

Curriculum Intent
Key Stages 1 & 2
Subject long-term planning
Subject: PE



**PENK VALLEY
ACADEMY TRUST**

*Learning
Together*



Key stage: EYFS

Subject: PE

Year: Rec

School: Marshbrook First School

	1	2	3	4	5	6
Title	Marvelous Me!	Let's Celebrate!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!
Overall intent – rationale	Dance/Gymnastics Children to participate in dance and gymnastics-based activities to support the topic (Ourselves) and develop body awareness and control	Games/Dance Children to participate in games and dance to support the topic (Celebrations)	Dance/Gymnastics Children to participate in dance and gymnastics-based activities to support the topic (Traditional Stories) and develop body awareness and control	Games/Dance Children to participate in games and dance-based activities to support the topic 'Animals'	Athletics/Forest School Children to participate in Athletics and 'Forest school' activities to support the topic and increase opportunities for outdoor learning	Athletics/Games Children to participate in Athletics and Games to develop and extend the skills already developed through the year
Why this? Why now? (PE used to support the Topic wherever possible)	Dance- Val Sabin dance scheme (Move in different ways- 'Mr. Jelly and Mr. Soft') Gymnastics- use of EYFS Gymnastics equipment to explore ways to travel on the equipment, naming and using different parts of the body	Dance- Dance and ring games based on a range of Celebrations/Party Games Games- 'Using a bean bag 'To continue with body awareness following Autumn 1 Topic. To develop further using a piece of apparatus.	Dance- Dance/ movement and drama based on retelling stories Gymnastics- develop use of EYFS Gymnastics equipment to develop skills developed in Autumn 1. Extend from travelling in different ways/on different body parts to rolling and balancing too	Dance- Val Sabin dance scheme (dances based on animals and their movement) Games- Ball skills- to develop skills from Autumn 2 (using a bean bag) to using a ball in different way (using hand and feet and aiming at a target)	Athletics- to now develop children's athletic skills in preparation for Sports Day (running events) Forest School-To use a woodland environment to develop physical skills such as climbing/swinging	Athletics- to now develop other skills such as throwing and jumping Games- to develop bat and ball skills to enable children to play rounders in teams
Key concepts knowledge & skills (Must be all three)	Students understand: <ul style="list-style-type: none"> • Movement • Shape • Rules • Health Students Know: <ul style="list-style-type: none"> • The names of simple 	Students understand: <ul style="list-style-type: none"> • Movement • Shape • Rules • Health Students Know: <ul style="list-style-type: none"> • People use movement 	Students understand: <ul style="list-style-type: none"> • Movement • Shape • Rules • Health Students Know: <ul style="list-style-type: none"> • We can use movement, dance 	Students understand: <ul style="list-style-type: none"> • Movement • Shape • Rules • Collaboration • Health Students Know:	Students understand: <ul style="list-style-type: none"> • Rules • Movement • Health • Collaboration Students Know: <ul style="list-style-type: none"> • We can run faster for short distances 	Students understand: <ul style="list-style-type: none"> • Movement • Rules • Collaboration • Health Students Know: <ul style="list-style-type: none"> • Many sports are played

	<p>parts of our bodies</p> <ul style="list-style-type: none"> We can move different parts of our bodies We can travel on different parts of our bodies <p>Students Can:</p> <ul style="list-style-type: none"> Travel on feet, hands and feet, knees, stomach and back Choose an appropriate way to travel on the apparatus Use their bodies to move in a 'strong' way and a 'floppy' way 	<p>and dance to help them celebrate</p> <ul style="list-style-type: none"> We can balance a bean bag on different parts of our bodies We can throw, catch and aim at a target using a bean bag <p>Students Can:</p> <ul style="list-style-type: none"> Join in with party and ring games, following simple rules Balance a bean bag on different part of their body Throw and catch a ban bag 	<p>and drama to tell a story</p> <ul style="list-style-type: none"> We can travel in different directions We can balance on different parts of our bodies We can use our core muscles to perform a pencil roll <p>Students Can:</p> <ul style="list-style-type: none"> Use movement, dance and drama to help tell a familiar story Travel in different directions on the apparatus Balance on one leg and hold for a few seconds Attempt to hold a balance using different parts of their body Perform a pencil roll 	<ul style="list-style-type: none"> We can use movement to move like different animals We can throw, catch and kick a ball We need to use our hands and eyes together to be able to throw and catch a ball <p>Students Can:</p> <ul style="list-style-type: none"> Use movement to pretend to be different animals Match movements to music Throw and catch a large ball Kick a large ball around obstacles (cones) 	<p>and slower for longer distances</p> <ul style="list-style-type: none"> We use our arms and legs to help us run We can climb and swing in the forest area There are rules that keep us safe <p>Students Can:</p> <ul style="list-style-type: none"> Run between the marked lines (sports track) Run a longer distance changing the pace they run Follow the rules (Forest School) and understand why they are important 	<p>using a bat and ball</p> <ul style="list-style-type: none"> To play rounders we need to work as a team When fielding we need to throw the ball back to the bowler <p>Students can:</p> <ul style="list-style-type: none"> Balance a ball on a bat Hit a ball up and down bouncing it on a bat Work together to move round from base to base during a game of rounders Show an awareness of fielding and try to throw the ball back to the bowler
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Key stage: 1

Subject: PE

Year: 1

School: Marshbrook First School

	Half term 1	2	3	4	5	6
Title	Dance – Ourselves Forest School	Dance – Great Fire of London Forest School	Gymnastics – Shape Forest School	Gymnastics – Movement Games – Striking & Fielding	Athletics Games – Net & Wall	Athletics Games – Invasion
Overall intent – rationale	Students should be taught to perform dances using a range of movement patterns.	Students should be taught to perform dances using a range of movement patterns.	Students should be taught to develop flexibility, strength, technique, control and balance through gymnastics.	In gymnastics students should be taught to develop flexibility, strength, technique, control and balance. In cricket students should be taught to hit a ball accurately, run between wickets, bowl a ball, field by running, catching and throwing and working as a team.	In Athletics students should be taught to warm up appropriately, sprint short distances at speed, run longer distances with pace and speed, throw beanbags and javelins accurately and over distance. In tennis students should be taught to hold a tennis racket accurately, serve a ball, hit a ball allowing maximum one bounce and aim to correct place on tennis court.	In Athletics students should be taught to warm up appropriately, sprint short distances at speed, run longer distances with pace and speed, throw beanbags and javelins accurately and over distance. In games students should be taught the skills to pass and receive a ball in different ways including passing with hand (handball, basketball, netball) passing with feet (football) and passing using a hockey stick
Why this? Why now?	Students followed the Val Sabin dance scheme in Reception and this new scheme now follows on	Students followed the Val Sabin dance scheme in Reception and this new scheme now follows on	Students used the Foundation EY's apparatus to perform gymnastics pre-skills and now need to prepare and practice skills using mats and small apparatus.	Students used the Foundation EY's apparatus to perform gymnastics pre-skills and practiced the skills using mats and small apparatus in the Autumn term of Year 1 and will now transfer onto the larger Key Stage 1 apparatus Children practiced skills of running, hitting a ball, batting a ball and catching and throwing a ball in	Children have ran sprinting races in Sports Day in Reception and long distance skills through running the mile a day. Children learnt basic throwing skills using a ball. Children used basic bats and balls to practice hitting a ball in Reception	Children have ran sprinting race in Sports Day in Reception and long distance skills through running the mile a day. Children learnt basic throwing skills using a ball. Children learnt basic passing and receiving skills with a variety of balls and objects such as beanbags and now

				Reception as separate skills and now need to combine them all in sports and games.		need to develop these skills towards playing team games.
<p>Key Concepts Knowledge & skills</p> <p>(Must be all three)</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Shape • Collaboration • Health <p>Students know: How our bodies move in general and personal space That the tempo of the music affects how fast or slow the dance movements are How different feeling affect our dance like happiness, sadness or anger How our bodies feel and change after exercise</p> <p>Students can: Perform basic travelling skills using different parts of the body Show turn, roll, jump and fall Change direction, speed, space and level Work co-operatively with a partner Move imaginatively to express emotion Copy and remember simple set motifs and perform confidently</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Shape • Collaboration • Health <p>Students know: The different stages and events in order of the Great Fire of London How to move safely and confidently in general space exploring different speed, level and direction</p> <p>Students can: Perform a fire-dance using skills of pattern, level, direction and space Show a clear beginning, middle and ending to their dance Perform movement sequences using a range of body actions and body parts</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Shape • Rules • Health <p>Students know: That warming up stretches our muscles and prepares and protects our bodies The names of the basic core shapes The name and shapes of the balances The names and shape of the jumps The names and shapes of the rolls</p> <p>Students can: On the floor on mats perform a variety of core shapes and balances such as back balance, bottom balance, tummy balance, balance on 2, 3 and 4 points of the body and a bridge Perform jumps (star, straight, tuck, straddle and pike) Perform forward, backwards, side and teddy bear rolls</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Shape • Rules • Collaboration • Health <p>Students know: That warming up stretches our muscles and prepares our bodies The names of the basic core shapes The name and shapes of the balances The names and shape of the jumps The names and shapes of the rolls</p> <p>Students know: That warm up stretches our muscles and prepares our bodies That exercise is healthy both physically and mentally and our heart rate increases with activity which is keeps our heart healthy How to bowl a ball correctly to the batter How to hold a cricket bat correctly and hit the ball What constitutes a run How to catch and throw a ball accurately</p> <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Shape • Rules • Collaboration • Health <p>Students know: That warming up and stretching muscles stops injuries while running That when we run our heart rate increases to keep our heart healthy</p> <p>Students know: That warm up stretches our muscles and prepares our bodies That exercise is healthy both physically and mentally and our heart rate increases with activity which is keeps our heart healthy How to hit a ball over the net Which part of the court the ball needs to bounce on to score Which areas of the court are not allowed points How to serve a ball accurately How the rules and scoring works</p> <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Shape • Rules • Collaboration • Health <p>Students know: How to throw a beanbag accurately underarm over a distance How to throw a javelin accurately overarm over a distance in a straight line</p> <p>Students know: How to pass a ball using hands, feet or sticks How to catch a ball</p> <p>Students can: Throw a beanbag accurately under arm over a distance in a straight line Throw a javelin over arm over a distance in a straight line</p> <p>Students can: Pass a large or small ball to their peers using overarm, underarm or chest pass Catch a ball accurately with one of two hands Pass a foot ball using side of foot Dribble a football</p>

				<p>On the apparatus perform a variety of core shapes and balances such as back balance, bottom balance, tummy balance, balance on 2, 3 and 4 points of the body and a bridge</p> <p>Perform jumps (star, straight, tuck, straddle and pike)</p> <p>Perform forward, backwards, side and teddy bear rolls</p> <p>Students can: Hold a bat with two hands on the handle and the base on the ground to the left or right Hit the ball to the 40 or 60 metre boundary to meet score Catch a ball accurately with one or two hands Throw the ball under and over arm accurately Bowl a ball under and over arm to a target (batter) Run between wickets at speed to score points</p>	<p>Run at speed over short distance in a straight line up to 40 metres</p> <p>Run a distance using various pace and speed up to 600 metres</p> <p>Students can: Hold a tennis bat on handle Bat the ball using under and over arm techniques with maximum of one bounce Bat the ball to correct part of court Serve a ball both under and overarm Recognise if they have scored a point</p>	<p>Kick a football at a target (player on same team or at goal)</p> <p>Get possession of a ball from the opposite team by tackling</p>
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Key stage: 1

Subject: PE

Year: 2

School: Marshbrook First School

	1	2	3	4	5	6
Title	Dance – Dragons & Castles Games – Striking & Fielding - Cricket	Gymnastics – Core Skills Games – Invasion - Hockey	Dance – Under The Sea Games – Invasion – Basketball/Football	Gymnastics – Apparatus Games – Net & Wall – Tennis Forest School	Athletics – Running, throwing and sports day Forest School	Athletics – Running, throwing and sports day Forest School

<p>Overall intent – rationale</p>	<p>For Dance students should be taught to perform dances using a range of movement patterns.</p> <p>For Games students will do cricket following the Chance To Shine cricket planning delivered by the sports coaches.</p>	<p>For gymnastics students should be taught to develop flexibility, strength, technique, control and balance through gymnastics.</p> <p>For hockey students will follow the scheme delivered by sports coaches.</p>	<p>For dance students should be taught to perform dances using a range of movement patterns.</p> <p>For games students will do a combination of basketball and football delivered by the sports coaches.</p>	<p>For gymnastics students should be taught to develop flexibility, strength, technique, control and balance through gymnastics.</p> <p>For games students will do tennis delivered by the sports coaches.</p>	<p>In running children will learn about the difference between walking and running and learn how to run at speed over a short distance and then using pace and speed to run over long distances.</p>	<p>Children will learn to throw using different resources - beanbags and javelin</p>
<p>Why this? Why now?</p>	<p>For Dance students followed the Val Sabin dance scheme in Reception and in Year 1 they did the scheme. This same scheme with different topics will now follow on at Year 2 level.</p> <p>For Games students followed the Chance To Shine cricket planning in Year 1 and this will now progress within the Year 2 same scheme.</p>	<p>For gymnastics children learnt the core skills in Year 1 and these will now to developed at Year 2 level</p>	<p>For dance students followed the Val Sabin dance scheme in Reception and in Year 1 they did the scheme. This same scheme with different topics will now follow on at Year 2 level.</p>	<p>For gymnastics children learnt the core skills in Autumn 2 on small apparatus and mats and will now progress onto the large Key Stage 1 apparatus.</p> <p>For games students learnt tennis skills in Year 1 and will now develop their skills in Year 2.</p>	<p>This athletics unit will progress from one taught in Year 1</p>	<p>This athletics unit will progress from one taught in Year 1</p>
<p>Key concepts knowledge & skills</p> <p>(Must be all three)</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Shape • Collaboration • Health <p>Students know: The fundamental movement skills of agility, balance and coordination How to work individually and with others</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Shape • Rules • Health <p>Students know: That warming up stretches our muscles and prepares and protects our bodies The names of the basic core shapes The name and shapes of the balances The names and shape of the jumps</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Shape • Collaboration • Health <p>Students know: About contrasts in weight How underwater creatures move How to work individually, in pairs and in groups.</p> <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Shape • Rules • Collaboration • Health <p>Students know: That warming up stretches our muscles and prepares our bodies The names of the basic core shapes The name and shapes of the balances The names and shape of the jumps</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Rules • Health <p>Students know: That warming up and stretching muscles stops injuries while running That when we run our heart rate increases to keep our heart healthy.</p> <p>Students can: Run at speed over short distance in a straight line up to 40 metres</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Movement • Rules • Health <p>Students know: How to throw a beanbag accurately underarm over a distance How to throw a javelin accurately overarm over a distance in a straight line</p> <p>Students can: Throw a beanbag accurately under arm over a distance in a straight line</p>

	<p>A variety of basic movement patterns</p> <p>Students can: Show a range of travelling movements as a dragon including galloping, hopping, bouncing, skipping and jumping Stretch and shake their bodies Tense and relax their body muscles Change dance movements in response to dynamics of music</p>	<p>The names and shapes of the rolls</p> <p>Students can: On the floor on mats perform a variety of core shapes and balances such as back balance, bottom balance, tummy balance, balance on 2, 3 and 4 points of the body and a bridge Perform jumps (star, straight, tuck, straddle and pike) Perform forward, backwards, side and teddy bear rolls</p>	<p>Show skills of different level, direction, speed and dynamics Travel at contrasting speeds of slow and fast to represent different sea creatures Travel in different ways – galloping, hopping, bouncing, skipping, jumping, on tiptoes, zig-zags and sideways steps Show dance movements such as turning, rolling stretching and shaking</p>	<p>The names and shapes of the rolls</p> <p>Students can: On the apparatus perform a variety of core shapes and balances such as back balance, bottom balance, tummy balance, balance on 2, 3 and 4 points of the body and a bridge Perform jumps (star, straight, tuck, straddle and pike) Perform forward, backwards, side and teddy bear rolls</p>	<p>Run a distance using various pace and speed up to 600 metres</p>	<p>Throw a javelin over arm over a distance in a straight line</p>
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Key stage: 2

Subject: PE

Year: 3

School: Marshbrook First School

	Half term 1	2	3	4	5	6
Unit Title	Gymnastics - Shape	Gymnastics - Movement	Dance - Cheerleading	Games - Hockey	Swimming	Swimming
<p>Overall intent – rationale</p> <p>Why this? Why now?</p>	<p>Students should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>In Y2, children completed two gymnastics units of work to lead onto these units.</p>	<p>Students should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>In Y2, children completed two gymnastics units of work to lead onto these units.</p>	<p>Students should be taught to perform dances using a range of movement patterns.</p> <p>In Y2, children completed two dance units called 'Knights and Dragons' and 'Under the Sea'</p>	<p>Students should be taught to 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.</p>	<p>Students 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] and</p>	<p>Students 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] and perform safe self-</p>

				In Y2, children completed games units including football and hockey to develop skills such as attacking and defending	perform safe self-rescue in different water-based situations.	rescue in different water-based situations.
<p>Key concepts knowledge & skills</p> <p>(Must be all three)</p>	<p>Students understand:</p> <ul style="list-style-type: none"> • Shape • Movement • Collaboration <p>Students know:</p> <ul style="list-style-type: none"> • The names of different body positions. • What symmetrical means. <p>Students can:</p> <ul style="list-style-type: none"> • perform static body shapes. • explain how strength and suppleness affect performance. • adapt sequences to suit different types of apparatus and criteria. • Control and use the hand apparatus in a variety of ways. • create symmetrical body shapes. 	<p>Students understand:</p> <ul style="list-style-type: none"> • Shape • Movement • Collaboration <p>Students know:</p> <ul style="list-style-type: none"> • The names of different jumps. • The names of different body positions. • Know how to perform a jump safely. <p>Students can:</p> <ul style="list-style-type: none"> • Take off and land safely. • perform a variety of jumps. • Jump with control. • Begin and end in the correct position. • Demonstrate good body control and strength in my movements. 	<p>Students understand:</p> <ul style="list-style-type: none"> • Shape • Movement • Collaboration <p>Students know:</p> <ul style="list-style-type: none"> • The names of basic cheer movements <p>Students can:</p> <ul style="list-style-type: none"> • Move to the rhythm of a beat. • To count in beats of 8. • Work collaboratively to create a routine. 	<p>Students understand:</p> <ul style="list-style-type: none"> • Rules • Movement • Collaboration <p>Students know:</p> <ul style="list-style-type: none"> • How to hold a hockey stick correctly. • That they need to dribble a ball with control. <p>Students can:</p> <ul style="list-style-type: none"> • Apply basic principles suitable for attacking and defending. • Dribble a ball with control. • Hold a hockey stick correctly. • Pass to another player accurately. 	<p>Students understand:</p> <ul style="list-style-type: none"> • Health • Safety • Movement <p>Students know:</p> <ul style="list-style-type: none"> • The names of a range of strokes. • How to behave appropriately near water. <p>Students can:</p> <ul style="list-style-type: none"> • use a range of strokes effectively. • perform safe self-rescue in different water-based situations. • swim competently, confidently and proficiently over a distance of at least 25 metres. 	<p>Students understand:</p> <ul style="list-style-type: none"> • Health • Safety • Movement <p>Students know:</p> <ul style="list-style-type: none"> • The names of a range of strokes. • How to behave appropriately near water. <p>Students can:</p> <ul style="list-style-type: none"> • use a range of strokes effectively. • perform safe self-rescue in different water-based situations. • swim competently, confidently and proficiently over a distance of at least 25 metres.

Key stage: 2

Subject: PE

Year: 4

School: Marshbrook First School

	1	2	3	4	5	6
Title	Gymnastics - core skills and routines (teacher led) & invasion games - basketball/ football (sports coaches).	Dance - Electricity (teacher led) & invasion games - hockey (sports coaches)	Gymnastics - apparatus and routines (teacher led) & net and wall games - tennis (sports coaches)	Dance - Tudors (teacher led) & forest fun (specialist teacher)	Athletics & forest fun (specialist teacher)	Striking and fielding games - cricket (teacher led) & forest fun (specialist teacher)
Overall intent – rationale Why this? Why now?	<p>Students should be taught to develop flexibility, strength, technique, control and balance [for example, through gymnastics]</p> <p>In Years 1-3 children have developed the key techniques for gymnastics. In Year 4 they will continue to develop these skills as well as combine skills to create routines that can be performed on and off the equipment.</p>	<p>Students will use a variety of movements with strength, control, balance and technique both on their own and in combination. They will work collaboratively and independently to create and improve a dance. They will perform and evaluate a dance.</p> <p>In Years 1-3 children have developed a variety dances. In this unit of work, they will be creating a dance to support their science topic on electricity.</p>	<p>Students should be taught to develop flexibility, strength, technique, control and balance [for example, through gymnastics]</p> <p>In Years 1-3 children have developed the key techniques for gymnastics. In Year 4 they will continue to develop these skills as well as combine skills to create routines that can be performed on and off the equipment.</p>	<p>Students should be taught to perform dances using a range of movement patterns.</p> <p>In Years 1-4 children have developed a variety dances. In this unit of work, they will be creating a dance to support their history topic on Tudors.</p>	<p>In this unit children concentrate on developing good basic running, jumping & throwing techniques. They are set challenges for distance and time that involve using different styles & combinations of running, jumping & throwing. Children think about how to achieve the greatest speed, height, distance or accuracy.</p> <p>In Year 1, children have developed different techniques for running and throwing skills. They will further develop these skills alongside jumping techniques.</p>	<p>In cricket students should be taught to hit a ball accurately, run between wickets, bowl a ball, field by running, catching and throwing and working as a team.</p> <p>In Year 1 the children developed their bowling, fielding and batting skills. They will continue to develop and hone these skills in order to play a competitive game of cricket.</p>
Key concepts knowledge & skills (Must be all three)	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> • Movement • Shape • Rules • Health <p><u>Students know:</u></p> <ul style="list-style-type: none"> • That warming up stretches our muscles and prepares and protects our bodies. • The names and techniques to create core shapes, balance. 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> • Movement • Shape • Collaboration <p><u>Students know:</u></p> <ul style="list-style-type: none"> • That warming up stretches our muscles and prepares and protects our bodies. • The techniques to create different travel, shape and jumps that are performed safely. 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> • Movement • Shape • Rules • Health <p><u>Students know:</u></p> <ul style="list-style-type: none"> • That warming up stretches our muscles and prepares and protects our bodies. • The names and techniques to create core shapes, balance. 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> • Movement • Shape • Collaboration <p><u>Students know:</u></p> <ul style="list-style-type: none"> • Movements that were typically incorporated into Tudor dances and why. • What working in unison, duet and 'call and response' means. 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> • Movement • Rules • Health <p><u>Students know:</u></p> <ul style="list-style-type: none"> • How to accelerate quickly from a stationary position. • That rules are important for safety in field activities. 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> • Movement • Collaboration • Rules • Health <p><u>Students know:</u></p> <ul style="list-style-type: none"> • Make a star shape side on to the target when bowling, release the ball from a straight arm which brushes the ear on its way past.

	<p>jumps, travel and rolls that are performed safely.</p> <p><u>Students can:</u></p> <ul style="list-style-type: none"> On the floor or mats perform a variety of core shapes, balances, jumps and rolls. On the floor or mats combine shapes, balances, jumps and rolls to create a routine. <p>Evaluate the effectiveness of their own and each other's routines.</p>	<ul style="list-style-type: none"> What working in unison and cannon means. <p><u>Students can:</u></p> <ul style="list-style-type: none"> Collaborate with a partner to perform a sequence of movements that are in unison and cannon. Perform their dances with musicality and timing. Give feedback to others about their performance. 	<p>jumps, travel and rolls that are performed safely.</p> <p><u>Students can:</u></p> <ul style="list-style-type: none"> On the apparatus perform a variety of core shapes, balances, jumps and rolls. On the apparatus combine shapes, balances, jumps and rolls to create a routine. <p>Evaluate the effectiveness of their own and each other's routines.</p>	<p><u>Students can:</u></p> <ul style="list-style-type: none"> Follow instructions to recreate Tudor dances. Perform dances with musicality and timing. Create a sequence of movements suitable for a Tudor dance. Work collaboratively in pairs and as a class. Change level, speed and direction in their dance. Rehearse, perform, improve and evaluate dances. 	<ul style="list-style-type: none"> Know about different running techniques for speed and distance. Know about different throwing techniques. Know about different jumping techniques. Know techniques to effectively pass a baton. <p><u>Students can:</u></p> <ul style="list-style-type: none"> Develop fluency and coordination in running for speed. Develop speed and pace judgement when running for distance. Throw an object with force and accuracy. Take off and land in a fluent and coordinated way when jumping. Develop fluency and control when putting jumps together. Work together as a team (relay). 	<ul style="list-style-type: none"> To watch the ball all the way to the hands when catching and create a big catching area with your hands like an open book. Create a side-on position to throw from and use the non-throwing arm to aim at the target. Make contact with the ball using the full face of the bat and watch the ball with your eyes when striking. <p><u>Students can:</u></p> <ul style="list-style-type: none"> Adapt the force of a bowl to hit a target. To practise and consolidate catching skills. To retrieve and throw a ball with accuracy. To develop striking skills using a bat.
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