

**Intent:**

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

**Performance and skill** shows pupils can express themselves through repetitive, simple sequences and movement patterns. Demonstrations of developing control and coordination skills.

**Knowledge and analysis** enables children to show they are aware of the changes that happen to their bodies when they are active.

**Leadership and teamwork** shows listening to instructions and stopping and starting with some accuracy. Working closely in pairs, trios or small groups whilst being able to share and wait their turn.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words.</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to:  Literacy, Numeracy, SMSC  Gatsby Benchmarks
Autumn 1	1 -3	<b>Team Building</b>  <b>Key Vocabulary:</b> Communication skills Pair Cooperation Stability Object control Locomotion Team work Effectiveness	<ul style="list-style-type: none"> <li>To show some communicational skills when working in a pair or small group on a set activity.</li> <li>To understand what SOL means – Stability, Object control and locomotion.</li> <li>To be able to participate in paired or team games with effective cooperation.</li> </ul>	<p><b>Literacy –</b> <b>Reading:</b> Look at pictures, Reading with support and independently, Ask and answer questions, Give and listen to an opinion and Develop vocabulary. <b>Writing:</b> Write for a purpose e.g. taking scores and giving self/peer feedback, Present work e.g. dance movements and act on feedback. <b>GPS/ Spoken Language:</b> Speak coherently, take part in discussion, use new vocabulary and present performances.</p> <p><b>Numeracy –</b> Problem solving skills: Working systematically, visualisation, Trail and improvement. <b>Functional skills/knowledge:</b> Read analogue and digital clock, use a timetable of events. Geometry/position and direction knowledge: know positional and directional language (e.g. above, below, opposite, left, right). Measurement skills: Measure and record length/time and sequence events. Calculation skills: Addition / subtraction and use of concrete resources.</p> <p><b>SMSC –</b> Enjoy learning about themselves and others, Use imagination, Be creative with movement and performances, Reflect on own success e.g. sense of achievement, recognise right and wrong skills and techniques, cooperate with others, demonstrate mutual respect and participate in sport.</p>
Autumn 2	3-7	<b>Football</b>  <b>Key Vocabulary:</b> Skills Techniques Hit Kick Throw Plan Practice Perform Attacking Defending Spatial Awareness Self and Peer review Positive Feedback	<ul style="list-style-type: none"> <li>To choose and show a range of ways to – hit, kick or throw an object. Describe what they did. Plan simple movements.</li> <li>To know the difference between attacking and defending whilst showing some spatial awareness.</li> <li>To copy and demonstrate some understanding about possession and control skills.</li> <li>To identify areas of practise by self and peer reviewing an activity from the lesson.</li> </ul>	
	8 - 11	<b>Fitness</b>  <b>Key Vocabulary:</b> Fitness Strength Perform Pairs Motivate Positive Communication Pacing Technique Flexibility e.g. the range of movement from a joint.	<ul style="list-style-type: none"> <li>To understanding the term of fitness and identify fitness testing activities.</li> <li>To perform and name two components of fitness. E.g. Strength &amp; speed.</li> <li>To be able to work in pairs to count or motivate others and communicate positive comments to help others.</li> <li>To show some understanding about pacing and how to apply that technique.</li> <li>To show flexibility using a full range of movement.</li> </ul>	
	12 - 14	<b>Circuit training</b>  <b>Key Vocabulary:</b> Personal Fitness	<ul style="list-style-type: none"> <li>To show some understanding about why the heart rate changes during exercise.</li> </ul>	

		<p>Warm up Healthy Lifestyle Resting Heart rate Copy Practice Perform</p>	<ul style="list-style-type: none"> <li>To be able to record and measure resting heart rate to working heart rate.</li> <li>To perform the correct techniques at each station by copying and repeating action of each activity.</li> <li>To be able to read and show an understanding of how to record fitness testing results at each station.</li> <li>To show and apply safety rules and show an understanding of how to use each stations in a safe way.</li> </ul>	
Spring 1		<p><b>Gymnastics</b></p> <p><b>Key Vocabulary:</b> Bodily movements Confidence Skill Balance Coordination Safety Copy Practise Perform Stability Balance</p>	<ul style="list-style-type: none"> <li>To show some understanding about how our bodies can make shapes.</li> <li>To travel with some confidence and skill, around, under, over and through balancing and climbing equipment.</li> <li>To show some understanding that equipment and tools have to be used and put back away safely.</li> <li>To learn, practise and perform stability, balance and co-ordination stances.</li> </ul>	
		<p><b>Dance / Movement</b></p> <p><b>Key Vocabulary:</b> Movement Patterns in dance Control Coordination Freely Confidence Sequence Repetition</p>	<ul style="list-style-type: none"> <li>To show good control and coordination in large and small movements.</li> <li>To experiment a range of ways in which our bodies can move.</li> <li>To move freely and with confidence in a range of ways e.g. slithering, shuffling, rolling, crawling, walking, running, skipping.</li> <li>Contribute ideas to sequence 2 step movements repeatedly with some form of co-ordination.</li> <li>To be able to link sequenced movement fluently and possibly to music.</li> </ul>	
Spring 2		<p><b>Striking Games</b></p> <p><b>Key vocabulary:</b> Catching Accuracy Striking Stationary Rules Situation Techniques Tactics Apply</p>	<ul style="list-style-type: none"> <li>To showing catching and stopping a ball with accuracy.</li> <li>To strike a stationary or bowled ball in an intended direction.</li> <li>To understand the rules of different games and apply different techniques.</li> <li>Begin to understand the importance of warming up.</li> </ul>	
		<p><b>Team Sports</b></p> <p><b>Key Vocabulary:</b> Perform Skills Striking Fielding Situation</p>	<ul style="list-style-type: none"> <li>To perform striking and fields skills to the best of their ability.</li> <li>To use striking and fielding skills in a range of different game style situation.</li> </ul>	

		Competitive sport Cooperation Team work Fairness and respect Demanding	<ul style="list-style-type: none"> <li>To take part in competitive games.</li> <li>To play cooperatively with teammates.</li> </ul>	
Summer 1		<b>Summer Sports e.g. (Kwik cricket / rounders)</b>  <b>Key Vocabulary:</b> Consistency Throwing Catching Batting Fielding Techniques Rule Situation Roles and responsibilities Fairness and respect	<ul style="list-style-type: none"> <li>To develop the consistency of throwing and catching skills.</li> <li>To develop batting skills in rounders'.</li> <li>To develop a range of fielding techniques.</li> <li>To recognise and understand at least 1 rule for every game played.</li> <li>To understand the different roles and responsibilities of each player.</li> </ul>	
Summer 2		<b>Athletics</b>  <b>Key Vocabulary:</b> Skills Coordination Pace Techniques Cooperation Challenge Competitive sports	<ul style="list-style-type: none"> <li>To develop skills and coordination in running for speed.</li> <li>Learn to sustain pace for running longer distances.</li> <li>To learn skills and techniques for a range of athletic events.</li> <li>To take part in an athletic event and put your skills to practise.</li> </ul>	
<b>Intended impact:</b> Pupils will leave lower school with developed control and coordination skills for their physical performance. They will have gained greater knowledge about the changes their bodies make when being active. Also, pupils will cooperatively work in pairs, trios or small groups to show good team working skills.				

