

Intent:

The structure of our P.E curriculum is divided into three main components.

Performance and skill enables all children to copy, repeat and explore simple actions with basic control and coordination, linking all to skills and actions that best suit the activities.

Knowledge and analysis shows children can describe and comment on their own and peer's actions. They can show an understanding of how to exercise safely and describe their bodies feelings during activities.

Leadership and teamwork shows children can assist with setting out and removal of equipment safely and explain the effects of exercise on our bodies. They can work safely with others and in a pair on a set activity.

Term	Week/s	Topic/Theme <i>Steam</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Autumn 1	1 -3	Target activities / Tag game	<ul style="list-style-type: none"> To roll, kick or throw a ball at target with some accuracy and control. To show a simple underarm and overarm throw aiming at target. To catch a ball being thrown in a range of different ways by a partner or staff member. 	<p>Literacy – Reading, speaking and listening. Writing down scores and peer/self feedback. Questioning and using key words.</p> <p>Numeracy – Counting and keeping score. Scoring targets at different levels. Timing and problem solving.</p> <p>SMSC – Communication skills and working with others. Sense of achievement, morals and fair play. Social interaction in a competitive situation.</p>
	3-7	Tag Rugby / Tag Games	<ul style="list-style-type: none"> To show some understanding of spatial awareness when moving in different directions. To show good possession and defending techniques of the ball / equipment. To show some tackling strategies towards oncoming attackers 1 vs 1 / small group defending game. 	
	8 - 11	Football / Team Sports	<ul style="list-style-type: none"> To be able to hit, kick or throw a round object. Describing what they did. Planning simple movements. To track and receive a ball from a partner with some accuracy and ball control. To be able to work with a partner for a set activity. To copy, repeat and demonstrate some actions for techniques such as: shooting, passing and tackling. 	Gatsby 7
Autumn 2	12 -14	Team Building	<ul style="list-style-type: none"> To make a positive comment on their own and other's actions. Showing self and peer – assessment. To be able to work in a pair and support each other with effective actions and use of some skills. To identify some teamwork skills when playing a small group game. 	Gatsby 8

Spring 1		Gymnastic / Dance / Movement	<ul style="list-style-type: none"> • To move as freely as possible. • To understand and demonstrate how our bodies can make a range of shapes. • To experiment with different ways of moving. • Contribute a four step sequence of movements to be linked fluently. • To learn and follow a dance sequence to the best of your ability.
Spring 1		Fitness	<ul style="list-style-type: none"> • To recognise a component of fitness with a suggested activity e.g., flexibility – touching your toes. • To learn how to measure and record fitness levels with support. • To recognise fitness testing equipment and learn how to use it safely. • To understand and use a heart monitor to show the effects on your body. E.g. does your heart rate get faster or slower.
Spring 2		Team Sports / Basketball	<ul style="list-style-type: none"> • To learn and practise a range of passing techniques with support. • To perform a range of stances when passing, shooting and defending the ball. • To understand the role of a defender and apply some techniques with support. • To take part in team based game style situations with prompts throughout. • To identify areas of space when recognise when to travel.
Spring 2		Orienteering	<ul style="list-style-type: none"> • Students to be able to identify the 4 main points of the compass. • To be able to follow directional movement instructions. • To be familiar with a map and apply some map reading skills e.g. school grounds. • To follow directional instructions using and apply the 4 main compass components.
Summer 1		Unihoc / Cricket	<ul style="list-style-type: none"> • To understand the correct equipment for each sport and how to use it safely. • To learn and practise dribbling skills with a ball and stick for Unihoc. • To show some accuracy when batting / bowling and fielding with supported prompts. • To understand and try to follow the rules for a game style situation. • To learn the active role of a fielder or runner and to be prompted when demonstrating the role.
Summer 2		Athletics / Summer sports	<ul style="list-style-type: none"> • To be able to recognise track and field

			<p>events e.g running – track, javelin – field.</p> <ul style="list-style-type: none"> • To learn and practise specific skills for each athletic event e.g. the correct stance or position of body. • To apply learnt game skills and techniques to a range of summer sports. • To take part in an athletic event with some support through e.g. sports day / healthy lifestyles week. 	
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Intended impact:
Pupils will show some understanding of actions with basic control and coordination, linking skills to best suit a specific activity. They will have gained greater knowledge about the body during exercise and be able to show good peer and self-assessment. Pupils will also work quite effectively in a pair or small group game demonstrating team working skills.

