Taking turns/keeping the score. * Understanding and * playing by the rules. * Avoiding a defender * Preventing an attacker from scoring. * Applying attacking and * defending into a game | **Dance: Explorers**   * Responding to stimuli * Developing our motif with expression and emotion. * Applying choreography in our motifs. * Extending our motifs. * Sequences, relationships and performance.   **Dance: Heroes**   * Performing movements in sequence * Creating movements that represent superpowers * Creating movements that represent a superhero rescuing/saving, someone/something * Exploring character movements   **Gymnastics: Wide, Narrow Curled**   * Introduction to wide, narrow and curled. * Exploring the difference between wide, narrow and curled. * Transitioning between wide, narrow and curled movements. * Linking two movements together.   **Gymnastics: Pathways**   * Explore/develop zig-zag pathways/on apparatus. * Explore/develop curved pathways/on apparatus * Creation of pathway sequences. * Completion of pathways sequences and performance.   **Locomotion: Jumping**   * Consolidate jumping * Apply jumping into a game. * Linking jumping * Explore jumping combinations. * Develop jumping combinations.   **Locomotion: Dodging**   * Explore dodging. * Develop dodging. * Apply dodging. * Explore attacking and defending * Apply dodging in teams   **Ball Skills: Hands 1**   * Introduce sending (bouncing) with control * Introduce aiming with accuracy. * Introduce power and speed when sending a ball. * Introduce/develop stopping, combining sending skills. * Combine sending and receiving skills   **Ball skills: Feet**   * Develop moving the ball using the feet. * Apply dribbling into games. * Consolidate dribbling. * Explore kicking (passing) * Apply kicking (passing) to score a point.   **Ball Skills: Rackets, Bats and Balls**   * Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent. * Introduce hitting (sending/striking) a ball into a space. * Striking the ball (with a bat) into space with intent.   **Health and Wellbeing**   * Introduce and explore agility. * Introduce and explore balance. * Introduce and explore coordination. * Bouncing, rolling and throwing.   **Team Building**   * Introducing teamwork. * Develop teamwork. * Building trust and developing communication. * Cooperation and communication. * Explore simple strategies. * Problem solving. * Consolidate teamwork.   **Games for Understanding: Attack vs Defence**   * Understanding the principles of attack/defence. * Applying attacking/ defending principles into a game. * Consolidate attacking/ defending | | **Dance: Space**   * Extending sequences with a partner in character * Developing sequences with a partner in character that show relationships and interlinking dance moves. * Sequences, relationships, choreography and performance   **Gymnastics: Symmetry and Asymmetry**   * Introduction to symmetry. * Introduction to asymmetry. * Application of learning onto apparatus. * Sequence formation. * Sequence completion.   **Health and Wellbeing: Mindfulness**   * Exploring relaxation techniques. * Applying relaxation techniques and using them effectively. * Performing balanced meditative poses. * Using props to help us balance in our meditative poses.   **Outdoor Adventure Activities: Tactics and Communication**   * Creating and applying simple tactics * Developing leadership * Develop communication as a team * Create defending and attacking tactics as a team   **Invasion Game: Hockey**   * Introduce dribbling * Introduce passing and receiving. * Combine dribbling and passing to create space. * Develop passing, receiving and dribbling. * Introduce shooting.   **Invasion Game: Basketball**   * Introduce dribbling. * Introduce passing and receiving * Combine dribbling and passing to create space. * Develop passing, receiving and dribbling. * Introduce shooting.   **Invasion Game: Football**   * Introduce/develop dribbling keeping control * Introduce passing and receiving * Combine dribbling and passing to create space * Develop passing, receiving and dribbling   **Invasion Game: Netball**   * Introduce passing, receiving and creating space. * Develop/combine passing and moving. * Combine/develop passing and shooting.   **Invasion Game: Tag Rugby**   * Introduce moving with the ball, passing and receiving. * Introduce tagging. * Create space when attacking. * Develop passing and moving. * Combine passing/moving to create attacking opportunities.   **Net and Wall: Tennis**   * Introduction tennis, outwitting an opponent. * Creating space to win a point. * Consolidate how to win a game. * Introduce rackets * Introduce the forehand   **Striking and Fielding: Cricket**   * Understand the concept of batting and fielding. * Introduce throwing overarm. * Introduce throwing underarm. * Introduce catching. * Striking with intent.   **Athletics**   * Explore running for speed * Explore acceleration * Introduce /develop relay: * Running for speed in a team * Throwing: Accuracy vs distance * Standing Long Jump | | **Dance: Carnival**   * Performing with technical control and rhythm in a group. * Creating rhythmic patterns using the body. * Experiencing dance from a different culture. * Chorographical elements including still imagery.   **Gymnastics: Counter Balance and Counter Tension**   * Introduction to Counter Balance * Application of Counter Balance learning onto apparatus * Sequence formation * Counter Tension * Sequence completion   **Health and Wellbeing: Health Related Exercise**   * Develop a secure understanding of cardio fitness. * Develop a secure understanding of flexibility fitness. * Develop a secure understanding of strength fitness.   **Outdoor Adventure Activities: Orienteering**   * Face orienteering. * Cone orienteering. * Point and return. * Point to point. * Timed course. * Orienteering competition.   **Invasion Game: Hockey**   * Develop defending; blocking and tackling. * Refine dribbling/passing to create attacking opportunities. * Refine attacking skills, passing dribbling and shooting. * Refine defending skills developing transition from defence to attack.   **Invasion Game: Basketball**   * Refine passing and receiving * Apply passing, footwork and shooting into mini games, introduce officiating * Introduce defending.   Explore the function of other passing styles.  **Net and Wall: Badminton**   * Exploring different forehand /backhand shots * Applying different forehand/ backhand shots to win a point * Consolidate outwitting an opponent * Doubles: Understanding and applying tactics to win a point.   **Striking and Fielding: Rounders**   * Develop fielding tactics maximising players. * Understand what happens if the batter misses the ball * Refine fielding tactics, what players where? * Applying tactics in mini games.   **Athletics**   * Finishing a race. * Evaluating our performance. * Sprinting: My personal best. * Relay changeovers. * Shot Put. * Introducing the Hurdles.   **Swimming**  Derbyshire County Council Primary School Swimming Programme 10 Weeks swimming in year 5 and year 6 to meet the NC standards.  Alternative Awards - 2 sets of awards have been developed. One set for pupils who are already at a high standard when they start school swimming. The other set for pupils who have difficulty working towards the Aquatic Awards 1 – 7.  There are three levels within each set of awards. For both sets of awards, the individual has to achieve 10 outcomes for level 1, 20 outcomes for level 2 and 30 outcomes for level 3. Different outcomes can be set for each individual. The two sets of awards are called:  Advanced Aquatic Skill Awards  Triple A Awards (Alternative Aquatic Achievement)  **Aquatic Award 1**   * Pupils will be able to, with or without aids, equipment or support: * Enter the water from the poolside with a swivel turn entry. * Walk forwards and backwards for a distance of 5mtrs each with shoulders under the water. * Walk sideways to the right and left for a distance of 5mtrs each with shoulders under the water. * Put full face in the water and blow bubbles for at least 3 seconds. * Using aids, equipment or support move into a stretched floating position. * Demonstrate regaining an upright position from a floating position on the front (aids may be used). * Demonstrate regaining an upright position from a floating position on the back (aids may be used). * Either from the pool wall or towards the pool wall, push & glide in a flat position. * Take part in a teacher led partner orientated game.   **Aquatic Award 2**   * Pupils will be able to, with or without aids, equipment or support * Jump safely into the water at the shallow end (min 0.9m) bending knees on landing. * With full face submerged, blow bubbles into the water at least 3 times (min 3 seconds each) * Demonstrate Regaining an upright position from a floating position on the front without any aids. * Demonstrate Regaining an upright position from a floating position on the back without any aids. * Hold on the side with 2 hands and push from wall & glide on back * Push from wall & glide on front with hands outstretched * Float on the back and roll onto the front and stand up * Float on the front and roll onto the back and stand up * Move forward on the front for 5 metres with feet of the bottom (aids or equipment may be used). * Move forward on the back for 5 metres with feet of the bottom (aids or equipment may be used).   **Aquatic Award 3**   * Pupils will be able to, without support or aids: * Jump in safely from the side of the pool & submerge fully (min depth 0.9m). * Demonstrate a mushroom float on the front and a star float on the back for 4 seconds. * Show a 15 second sequence of (minimum of 3) floating shapes. * Push & glide on the back with arms fully extended & log roll onto the front – hold as long as possible * Push & glide on the front with arms fully extended & logroll onto the back – hold as long as possible * Pick up an object from the pool bottom (min depth 0.9m). The whole body must be under water, * Swim 10 metres on the back using arms and legs * Swim 10 metres on the front using arms and legs * Demonstrate an understanding of buoyancy   **Aquatic Award 4**   * Pupils will be able to: * Push & glide from the pool wall into a handstand. * Demonstrate Front crawl leg action for 10 metres. * Demonstrate Back crawl leg action for 10 metres. * Demonstrate a Butterfly leg action on the front, side or back for 5 meters (no floats). * Demonstrate Breaststroke leg action on the front or back for 10 meters. * Demonstrate Head first sculling for a minimum of 5 mtrs. * Swim 10 metres on the back roll over in a continuous movement onto the front. Regain feet. * Swim 10 metres on the front (front crawl or breaststroke), roll over in a continuous movement onto the back. Regain feet. * Sink down the wall and push away on your side & maintain a long-stretched position until you reach the surface (streamlined). * Move forwards on the front for 5 metres, tuck to rotate around the horizontal axis to return on the back 5 metres.   **Aquatic Award 5**   * Pupils will be able to, without aids: * Show a horizontal stationary scull on the back for 5 seconds and then scull feet first for 5 metres. * With a partner, plan and then demonstrate a sculling sequence for 30-45 seconds to include a rotation and movement in more than one direction. * Tread water for 30 seconds out of depth, head to be above the water at all times. * Show either a straddle entry, pencil entry or star entry into deep water. * Swim 10 metres Back crawl with both arms and legs * Swim 10 metres Front crawl with both arms and legs and the face in the water. * Swim 10 meters Breaststroke breathing every stroke. * Swim 5 metres Butterfly * Swim 5 metres on the front and demonstrate a forward somersault, tucked, in the water   **Aquatic Award 6**   * Pupils will be able to: * Plan and demonstrate a warm up activity for the swimming lesson. Explain the importance of preparing for exercise. * Sink down the pool wall, push off on the side, glide, kick & rotate into Back crawl. Repeat but rotate into front crawl * Swim Front crawl to include a regular breathing pattern. * Swim Breaststroke to include a breath every stroke. * Swim Butterfly to include at least 4 regular breaths * Swim 25 metres any stroke in a smooth and relaxed manner. * Perform 2 surface dives, one head first and one foot first. * Exit the water without using steps.   **Aquatic Award 7**   * Pupils will be able to: * Swim 25meters Front crawl in a smooth continuous action and a regular breathing pattern * Swim 25metres Back crawl in a smooth continuous action and a regular breathing pattern. * Swim 25metres Breaststroke with correct coordination and breathing every stroke. * Swim 10metres Butterfly. * In a small group devise a routine to last one minute showing a variety of skills and strokes. The routine must include sculling skills, rotation skills and floating skills. * Perform a minimum of a sitting dive in deep water. * 50 metre continuous swim using one stroke only. * 100 metre continuous swim using at least 3 different strokes. * 30 seconds treading water using an egg beater action. * Complete an obstacle course which involves swimming through two items and picking up 2 items from the bottom of the pool. | |
| **Progression of Physical Education Knowledge** | **Dance**   * How to move our bodies in different ways linked to the theme. * How to move our bodies with big clear actions. * How to create a variety of ‘freeze’ positions linked to the theme. * How to listen to the music and move the body in relation to the music. * Why it is important to move with control. ‘Control’ means moving our bodies in time with the music, beat or sound. * Why it is so important to   move like a ‘Champion  Dancer’? Champion dancers can move with control, respond to the rhythm, move in relation to the music.  **Gymnastics**   * How we can move our bodies in ‘low’ ways;   slides, rolls (long, curled) hands and feet.   * Why it is important to use the apparatus safely. * How we can move our bodies in ’high’ ways;   jumps, hops, skips, side steps and backwards.   * How to create high and low balances shapes. * How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus. * Why it is so important to   move and balance like a  ‘Champion’?   * ‘Champion’ refers to when we are being silent, pointing * their fingers and toes and are still when we make a shape/balance.   **Locomotion**   * How to walk, swinging our arms with opposite arm and leg action. * Where to walk by staying in a space and * why this is so important in a game scenario. * How to jump swinging our arms and bending our knees. * Why jumping with the correct technique is so important?   **Ball Skills: Hands and Feet**   * How to throw a beanbag/ball with control. * How we can move into space. * Understand why we need to use our hands to catch a ball. * What controls means. * Control means that we   keep the ball close to our hands, preventing the defenders from gaining possession.   * Why we need to aim when we are throwing   **Games for Understanding**   * Pupils will experiment moving in different ways, moving confidently and concentrating on any instructions.   . | **Dance**   * How to create a variety of ‘big’ body movements linked to the theme. * How to create a variety of ‘small’ body * movements linked to the theme. * How to move in relation to the music and respond with appropriate movements and actions. * What we mean by ‘expression’ and begin to show this in our movements. * Expression refers to the actions a dancer uses to make their characters thoughts or feelings known. * How to add movements together to create simple movement sequences. * How to apply ‘flow’ to our movements, understanding that ‘flow’ means moving from one action to another without stopping. What a ‘Motif’ is and how to successfully create a mini sequence and repeat it. * A Motif is a series of movements that are repeated. * How to respond to a variety of stimuli or themes with appropriate movements.   **Gymnastics**   * How to create ‘Wide’, ‘Narrow’ and ‘Curled’ balances (shapes) on the floor and on apparatus, using a variety of body parts. * Why it is important to perform each movement and balance like a ‘champion’ and understand the difference between ‘wide’, ‘narrow’ and ‘curled’. * How to ‘transition’ between movements, adding movements together and transitioning between them. * How and where to use more than one piece of apparatus at the same time to create movements and balances. ‘interesting’ gymnastics. * How to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. * How to apply ‘flow’ to our movements, understanding that ‘flow’ means moving from one action to another without stopping. * How to create ‘Wide’, ‘Narrow’ and ‘Curled’ movements on the floor and on apparatus, using a variety of body parts. * Why applying ‘flow’ as we link our movements together is so important. * How to use a variety of apparatus when we are creating movement sequences.   **Locomotion**   * Why we need to aim towards a target when throwing the ball. * When, where and why we dodge. * How to dodge using the correct dodging technique. We dodge with our head up with a low body position, bending our knees, planting one foot on the floor, leaning our body to one side and then moving the other way quickly * Where we need to run and why to avoid defenders. * How, where and why to dodge in game situations, working as a team.   **Ball Skills: Hands and Feet**   * How to dribble the ball using both our hands. * Why we need to pass a ball using different power and speed. * What the consequences are if we do not dribble our ball into space or pass the ball accurately towards our partners hands (target). * How to use our hands to stop and catch the ball. To be ready to catch the ball we need to have our hands out in front of us, creating a target. Our hands should be in the shape of a ‘W’ with our thumbs touching. * Why we need to be accurate when passing a ball. * Why we need to keep our head up when we are dribbling. * Why we need to be ready to receive the ball when it is passed to us. * When to dribble or when to pass in order to keep possession of the ball. * What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball. * Why we need to be accurate when kicking (passing) a ball. * How we pass the ball using the inside of our foot. We place our non-kicking foot beside the ball, with our toes pointing in the direction of our target. We then swing our kicking foot towards the ball and make contact using the inside of the foot, with our kicking foot following through towards our target. * Why we need to look at the target when throwing underarm. * How to use our bodies when aiming; using our non-throwing hand, pointing towards a target. * The consequences of throwing our object away from the target that we are aiming towards. * . Why we need to keep the ball close to us and under control. * How to use a racket safely * Where to send (hit) the ball during a game in order to score a point against our opponent. * How to combine passing and moving to score points against another team * How to use our hands to catch the ball.   **Health and Wellbeing**   * What agility means. * What coordination means. * Why we need to remain balanced when playing sport. * Why we need to be agile when playing sport. * What balance means. * Why we need to have good hand/feet eye coordination when playing sport. * How motivation can help enhance our performance. * What happens to our heart and muscles when we perform an activity or play a sport. * Why we need to keep fit and healthy.   **Team Building**   * How to work in pairs and small teams to complete different challenges. * What the consequences could be in a game if we do not include all of our team. * Why it is important to continue to try our hardest, even if we find the challenge hard. * Why we have to work together, listening to our team mates (communication) in order to win and complete the challenge. * What makes an effective team; include everyone, encourage, try our best etc. * How to explore simple strategies to complete challenges. * What our role is within our team. * How to develop and adapt simple strategies in order to improve as a team. * Why it is so important to respect our team and any other teams involved in the challenge.   **Games for Understanding**   * Where to stand when we are defending to make it harder for the attackers. * What 'defending' means and why we defend during a game and why we need to prevent the attackers from scoring. * Where we need to move when we are attacking to avoid being caught by a defender. * We defend as a team to make it harder for the attackers. * What 'attacking' means and why we attack during a game. * When we are attacking and when we are defending * Our role when we are attacking. * How to create and apply simple attacking and defending principles, applying them as a team into a game. * That during a game our role will change, from defence to attack (transition), and that we need to keep adapting our role to meet the needs of the game. | | **Dance**   * How to create and develop a character in order to tell a story through movements. * How to develop characterisation, exploring characters that are opposites. * Why it is so important to perform like an ‘excellent dancer’ * How to peer and self-assess, identifying strengths and weaknesses in our own and others’ performances. * How to reflect and evaluate to make accurate improvements to our own and others performances. * Why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance. * How to develop sequences with our partner in character that show relationships and interlinking dance moves. * How to create sequences in pairs, applying flow and challenging their creativity. * What we mean by emotion and include this chorographical element in our performances.   **Gymnastics**   * What Symmetry and Asymmetry means. * How to execute balances and movements in both symmetrical and asymmetrical ways. * Why it is so important to create ‘excellent’ movements and balances. * How to peer and self-assess, identifying strengths and weaknesses in our own and others’ performances. * Why it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence. * How to create a ‘bridge balance’ with a partner using different levels and different connection points. * How to create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity. * Why it is important to explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.   **Health and Wellbeing**   * How to hold various meditative balances, understanding the benefit of executing the poses correctly. * How relaxation techniques can be used to help manage our emotions * What we mean by relaxation techniques. * How to utilise various meditative balances to improve posture, balance and deep breathing techniques. * Why it is important to share with other people how we are feeling. * What we mean by emotions and how different emotions make us feel. * How and when we can use different relaxation techniques in our day-to-day lives. * How deep breathing techniques to help manage our emotions * When to apply different mindfulness techniques to help manage our emotions * How we can use positive feelings to combat negative feelings and understand how to put this into practice in our daily lives.   **Outdoor Adventure Activities**   * How to create and apply simple tactics for completing challenges quickly. * How to communicate effectively, listening when others are speaking and using a clear voice when communicating our own ideas * How to collaborate with our own team members, applying the rules of the game. * How to collaborate with the opposing team(s), applying the rules of the game. * Why it is so important to be positive and approach the challenge positively. * What verbal and non-verbal communication means. * How and why we need to be able to communicate how we feel when working as part of a team. * What the attributes of an effective team are. For example, integrity, communication, co-operation, and collaboration. * Why our role is important if our team is going to be successful. * What makes an effective leader.   **Invasion Games**   * How to hold a hockey stick safely. * Why we need to keep the ball under control when we are dribbling. * How to pass the ball adopting the correct technique. * How to receive (control) the ball adopting the correct technique. * Why we need to keep the ball under control when we are dribbling * Why (and how) we need to tackle safely * Where is a good place to shoot from and why. * When to pass the ball to a team member who is close to us (short pass) or when to pass the ball to a team member who is further away (long pass). * What the differences are between, intercepting, blocking and tackling and when, where and why these are used in a game. * Why we do not stand directly behind a defender when finding a position to receive the ball. * How to apply the correct technique (chest pass) when passing * What the four positions in ‘Flier’ netball are (GK, GD, GA, GS) and understand each role * How to effectively apply passing and moving skills to keep possession. * How we can combine passing and moving to create space and keep possession. * What ‘footwork’ means and will be able to apply this understanding in a game. * How to apply the correct technique when shooting. * How to pass the ball using a ‘swing’ pass technique. * Where to stand when receiving the ball from a pass from our partner or team mate. * How to tag correctly. * Why the ball carrier needs to move forwards when running with the ball. * here to stand when we are defending to prevent the attackers from scoring a try. * How to score a try. * How to carry the ball when moving. We hold it in two hands. * How and why we need to support the ball carrier when we are attacking. The attackers without the ball need to remain behind the ball carrier. * What the consequence in a game are of an inaccurate pass, dropping the ball or running off the pitch.   **Net and Wall**   * Why we need to throw (hit) the ball into space on the court. * Why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball. * How and why we execute a basic forehand shot in a mini game. * The consequences\* of throwing (hitting) the ball out of the court or letting it bounce more than once on our side of the court. \*Our opponent wins a point. * How to use their racket to direct the ball towards a space to win a point. * When to apply either a forehand or backhand shot in a game situation. * How and why we execute a basic backhand shot in a mini game. * How we can outwit our opponent during a mini game. * What the ready position looks like. * Why we need to control the ball when playing a shot. * Where to throw (hit) the ball on the court.   **Striking and Fielding**   * How and why to throw a ball overarm with power and distance. * How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball. * How to throw a ball overarm using the correct technique. * How to outwit the fielding team by varying the speed and direction we strike the ball. * Why we need to return the ball to the bowler or wicketkeeper quickly and accurately to prevent the batters from scoring runs. * Where to stand when we are fielding and have a clear understanding why we have chosen that particular position. * How to bowl underarm, varying the speed at which we bowl depending on who is batting. * How to outwit the fielding team when batting by varying the speed and direction we strike the ball. * How and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs.   **Athletics**   * Why we have to accelerate at the start of a race. * How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton. * How to throw for distance and why the correct technique is essential to send the object further * How to use our bodies to throw with greater distance * How we can use our bodies to jump as far as possible, using a combination of jumps. * Why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race. * Why we need to pace ourselves when running for distance. How to run when running for speed. | | **Dance**   * How to perform accurately and convincingly in character with big bold actions. * What cannon and unison are and be able to include these chorographical elements in our performance. * How to create a sequence, by accurately combining movements with flow and accurate timings. * Why performing at and ‘excellent’ standard, with accurate timings and fluidity is so important. * How to include a change of speed in our movements. * How to make effective evaluations of an individuals or pairs' strengths and weaknesses. * What ‘Choreography’ means. * How to include a change of speed and dynamic in our movements.   **Gymnastics**   * What ‘Counter Balance’ and ‘Counter Tension’ means, understanding the difference between them. * How to create and execute ‘Counter Balances’ and ‘Counter Tension Balances’ with a partner using a variety of levels and connection points. * How to create a sequence, by accurately combining movements and balances, with flow and accurate timings within the Counter Balance and Counter Tension theme. * Why performing at and ‘excellent’ standard, with accurate timings and fluidity is so important. * How to include a change of speed in our movements. * What ‘Matching’ movements mean; Matching is where pupils perform exactly the same movements at the same time * What ‘Mirroring’ means * How to create a sequence of movements, bringing together a combination of both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.   **Health and Wellbeing**   * What the cardiovascular system is. * What we mean by Cardiovascular fitness. * What are the dangers and consequences are of leading an unhealthy lifestyle. * Which sports rely on athletes being flexible and/or being strong. * What are the main functions of the heart, lungs, blood and muscles are. * Why it is important to cool down. * How strength and flexibility impact on our bodies performance. * What flexibility means. * What is strength means.   **Outdoor Adventure Activities**   * How to take responsibility for others and lead others in an effective way. * How to plan a route effectively in order to locate as many points as possible. * How to manage time and avoid being late back and understand why this is important. * What the ‘STEP’ principle is: Space, Task, Equipment. People. * Why we have to orientate a map in order to locate points on the map. * What makes an effective leader and why this is so important for the success of a team. * How to use the ‘STEP’ principle when leading an activity   **Invasion Games**   * How "man-to-man marking," is used during a game and when this is applied * What the term ”goal-side mean * When and why to apply different methods of defending; tackling, marking, blocking or intercepting in order to prevent the attackers from scoring. * Our role in team when we are defending and when we are attacking. * That once we regain possession of the ball we become attackers. * How to combine passing and dribbling to create an attack that results in a successful shooting opportunity. * How different defending tactics can be applied during a game to prevent attacking opportunities. * How to officiate our games fairly applying the rules correctly. * How ’marking,’ is used during a game and when this is applied. * Who we are marking during a game and why. * When, where and why we apply different methods of defending in order to prevent the attackers from scoring. Including: marking, intercepting a pass and applying pressure. * What the terms, ‘double dribble’, and ‘travelling’ means and the consequences if this happens. * How to move the ball up the court, creating an attack that results in a successful shooting opportunity. * How we can regain possession if we miss a shot (rebound). * How to regain possession if we lose possession of the ball. * How different attacking tactics can be applied during a game to create shooting opportunities. * How and when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities * How to apply the basic rules of basketball and will be able to take responsibility for officiating and managing our own games.   **Net and Wall**   * How to win a game of badminton. * Where to throw / hit the shuttlecock. * Where we hit / throw the shuttlecock and why. * Understand how to beat an opponent. * Why we have to control the shuttlecock. * Understand the consequences of a shot being hit out of the court. * Identify strengths and weaknesses in their own and others performances. * Understand where we serve the ball and why. * Adapt their tactics in order to improve their performance.   **Striking and Fielding**   * Where to strike the ball when we are batting depending on where the fielders are standing in order to score rounders * How the fielding team can stop the batter scoring if they hit or miss the ball. * Why we need to double up on fielding positions, to maximise our efficiency when we are fielding. * The difference between racing rounders and the full game, applying this understanding into mini games. * How to create and apply simple fielding and batting tactics in a full game of Rounders, in order for our team to be successful. * How to create and apply simple fielding and batting tactics in order for our team to be successful. * How to umpire and score in a game.   **Athletics**   * Why we need to maintain our speed until we cross the finish line. * How to hurdle safely, applying the correct technique * How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance. * How to transfer their body weight to push (put) the shot put and throw the javelin further. * Why we need to apply accurate head, arm and foot technique to make ourselves run quicker. * Why we need to select certain pupils for certain events in order for our team to be successful. * When and where the changeovers take place on a curved track.   **Swimming: Water Safety 1**   * Demonstrate an understanding of pool rules by using questions and answers. * Demonstrate good behaviour consistently at the swimming pool and demonstrate the ability to listen and respond to instructions. * Demonstrate an understanding of the S.A.F.E Code. * Be able to recognise and understand the meaning of beach flags. * Enter the water safely and move around the pool in different directions wearing clothes (pupils to explain how different it feels) * Walk through the rapids (the rest of the class creating the rapids) for 5 metres. Explain where you may find tides and currents. * Answer correctly a question on where it is not safe to swim and why. * State the correct actions they would take if they saw a swimmer in difficulty in water.   **Swimming: Water Safety 2**   * Answer 3 questions on the S.A.F.E Code. * Demonstrate a reaching rescue to a person in difficulty 2-3 metres away. * Demonstrate a throwing rescue to a person in difficulty 8 – 10 metres away. * Explain the reasons for using different types of Rescue and why you would not enter the water when performing any rescue. * Swim through the rapids (the rest of the class creating the rapids) for 10 metres. Explain where you may find tides and currents * Enter the water safely, swim 20 metres with cloths on ( t-shirt and shorts / skirt), tread water for 1 minute with head above the water. * Demonstrate the H.E.L.P (Heat Escape Lessening Position) position for 3 - 5 minutes. Explain when and why you would use this. * Demonstrate the HUDDLE position. Take a turn waving to attract attention. Show an understanding of the importance of this. Climb out. | |