

PE
PHYSICAL LITERACY IS MOVING WITH CONFIDENCE AND COMPETENCE IN A WIDE VARIETY OF PHYSICAL ACTIVITIES IN MULTIPLE ENVIRONMENTS THAT BENEFIT THE DEVELOPMENT OF THE WHOLE CHILD

Curriculum Drivers:
Personal – our world - context – society
Originality – oracy – adventure – risk – aspiration – creativity
Well-being – mental and physical – meta cognitive – learning powers
Environment and Nature – environment – sustainability
Real – Here and Now - current affairs – topical

Knowledge (SL)

Skills (SL)

Context (Teacher)

What should all pupils know having been to Akrotiri School? (SL and Teacher)

Year 1	<ul style="list-style-type: none"> 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 perform dances using simple movement patterns participate in team games, developing simple tactics for attacking and defending 	<p>Gymnastics, Dance and Movement</p> <ul style="list-style-type: none"> Stretch or curl their body (i.e. into a ball shape) Roll, curl, travel and balance in different ways Move and stop safely Adjust speed and direction when moving around a space (inc. in games) Jump safely from two feet to two feet Balance on one leg (for 10 seconds or more) Climb safely using hands and feet Copy simple sequences and repeat them Put moves and shapes together to make a short dance Show rhythm in dance Choose the best movements to show different ideas Perform their own dance moves 	
		<p>Games</p> <ul style="list-style-type: none"> Throw and catch a ball using two hands Throw a ball or beanbag underarm towards a target or with a partner Kick a ball forwards in a straight line Hit a ball with a bat Move to catch or collect a ball, maintaining balance Decide where to stand to make a game difficult for the other team Begin to show the ability to pass and combine with other members of the team 	
		<p>Evaluation</p> <ul style="list-style-type: none"> Describe what they have enjoyed about an activity Talk about what they have done Describe what others have done 	

Overarching Principles...Honesty Empathy Aspiration Respect Teamwork

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Year 2	<ul style="list-style-type: none"> 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 perform dances using simple movement patterns participate in team games, developing simple tactics for attacking and defending 	<p>Gymnastics, Dance and Movement</p> <p>Perform basic gymnastic positions (straight, star, tuck, straddle and pike) Balance on different body parts, with control Travel in different ways on their feet, or on hands and feet Begin to show contrasts i.e. shapes (e.g. straight/curved) and actions (e.g. fast/slow) Link several actions together to make a sequence (in gymnastics or dance) Make smooth transitions when changing actions e.g. jogging to skipping Jump and land safely from low apparatus Plan and perform a sequence or dance (inc. with a partner) Perform a sequence by linking two or more actions Use dance to show a mood or feeling.</p>	<ul style="list-style-type: none">
		<p>Games</p> <p>Throw and catch a tennis ball or beanbag with a partner Dribble a ball forwards using their feet or with a hockey stick and be able to stop it Throw, kick or strike a ball into a target/goal Pass a ball (or beanbag) in a simple team game by throwing and catching Use kicking, rolling and hitting skills in simple games Follow rules to play games Decide on the best space or position to be in during a game Show some tactical awareness for the game they are playing e.g. attack and defence</p>	
		<p>Evaluation</p> <p>Begin to identify differences between their own and others' performances Describe what has gone well and why Suggest how a performance could be improved Make changes to their work (e.g. a sequence) following feedback</p>	

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Year 3	<ul style="list-style-type: none"> 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. 	Gymnastics, Dance and Movement	<p>Perform basic gymnastic positions (straight, star, tuck, straddle and pike) accurately, incorporating them into routines</p> <p>Choose and plan short sequences of contrasting actions</p> <p>Begin to plan and perform longer gymnastics sequences on the floor</p> <p>Travel in different ways on the floor, showing control, consistency and fluency (plus expression in dance)</p> <p>Repeat, remember and perform sequences/phrases in gymnastics or dance</p> <p>Perform a dance to an accompaniment</p> <p>Improvise freely and translate ideas from a stimulus into movement</p> <p>Share and create phrases with a partner and small group</p>	<ul style="list-style-type: none">
		Games	<p>Follow rules to play games fairly</p> <p>Send a ball accurately over 5-10m</p> <p>Dribble a ball using my feet, or with a hockey stick, with control</p> <p>Throw and catch with control</p> <p>Keep control of a ball (e.g. with feet, hands, hockey-stick) when travelling or changing direction</p> <p>Show awareness of space and use it to support team-mates and cause problems for the opposition</p>	
		Athletics	<p>Run at fast, medium or slow speeds, changing speed and direction</p> <p>Take part in a relay, remembering when to run and what to do</p> <p>Jump from two feet to two feet, aiming for distance (i.e. a standing long jump)</p>	
		Swimming	<p>Swim for at least 5-10 metres on their front without a buoyancy aid</p> <p>Using floats, swim with a controlled leg kick on front and back (across the pool)</p>	
		Evaluation	<p>Say how their work is similar to and different from others'</p> <p>Apply learning to improve their performance</p>	

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Year 4	<ul style="list-style-type: none"> 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. 	Gymnastics, Dance and Movement	<p>Perform a wider range of positions with control and accuracy e.g. front and back support, arch and dish, v-sit</p> <p>Perform a forward roll safely, starting and finishing on their feet</p> <p>Link actions and shapes together fluently to create short sequences</p> <p>Work with a partner to plan, perform and improve a sequence involving at least 7 elements, including some variation in shape, speed and direction</p> <p>Use dance to show a mood or feeling</p> <p>Perform a sequence by linking two or more actions</p> <p>Create dances and movements that convey a definite idea.</p>	<ul style="list-style-type: none">
		Games	<p>Follow rules in more challenging team games e.g. rounders, hockey</p> <p>Throw, catch, strike and field a ball with control and accuracy</p> <p>Dribble a ball and change direction, keeping control of the ball</p> <p>Begin to show the ability to adapt tactics i.e. attack and defence</p> <p>Work effectively as part of a team</p> <p>Vary tactics and adapt skills depending on what is happening in a game</p> <p>Keep possession of the ball</p>	
		Athletics	<p>Run at a speed appropriate to the distance being run (i.e. showing ability to pace themselves)</p> <p>Demonstrate a range of throwing actions using a variety of objects</p> <p>Perform a two footed jump with a run-up, aiming for distance</p>	
		Swimming	<p>Swim for at least 10m on front and back</p> <p>Enter the water safely using a straddle entry (deeper water)</p>	
		Evaluation	<p>Show a good understanding of the importance/benefits of warming-up before exercise</p> <p>Watch, describe and suggest possible improvements to others' performances</p> <p>Make improvements to their own performances following feedback or observation (video)</p>	

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Year 5	<ul style="list-style-type: none"> 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. 	Gymnastics, Dance and Movement	<p>Show control and accuracy in the execution of shapes and actions</p> <p>Perform longer sequences (at least 7 elements) showing more complexity and variation, including use of apparatus, and of synchronization and canon</p> <p>Show different ways of turning, inc. straddle roll ('teddy bear' roll), 180 degree jump</p> <p>Show understanding of symmetry and asymmetry in shape and actions</p> <p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Compose their own dances in a creative way</p> <p>Show clarity, fluency, accuracy and consistency</p>		
		Games	<p>Apply pressure to the opposition (i.e. to regain possession) through marking and anticipation</p> <p>Pass, dribble and shoot with control in games</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal</p> <p>Field confidently in striking and fielding games</p> <p>Use forehand and backhand in racquet sports</p> <p>Strike the ball with control with a bat or racquet</p>		
		Athletics	<p>Demonstrate the capacity to learn and refine specific throwing and jumping techniques</p> <p>Demonstrate stamina and improve this over a period of time through practice</p>		
		Swimming	<p>Swim on front or back, maintaining a consistent arm and leg action, for 25m</p> <p>Tread water safely and confidently in deeper water</p> <p>Jump into the water safely using straddle and pencil entries</p>		
		Evaluation	<p>Display a positive attitude to improving their level of skill and performance, not just on winning, or on completing a task</p> <p>Pick out things that can be improved in performances and suggest ideas and practices to make them better.</p> <p>Identify specific benefits of different types of exercise and warm-up activities e.g. core strength, flexibility, speed</p>		

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Year 6	<ul style="list-style-type: none"> 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. 	<p>Gymnastics, Dance and Movement</p> <p>Can perform a wide range of shapes and actions with control and accuracy Incorporate partner balances into a sequence e.g. at the beginning Incorporate apparatus into a sequence, navigating safely over, through and under apparatus Show variation in both gymnastics and dance, including speed, direction, shape, actions and use of canon/synchronisation Plan and perform sequences which flow well together, with smooth transitions Perform with high energy, show grace or other themes and maintain this throughout a piece Express an idea in original and imaginative ways</p>	<ul style="list-style-type: none">
	<p>Games</p> <p>Link intelligently with other players within a team game through passing and movement Can lead others in a game situation act as a good role model within a team Can umpire or referee a game Play to agreed rules, demonstrating a sporting attitude Select and perform combinations of sending and striking skills, with confidence, accuracy and consistency, e.g. striking a ball in cricket, forehand and backhand in tennis Use, adapt and apply tactics, choosing the most effective one for different situations Work with others to design a game, or modify an established game</p>		
	<p>Athletics</p> <p>Demonstrate good control, strength, speed and stamina in a variety of athletic events Effectively pace themselves over a variety of running distances</p>		
	<p>Swimming</p> <p>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</p>		
	<p>Evaluation</p> <p>Explain the short and long term effects of exercise Lead a warm-up activity Demonstrate a good understanding of how to improve in different physical activities and sports and the ability to evaluate and recognise their own success</p>		

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