

ACE Physical Education Curriculum

Intent

At Altrincham CE Primary School, we recognise and value the importance of Physical Education (P.E.). We want our children to develop a life-long love of physical education and sport, to be healthy in both mind and body and to become physically literate. This means having the competence, motivation, confidence and knowledge to lead a healthy lifestyle. We want our pupils to have no limits to what their ambitions are and to grow up wanting to be athletes, personal trainers, sports coaches, nutritionists, sports journalists, gold medal winners or adults leading a healthy active lifestyle through their personal pursuits. With this in mind, we have developed a fun, high quality physical education curriculum and physically active learning curriculum that inspires *all* pupils to enjoy, succeed and excel in competitive intra and inter school sports and other physically demanding activities. School is fully committed to inclusion and deploy school staff effectively to deliver timely interventions, offer challenge and support pupils with EHC Plans.

We set this learning in the context of our Christian, church school heritage. Jesus promises to give us 'fullness of life'. The abundant, or full, life we are promised is an invitation to share in the life of Jesus himself, to be 'in Christ'. This fullness is a promise of the presence and the love of God alongside us, a life where we can follow God fully even when our thoughts and emotions are in disarray. We want to equip our children with not only the minimum statutory requirements of the PE National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. Through our high quality PE education, with clear links to our bespoke PSHE curriculum, we ensure that the children make rapid progress in their physical, social, cognitive and emotional development. We ensure their experiences are positive and motivating so that children's attitudes to a healthy lifestyle are firmly embedded. We see this as an essential contribution to the health and well-being of the nation.

PE and Sports Premium Spending

The school gives careful consideration to its whole school approach to physical activity, physical education (PE) and school sport and ensures that its Primary PE and sports premium allocation is used in an appropriate and sustainable manner. Strategic decisions regarding spending involve all school staff and the governor responsible for PE, this ensures that funding is spent effectively and maximises pupil achievement. In part, the funding is used to ensure that our pupils have the opportunity to learn how to swim and be safe in and around water. We are aware that for many children, school will be the only opportunity for this to happen. In addition, in recent years, school has employed sport coaches to upskill teachers and therefore ensure the delivery of a high quality PE curriculum.

Spending is monitored through the evaluation of pupil attainment, pupil voice and staff feedback. The PE and Sports Leader communicates the impact of spending through a published report which is available on the school website and in addition provides feedback to the full governing body.

Purpose *(Why it is taught)*

At Altrincham CE Primary School, we do not just stop at providing opportunities for our pupils to **'learn how to move' so that they can perform a range of physical activities with increasing confidence and competence but also look at how we can 'move to learn'**. We believe that mental health is important and that by looking after it our children **will feel happier, more positive and are better equipped to get the most out of life**. Physical Education is an important way of delivering and embedding the key messages behind the '5 ways to well-being' and the '5 healthy habits': **connecting, being active, taking notice, keeping learning, giving, relaxation, outdoors, sleep, exercise and nutrition**. We believe, through the rich experiences we offer a broad, balanced and progressive curriculum tailored to all our children, pupils see where their learning fits and that they will continue to have the **motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for their engagement in physical activity, sport, PE and their lives as a whole**. PE at Altrincham is an integral element of the curriculum, which **instils a need for healthy lifestyles, a balanced diet, a positive growth mind-set and the resilience to persevere with activities that may once have felt too difficult**. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, **understanding fairness, equity and respect to embed lifelong values and transferable life skills** and that our pupils are confident, creative and happy to perform. We are also aware of the research which shows that pupils who directly engage in self- development opportunities including sport and physical activity can achieve 11% higher in their KS2 SATs and 10-20% higher GCSE results.

Aims *(desired outcomes)*

At Altrincham CE Primary School, Physical Education will:

- Be fully inclusive of every child
- Fulfil the requirements of the National Curriculum for Physical Education
- Provide a broad and balanced cross-curriculum offer which ensures the progressive development of knowledge and skills
- Ensure that all pupils receive 2 hours of curriculum Physical Education a week with additional opportunities for physical activity outside of curriculum time
- Ensure all pupils experience a range of appropriate challenges as they move through the school

- Be taught and learned actively, using every opportunity to include physical activity in the curriculum
- **Promote Achievement**, specifically pupils will:
 - Acquire and develop a variety of physical skills to promote a healthy lifestyle and posture
 - Develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency
 - Experience 'new' as well as 'traditional' sports
 - Improve in all subject areas
- **Ensure Personal Development**, specifically pupils will:
 - Develop confidence, creativity, positivity and be happy to perform
 - Understand the need for safe practice in physical activities for themselves, others and equipment used
 - Improve observation skills and the ability to describe and make simple judgements on their own and the work of others, and use their observations and judgements to improve their own and others' performance.
- **Develop Social Skills**, specifically pupils will:
 - Develop spiritual, moral, social and cultural awareness through competitive and co-operative activities,
 - Work in a team and interact with other children
 - Demonstrate good sportsmanship at all times,
 - Develop the ability to communicate non-verbally with their body.
- **Promote Health and Emotional Well-Being**, specifically pupils will:
 - Be physically active and find enjoyment in physical activity
 - Acquire knowledge and understanding of fitness and health and have a better outlook on life
 - Make links between being physically active and travelling to school. Our families are encouraged to walk/cycle/scoot to school
 - Be encouraged to become involved in extra-curricular clubs including links to outside sports clubs and community links.

- Understand the etiquette behind competition and learn to win and lose graciously and with respect to our opposition.
- **Develop Leadership**, specifically pupils will:
 - Make informed decisions and plan what they are going to do,
 - Develop a sense of fair play
 - Develop decision making and problem solving skills in order to initiate their own learning
 - Use reasoning skills and the ability to make judgements with an increasing ability to select, link and apply skills, tactics and compositional ideas

The Physical Education curriculum at ACE is carefully planned and structured to ensure that current learning is linked to previous learning and the school's approaches are informed by current pedagogy

Physical Education is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each unit and consideration has been given to ensure progression and continuity throughout each year group across the school. Units and skills are 'interleaved' so that children revisit skills and knowledge in different contexts and are able to make links which result in 'big picture' learning and 'sticky knowledge'.

Cross curricular outcomes in PE are specifically planned for, with strong links between the PSHE curriculum, Science Curriculum and Music lessons enabling further contextual learning. We embed 'Teach Active' learning within our English and Mathematics curriculum to ensure regular opportunities for physical activity are included.

The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside embedded in practice. Planning is informed by and aligned with the national curriculum. In addition, staff have access to Primary PE Passport plans and resources, however, teachers' lesson design is not limited by this and is informed by national agencies, including the Association for PE (AfPE) of which the school is a member. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. When using the PE Passport, staff use a flexible pedagogical approach when determining whether the unit of work lasts all 6 weeks,

or is extended to secure mastery. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge and skills.

Outdoor and Adventurous Learning is specifically planned for and delivered in unit blocks as part of our 'COAL' provision. 'COAL' stands for 'Creative, Outdoor and Adventurous Learning' and we believe this 'ignites' the passion and skills by which pupils are excited and motivated to learn. In turn, they gain secure knowledge, strong conceptual understanding and subject specific skills which are transferrable across all subjects.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have good levels of 'Physical Development' by the end of the academic year.

The skills and knowledge taught in the PE Passport are broken down and tracked across the age range from EYFS through to UKS2. Each unit of work from the Primary PE Passport has a series of assessment tasks. Staff use these as Proof of Progress (POP Tasks) in the different domains of learning and enable them to set specific targets to support and challenge individual learners and ensure improvement. The inclusion of summative and formative feedback with clear planning for progression ensures our pupils make good progress in physical activities.

KNOWLEDGE

(known information)

EYFS

Physical development is one of the three prime areas within the Early Years Foundation Stage (EYFS). The Early Learning Goals for physical development these are:

Gross Motor Skills

Children at the expected level of development will:

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing;

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing

using the tripod grip in almost all cases;

Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing.

Key Stage 1

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

Key Stage 2

Pupils **should continue to apply and develop** a broader range of skills, **learning 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 and 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 combination
- Play competitive games, modified where appropriate and apply basic principles when attacking and defending
- Develop flexibility, strength, technique, control and balance
- 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. At Altrincham CE Primary School, we choose to offer this in 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

Physical Education Units of Work

ACE PE CURRICULUM COVERAGE. Please note that this may be subject to change based upon organisation of classes and the rotation of sports coaches.

*All units of work taken from 'PE Passport'

**Due to the rotation of sports coaches, some units may be taught in a slightly different order

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fine Motor Skills Locomotion 1	Dance Fundamental Movement 1	Object Manipulation 1 Gymnastics	Invasion Games 1 Stability 2	Athletics 1 Net and Wall 1	Striking and Fielding 1 Target Games 1
Y1	Fundamental Movement 1 Invasion Games 1	Fundamental Movement 2 Invasion Games 2	Net and Wall 1 Gymnastics	Dance Striking and Fielding 1	Athletics 2 Gymnastics	Locomotion 2 Target Games 2
Y2	Fundamental Movement 1 Gymnastics	Fundamental Movement 2 Invasions Games 2	Dance Striking and Fielding 2	Gymnastics Fundamental Movement 3	Net and Wall 2 Target Games 3	Tri Golf Athletics 2
Y3	Gymnastics Health related fitness	Invasion Games 3 Tag Rugby	Gymnastics Basketball	Dance Hockey	Athletics OAA	Football Rounders
Y4	OAA Swimming	OAA Swimming	Dance Netball	Invasion Games 3 Gymnastics	Athletics Handball	Tennis Cricket
Y5	Health Related Fitness Tag Rugby	Gymnastics Football	Tennis Team building and problem solving	Dance Basketball	Athletics Rounders	Ultimate Frisbee Volleyball

Y6	Health Related Fitness	Gymnastics	Tennis	Dance	Athletics	Netball
	Tag Rugby	Football	Leadership	Badminton	Danish Longball	Ultimate Frisbee

Progression of Key Skills and Knowledge

[pe-passport-skacomplete-4.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

Implementation

It is our belief that pupils should be taught in the best way possible according to up to date pedagogical thinking. High quality, inclusive teaching (IQFT) using a range of teaching styles and strategies is an essential component of our curriculum framework model so that our 'irresistible' curriculum intent translates into outstanding teaching at the point of implementation. This includes sharing the Learning Objective with the pupils at the beginning of the lesson and revisiting the success criteria regularly during the lesson.

Teaching and Learning in Physical Education enjoys a high profile and achievements are shared both within school and with our wider community stakeholders. This includes a dedicated noticeboard, Twitter [@ACEpeandsport](#) and the school website. [PE and Sport | Altrincham CE \(Aided\) Primary School \(altrinchamceprimaryschool.co.uk\)](#)

In addition, there is a commitment that:

- All children will receive 2 hours of high quality Physical Education each week regardless of the weather or other external factors.
- All children are active. Spare kit in each class means no child misses PE
- That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring.

Altrincham CE Primary School is committed to full inclusivity by putting in support for children with SEND in line with other subjects and differentiating using STEP Challenges (Change the Space, Time, Equipment and People) to develop skills, knowledge and behaviours.

At Altrincham, we make full use of technologies to enrich and enhance teaching and learning. Technology is used as an aid in PE, in the following ways:

- To inspire and motivate pupils
- Challenge and remove gender or racial stereotypes
- Demonstrate excellence
- Highlight areas for development
- For recall e.g. dance routines
- Analyse and evaluate outcomes and performance
- Moderate and compare work across the school

Staff have access to but are not limited to the following technology: PE Passport, Coach's eye, Hudl and You Tube.

<u>IQFT</u>	<u>Subject Specific</u>
<p>Planning Learning Opportunities</p> <ul style="list-style-type: none"> • Carefully planned, well-structured and paced lessons. • Making strong cross-curricular links when appropriate. • Clearly defined Learning Objectives and Tasks, shared with pupils at the beginning of each lesson. These are known as 'Ls' and 'Ts' at ACE. • Each Learning Objective is differentiated on a number of levels so that children gradually develop skills, knowledge and application of knowledge. These are known as 'Chilli- Challenges' at ACE. 	<ul style="list-style-type: none"> • Use of 'hooks', wow moments, first hand experiences • Inter and Intra school competitions and events • Outdoor learning opportunities. E.g. Forest School, Orienteering • Visits/ Trips to sport venues e.g. stadiums, training facilities • Visitors from various sporting fields to talk about first hand experiences and demonstrate key skills and knowledge • Theme days and events
<p>High Expectations</p> <ul style="list-style-type: none"> • Children at ACE are expected to be RISK-TAKERS and choose their own level of challenge. Thereby taking control of their own learning. • Children understand that they need to challenge themselves in order to learn and that this will require them to work outside of their comfort zone and show RESILIENCE. At ACE, we talk about being in the 'Learning Pit' and 'Wobbling'. • Resource boxes and Table packs develop INDEPENDENCE, support and deepen leaning. • Positive relationships between adults and pupils, using praise and positive reinforcement so that children feel valued and inspired to achieve their best. • Setting high standards and expectations for behaviour. 	

- Science – effects of physical activity, exercise and diet
- PSHE – physical, social, mental health and well-being outcomes associated with physical activity

Engagement and Enhancement

- Pupils **demonstrating their learning** in a variety of forms, with a focus on enjoying the journey that comes from **DEEP THINKING, LEARNING** and **PROBLEM SOLVING**.
- **Imaginative and creative approaches** to ensure lessons are interesting and stimulating.
- Varied **teaching styles**.
- Use of **ICT** to enhance learning experiences

Learning Environment

- Classrooms are bright, vibrant and **alive with learning**, following our ‘communication friendly’ guidelines.
- Displaying **self-help working walls** to promote independence and perseverance
- Examples of **WAGOLs (What a good one looks like)** and high quality pupils’ work.
- The School Games Values are prominently on display in school and referred to regularly.

Feedback

- Use continuous **Assessment for Learning** to make ongoing judgements of pupils

- **Teach at the Point of Learning (TaPoL)** to be responsive to children's needs.
- Give **timely feedback** during the lesson.
- Enabling pupils to **respond to feedback** (self, peer, adult) in an age appropriate way. Pupils at ACE in Year 1 (Summer Term onwards) and Years 2-6, will have opportunities to edit, improve and correct their learning outcomes. For example, pupils will make changes to their work. At ACE, this is known as '**Purple Polishing**'.

Impact

Physical Education is monitored by the Subject Leader throughout all year groups using a variety of strategies such as evidence scrutiny, lesson observations, staff discussions and pupil interviews. Feedback is given to teachers so that they can continually review and improve their practice. School leaders use the information to see if the children have developed the correct skills and knowledge for their year group, making good progress from their starting points. All children's achievements are valued.

Specifically, impact is measured against the 4 aims of the National Curriculum in that our children:

Develop competence to excel in a broad range of physical activities

Are physically active for sustained periods of time

Engage in competitive sports and activities

Lead healthy, active lives

Parents and carers are regularly informed about their child's achievements in PE. This includes informal opportunities through newsletters, reward certificates, post cards home and Twitter. As well as our formal opportunities to report to parents and carers at our Parent Conferences in the Autumn and Spring Term and the Annual Report which is published in the Summer Term.

Assessment

Physical Education is assessed through teacher judgement and monitored by the Subject Leader and Senior Leadership Team. Proof of Progress Assessment Tasks and pupil voice supports teachers in making accurate judgements of what the children know.

The importance of vocabulary

Pupils with the most **extensive vocabulary** have:

- Better **reasoning, inference** and **pragmatic** skills
- Academic **success** and **employment**
- Better **mental health** in adulthood

At ACE, we believe pupils should be taught, systematically a range of academic words so that they can articulate complex ideas.

<u>Year Group</u>	<u>Sport/Activity</u>	<u>Vocabulary</u>
<u>Year 1</u>	<u>Gymnastics</u>	<ul style="list-style-type: none">• <u>Stretch</u>• <u>Travel</u>• <u>Leap</u>• <u>Roll</u>• <u>Weight on hands</u>• <u>Slide</u>• <u>Push</u>• <u>Pull</u>• <u>Balance</u>• <u>Jump</u>• <u>Gymnastic shapes</u>• <u>Equipment/Apparatus</u>• <u>Sequence</u>

	<ul style="list-style-type: none"> • <u>Performance</u>
<u>Invasion Games</u>	<ul style="list-style-type: none"> • <u>Attack</u> • <u>Defend</u> • <u>Shoot/ Hit / Throw</u> • <u>Catch</u> • <u>Travel</u> • <u>Trap</u> • <u>Pass</u> • <u>Receive</u>
<u>Dance</u>	<ul style="list-style-type: none"> • <u>Travel</u> • <u>Stillness</u> • <u>Direction</u> • <u>Space</u> • <u>Sequence</u> • <u>Moods and feelings</u> • <u>Nature of movement</u> • <u>Balance</u> • <u>Coordination</u>
<u>Net and Wall Games</u>	<ul style="list-style-type: none"> • <u>Strike/ Hit / Throw</u> • <u>Rally</u> • <u>Bounce</u> • <u>Over the net</u> • <u>Ready</u>
<u>Striking and Fielding</u>	<ul style="list-style-type: none"> • <u>Batting</u> • <u>Wickets</u> • <u>Catch</u> • <u>Stop</u>

		<ul style="list-style-type: none"> • <u>Teams</u> • <u>Bowl</u> • <u>Throw</u> • <u>Backstop</u> • <u>Run</u>
	<u>Athletics</u>	<ul style="list-style-type: none"> • <u>Run, Jump, Throw</u> • <u>Speed</u> • <u>Height</u> • <u>Distance</u> • <u>Accuracy</u> • <u>Fitness, Health/Wellbeing</u> • <u>Equipment.</u>
<u>Year 2</u>	<u>Gymnastics</u>	<ul style="list-style-type: none"> • <u>Stretch / Flexibility</u> • <u>Travel</u> • <u>Roll</u> • <u>Balance Point and Patch</u> • <u>Jump</u> • <u>Gymnastic shapes</u> • <u>Equipment/Apparatus</u> • <u>Sequence</u>
	<u>Invasion Games</u>	<ul style="list-style-type: none"> • <u>Attack</u> • <u>Dodge</u> • <u>Defend</u> • <u>Shoot/ Hit / Throw</u> • <u>Catch</u> • <u>Travel</u> • <u>Pass</u> • <u>Receive</u> • <u>Cushion</u>

<u>Dance</u>	<ul style="list-style-type: none"> • <u>Travel</u> • <u>Partner</u> • <u>Solo</u> • <u>Stillness</u> • <u>Direction</u> • <u>Space</u> • <u>Sequence</u> • <u>Moods and feelings</u> • <u>Nature of movement</u>
<u>Target Games</u>	<ul style="list-style-type: none"> • <u>Aim</u> • <u>Shoot/ Hit / Throw</u> • <u>Judging distance</u> • <u>Score</u> • <u>Tactics</u>
<u>Net and Wall games</u>	<ul style="list-style-type: none"> • <u>Strike/ Hit / Throw</u> • <u>Attack</u> • <u>Centre of the court</u> • <u>Ready position</u> • <u>Over the net</u> • <u>Court</u>
<u>OAA</u> <u>Outdoor</u> <u>Adventurous</u> <u>Activities</u>	<ul style="list-style-type: none"> • <u>Map skills</u> • <u>Communication</u> • <u>Balance / Coordination</u> • <u>Perseverance</u> • <u>Determination</u> • <u>Risk-taking</u>
<u>Striking and</u> <u>Fielding</u>	<ul style="list-style-type: none"> • <u>Batting</u> • <u>Base/wickets</u> • <u>Stance</u>

<u>Year 3</u>		<ul style="list-style-type: none"> • <u>Fielding</u> • <u>Bowl / Throw</u> • <u>Backstop/wicketkeeper</u> • <u>Catch</u> • <u>Run</u>
	<u>Athletics</u>	<ul style="list-style-type: none"> • <u>Run, Jump, Throw</u> • <u>Speed</u> • <u>Height</u> • <u>Distance</u> • <u>Accuracy</u> • <u>Fitness,</u>
	<u>Gymnastics</u>	<ul style="list-style-type: none"> • <u>Body preparation /Stretch / Flexibility</u> • <u>Travel</u> • <u>Roll</u> • <u>Balance Point/Patch</u> • <u>Jump Gymnastic shapes</u> • <u>Equipment/Apparatus</u> • <u>Sequence</u> • <u>Performance</u>
	<u>Invasion Games</u>	<ul style="list-style-type: none"> • <u>Attack /Defend</u> • <u>Shoot / Hit / Throw</u> • <u>Travel Pass / send</u> • <u>Catch / Receive</u> • <u>Tactics</u> • <u>Possession</u> • <u>Evaluate</u>
	<u>Dance</u>	<ul style="list-style-type: none"> • <u>Travel and Stillness</u> • <u>Direction</u> • <u>Canon/Unison</u>

		<ul style="list-style-type: none"> • <u>Space</u> • <u>Sequence</u> • <u>Moods and feelings /Dynamics</u> • <u>Turns/Jumps</u>
	<u>Target Games</u>	<ul style="list-style-type: none"> • <u>Aim</u> • <u>Score</u> • <u>Shoot/ Hit / Throw</u> • <u>Judging distance</u> • <u>Tactics</u>
	<u>Net and Wall</u>	<ul style="list-style-type: none"> • <u>Shoot/Hit/Throw/Serve</u> • <u>Attack /Defend</u> • <u>Over the net</u> • <u>Tactics</u> • <u>Rally</u> • <u>Drop shot</u> • <u>Scoring/ Umpire</u> • <u>Volley/smash</u>
	<u>OAA</u> <u>Outdoor</u> <u>Adventurous</u> <u>Activities</u>	<ul style="list-style-type: none"> • <u>Orienteering</u> • <u>Map skills</u> • <u>Communication</u> • <u>Confidence / Self-esteem</u> • <u>Strength / Agility</u> • <u>Balance / Coordination</u> • <u>Perseverance</u> • <u>Determination</u> • <u>Risk-taking</u>
	<u>Striking and</u> <u>Fielding</u>	<ul style="list-style-type: none"> • <u>Batting Stance Backswing, drive, strike</u> • <u>Fielding Stop, catch, return, back up, Throw</u> • <u>Bowl- run up</u>

		<ul style="list-style-type: none"> • <u>Backstop/wicketkeeper</u>
	<u>Athletics</u>	<ul style="list-style-type: none"> • <u>Run, Jump, Throw</u> • <u>Speed</u> • <u>Height</u> • <u>Distance</u> • <u>Accuracy</u> • <u>Fitness, Health/Wellbeing</u> • <u>Equipment</u>
<u>Year 4</u>	<u>Gymnastics</u>	<ul style="list-style-type: none"> • <u>Stretch / Flexibility</u> • <u>Travel</u> • <u>Roll</u> • <u>Patch</u> • <u>Balance</u> • <u>Point</u> • <u>Jump Gymnastic shapes</u> • <u>Weight on hands</u> • <u>Equipment/Apparatus</u> • <u>Sequence</u> • <u>Performance</u>
	<u>Invasion Games</u>	<ul style="list-style-type: none"> • <u>Attack</u> • <u>Defend</u> • <u>Shoot / Hit / Throw</u> • <u>Find space</u> • <u>Shield</u> • <u>Pass / send</u> • <u>Catch / Receive</u> • <u>Tactics</u>

		<ul style="list-style-type: none"> • <u>Mark an opponent</u> • <u>Possession</u> • <u>Evaluate</u>
	<u>Dance</u>	<ul style="list-style-type: none"> • <u>Travel and Stillness</u> • <u>Direction</u> • <u>Space</u> • <u>Sequence</u> • <u>Moods and feelings</u> • <u>Dynamics</u>
	<u>Yoga</u>	<ul style="list-style-type: none"> • <u>Flexibility</u> • <u>Agility</u> • <u>Co-ordination</u> • <u>Poses Calm/Tranquil relaxation</u> • <u>Inhale/Exhale</u>
	<u>Target games</u>	<ul style="list-style-type: none"> • <u>Score</u> • <u>Shoot/ Hit / Throw</u> • <u>Judging distance</u> • <u>Protect the shot</u> • <u>Prevent the points / goals</u> • <u>Tactics</u>
	<u>Net and Wall</u>	<ul style="list-style-type: none"> • <u>Shoot/Hit/Throw/Serve</u> • <u>Attack</u> • <u>Over the net</u> • <u>Tactics</u> • <u>Rally</u> • <u>Serve</u> • <u>Drop shot</u> • <u>Umpire</u> • <u>Volley</u>

		<ul style="list-style-type: none"> • <u>Tramlines</u>
	<u>Swimming</u>	<ul style="list-style-type: none"> • <u>Strokes</u> • <u>Body Position</u> • <u>Breathing</u> • <u>Deep water</u> • <u>Water safety</u> • <u>Confidence</u>
	<u>Striking and Fielding</u>	<ul style="list-style-type: none"> • <u>Batting</u> • <u>Fielding</u> • <u>Defending</u> • <u>Attacking</u> • <u>Teams</u> • <u>Bowl / Throw</u> • <u>Backstop</u> • <u>Catch</u> • <u>Run</u>
	<u>Athletics</u>	<ul style="list-style-type: none"> • <u>Run, Jump, Throw</u> • <u>Speed</u> • <u>Height</u> • <u>Distance</u> • <u>Accuracy</u> • <u>Fitness, Health/Wellbeing</u> • <u>Equipment</u>
<u>Year 5</u>	<u>Gymnastics</u>	<ul style="list-style-type: none"> • <u>Starting and finishing positions</u> • <u>Stretch / Flexibility</u> • <u>Travel</u> • <u>Roll</u>

		<ul style="list-style-type: none"> • <u>Counter balance</u> • <u>Counter tension</u> • <u>Flight</u> • <u>Shapes</u> • <u>Equipment/Apparatus</u> • <u>Sequence</u> • <u>Performance</u>
	<u>Football</u>	<ul style="list-style-type: none"> • <u>Attack</u> • <u>Defend / Defender</u> • <u>Possession</u> • <u>Intercept</u> • <u>Centre pass</u> • <u>Dribble</u> • <u>Corner / Goal Kick</u> • <u>Formation</u> • <u>Foul / Penalty</u> • <u>Hand ball</u>
	<u>Dance</u>	<ul style="list-style-type: none"> • <u>Travel and Stillness</u> • <u>Direction</u> • <u>Space</u> • <u>Sequence</u> • <u>Moods and feelings</u> • <u>Dynamics</u> • <u>Transition</u> • <u>Formation</u>
	<u>Hockey</u>	<ul style="list-style-type: none"> • <u>Hockey stick</u> • <u>Pitch</u> • <u>Intercept</u> • <u>Movement</u>

		<ul style="list-style-type: none"> • <u>Width</u> • <u>Team</u> • <u>Hit/Pass/Push/Indian Dribble</u> • <u>Attackers / Defenders / Midfielders</u> • <u>Goal / Shoot</u> • <u>Obstruction</u>
	<u>Rugby (TAG)</u>	<ul style="list-style-type: none"> • <u>Tag</u> • <u>Goal line</u> • <u>Touchline</u> • <u>Scoring a try</u> • <u>Free pass</u> • <u>Pass back</u> • <u>Knock on</u> • <u>Offside</u>
	<u>Target Games</u>	<ul style="list-style-type: none"> • <u>Aim</u> • <u>Stance</u> • <u>Shoot</u> • <u>Srike</u> • <u>Throw</u> • <u>Judging distance</u> • <u>Tactics</u>
	<u>Netball</u>	<ul style="list-style-type: none"> • <u>High-Five</u> • <u>Attack</u> • <u>Defend</u> • <u>Width</u> • <u>Pivot</u> • <u>Movement</u> • <u>Intercept</u> • <u>Shoot / Shot</u>

		<ul style="list-style-type: none"> • <u>Positions</u> • <u>Off-side</u> • <u>Center Circle</u> • <u>3-foot distance</u> • <u>Footwork</u>
	<u>OAA</u> <u>Outdoor</u> <u>Adventurous</u> <u>Activities</u>	<ul style="list-style-type: none"> • <u>Orienteering</u> • <u>Map skills</u> • <u>Communication</u> • <u>Run</u> • <u>Confidence / Self-esteem</u> • <u>Strength / Agility</u> • <u>Balance / Coordination</u> • <u>Together/Teamwork</u> • <u>Planning</u> • <u>Perseverance</u> • <u>Determination</u> • <u>Risk-taking</u>
	<u>Kwik Cricket</u>	<ul style="list-style-type: none"> • <u>Bats & Balls</u> • <u>Stumps / Wickets</u> • <u>Fielders</u> • <u>Wicketkeeper</u> • <u>Bowler & Batters</u> • <u>Underarm</u> • <u>Runs</u>
	<u>Athletics</u>	<ul style="list-style-type: none"> • <u>Run, Jump, Throw</u> • <u>Speed</u> • <u>Height</u> • <u>Distance</u> • <u>Accuracy</u>

		<ul style="list-style-type: none"> • <u>Fitness, Health/Wellbeing</u> • <u>Equipment</u>
<u>Year 6</u>	<u>Gymnastics</u>	<ul style="list-style-type: none"> • <u>Body preparation</u> • <u>Stretch / Flexibility</u> • <u>Travel</u> • <u>Roll</u> • <u>Balance</u> • <u>Mirroring</u> • <u>Jump</u> • <u>Gymnastic shapes</u> • <u>Equipment/Apparatus</u> • <u>Sequence</u> • <u>Performance</u>
	<u>Football</u>	<ul style="list-style-type: none"> • <u>Attack</u> • <u>Defend / Defender</u> • <u>Possession</u> • <u>Intercept</u> • <u>Anticipate</u> • <u>Width</u> • <u>Save</u> • <u>Shield</u> • <u>Press</u> • <u>Centre pass</u> • <u>Dribble</u> • <u>Corner / Goal Kick</u> • <u>Formation</u> • <u>Foul / Penalty</u> • <u>Hand ball</u>

	<u>Dance</u>	<ul style="list-style-type: none"> • <u>Travel</u> • <u>Stillness</u> • <u>Direction</u> • <u>Space</u> • <u>Sequence</u> • <u>Moods and feelings Dynamics</u> • <u>Agility</u> • <u>Fitness</u> • <u>Balance / Coordination</u>
	<u>Hockey</u>	<ul style="list-style-type: none"> • <u>Hockey stick</u> • <u>Pitch</u> • <u>Team</u> • <u>Intercept</u> • <u>Hit/Pass/Push/Dribble</u> • <u>Attackers / Defenders / Midfielders</u> • <u>Goal / Shoot</u> • <u>Obstruction</u>
	<u>Rugby (TAG)</u>	<ul style="list-style-type: none"> • <u>Tag</u> • <u>Try line</u> • <u>Touchline</u> • <u>Scoring a try</u> • <u>Free pass</u> • <u>Dummy</u> • <u>Overlap</u> • <u>Pass back</u> • <u>Knock on</u> • <u>Onside/Offside</u>

	<u>Target Games</u>	<ul style="list-style-type: none"> • <u>Shoot/ Hit / Throw</u> • <u>Judging distance</u> • <u>Accuracy</u> • <u>Aim</u> • <u>Tactics</u>
	<u>Netball</u>	<ul style="list-style-type: none"> • <u>High-Five</u> • <u>Attack</u> • <u>Defence</u> • <u>Intercept</u> • <u>Mark/Track</u> • <u>Anticipate</u> • <u>Shoot / Shot</u> • <u>Positions</u> • <u>Off-side</u> • <u>Centre Circle</u> • <u>3-feet distance</u> • <u>Footwork</u>
	<u>OAA</u> <u>Outdoor</u> <u>Adventurous</u> <u>Activities</u>	<ul style="list-style-type: none"> • <u>Orienteering</u> • <u>Map skills</u> • <u>Communication</u> • <u>Confidence / Self-esteem</u> • <u>Strength / Agility</u> • <u>Balance / Coordination</u> • <u>Personal barriers</u> • <u>Perseverance</u> • <u>Resilience</u> • <u>Determination</u> • <u>Risk-taking</u>

	<u>Kwik Cricket</u>	<ul style="list-style-type: none">• <u>Bats & Balls</u>• <u>Stumps / Wickets</u>• <u>Fielders</u>• <u>Bowler & Batters</u>• <u>Wicketkeeper</u>• <u>Underarm throw</u>• <u>Backing Up</u>• <u>Crease</u>• <u>Pace</u>• <u>Spin</u>• <u>Grip and Stance</u>• <u>Overthrow</u>• <u>Extras</u>• <u>Scores</u>• <u>Runs</u>
	<u>Athletics</u>	<ul style="list-style-type: none">• <u>Run, Jump, Throw</u>• <u>Speed</u>• <u>Baton Transfer</u>• <u>Approach</u>• <u>Scissor</u>• <u>Hop, skip, Jump</u>• <u>Landing</u>• <u>Height</u>• <u>Distance</u>• <u>Accuracy</u>• <u>Fitness, Health/Wellbeing</u>• <u>Equipment</u>

