

PHYSICAL EDUCATION/ Personal, Social, Health Economic Education (PSHE) / **Relationships Education, RSE and Health Education**

All year groups in KS1 and KS2 will cover all PE strands: games, gymnastics, dance, athletics and outdoor and adventurous activities, as well as Physical Health and Mental Wellbeing objectives taken from the Relationships and Health Education statutory framework. Lessons will be based upon QCA Core Tasks, the titles of which and some of the objectives, are given below. These can be found on SharePoint, our school network and our website. These will be supplemented by other resources from Durham LA and other sources. At points during the year, each year group will receive at least one block of 5-week specialist coaching provided by SSP (Sedgefield Sports Partnership). This will replace the unit below and will change year on year.

Children in Y3 go swimming every week during the year apart from an eight week block in the Summer Term which is dedicated to top-up swimming for Y5 and Y6 (4 weeks each). This means that at points in KS2 (currently Y3, Y5 and Y6) all children will have swimming lessons – these are timetabled by Durham LA.

Our aim is for our children to be as active as possible. PE lessons, playtimes and lunchtimes are supplemented by Active 15 in class daily, along with the offer of after-school activities.

We aim to ensure that children understand that physical health and mental wellbeing are interlinked and that good physical health contributes to good mental wellbeing. We want our children to be confident to seek help and know how to get it if they have any concerns about their physical or mental health.

	Autumn	Spring	Summer
EYFS	<p>In the EYFS there are three characteristics of effective teaching and learning:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and ‘have a go’; • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. <p>Physical Development: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>Early Learning Goals - 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.</p> <p>Early Learning Goals - 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.</p> <p>Children who are 3-4 will be learning to: - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills; - Go up steps and stairs, or climb up apparatus, using alternate feet; - Skip, hop, stand on one leg and hold a pose for a game like musical statues; - Use large-muscle movements to wave flags and streamers, paint and make marks; - Start taking part in some group activities which they make up for themselves, or in teams; - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm; - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width; - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel; - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks; - Use one-handed tools and equipment, for example, making snips in paper with scissors; - Use a comfortable grip with good control when holding pens and pencils; - Show a preference for a dominant hand; - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Children in Reception will be learning to: - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing; - Progress towards a more fluent style of moving, with developing control and grace; - Develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming; - Develop their small motor skills so that they can use a range of tools competently, safely and confidently; - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor; - Combine different movements with ease and fluency; - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group; - Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming; - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball; - Develop the foundations of a handwriting style which is fast, accurate and efficient; - Further develop the skills they need to manage the school day successfully: for example, lining up, queuing and mealtimes.</p> <p>Vocabulary: <i>moving, slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, jogging, leaping, galloping, tiptoeing, rocking, swinging, stomping, bouncing, bending, stretching, twisting, turning, dodging, chase, race, climb, mount, land, space, speed, stop, start, stopping, starting, slowly, quickly, fast, forwards, backwards, sideways, up, down, direction, obstacle, pushing, patting, catching, throwing, kicking, aim, grip, under, over, through, balance, warm up, cool down, practise, repeat, breathe, relax, rest, exercise, sleep, health, safe, risk, wash, clean, team.</i></p>		

KS1	<p>Physical Health and Mental Wellbeing (PHMW) objectives will be taught across the units and will be age appropriate and the needs of the children will be taken into account. By the time our children leave Y6 they should know:</p> <p>PHMW – Mental Wellbeing Topic 1 (Mental Wellbeing): <i>Pupils should know:</i></p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health; • the benefits of physical exercise and time outdoors on mental wellbeing and happiness. <p>PHMW – Mental Wellbeing Topic 3 (Physical Health and Fitness): <i>Pupils should know:</i></p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle; • the importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily mile or other forms of regular, vigorous exercise; • the risks associated with an inactive lifestyle (including obesity); • how and when to seek support including which adults to speak to in school if they are worried about their health. 					
Y1	<p>Ten Point Hoops (Games) see Core Task</p> <p>Key skills: Change speed and direction. Roll & throw underarm/overarm to a partner Throw at a range of targets. Monitor their breathing. Play co-operatively and competitively with a partner/team of 3. Control and make decisions when playing with balls of various sizes & shapes. Receive balls of various sizes and shapes from a partner. Bounce & catch on the spot and on the move. <i>Pupils should begin to know about physical activity and how it keeps people healthy.</i> <i>Pupils should know they should do some exercise every day, e.g. walking to school, riding a bike, running around the playground, playing outside.</i></p> <p>Key Vocab: Temperature, active, health, balls of feet, aim, target, defend, happiness, regular exercise, physical, physically healthy</p>	<p>Where are we going? (O&A) see Core Task</p> <p>Key skills: Identify where they are on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail Work and behave safely when working co-operatively with others. <i>Pupils should begin to know that being mentally healthy is as important as being physically healthy.</i></p> <p>Key Vocab: Listen, explore, maps, diagrams, pictures, symbols, follow a trail, seek and find, challenges, mentally healthy</p>	<p>Making Shapes (Gymnastics) see Core Task</p> <p>Key skills: Can hold the balances described in EYFS with greater strength control - for a count of 5. Can balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Challenge balance taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes. Can travel on hands & feet in a variety of ways. Monkey walk - take some weight on hands as you travel with bent legs and extended arms. Caterpillar walk – hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position. Bunny hop – begin by transferring weight to hands, crouch down so bottom touches heels, with fully extended arms drop forwards until some weight transfers to hands and push back to transfer all weight back to feet. Next, transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Can perform above along a bench. In all travelling actions place hands FLAT on floor and fully extend arms. Can perform a variety of rolls. Teddy Bear roll by performing a roll with legs apart (straddle position). Perform 2 rolls to perform the Full Circle roll. Rock and Roll (the final phase of the forward roll) – sit in tucked shape holding onto knees, chin to chest; rock back roll forward to sitting position again. Tipper Truck (the first phase of the forward roll) crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position. Can perform the above from a bench. Describe changes in their heartbeat before and during exercise. Make a range of body shapes, on/off apparatus. Know how to complete gymnastic moves. <i>Pupils should begin to know what they can do daily to help them to be mentally and physically healthy.</i></p> <p>Key Vocab: Shapes, log rolls, jumps, sliding, gallops, cartwheels, heartbeat, safe, space</p>	<p>Rolla Ball (Games) see Core Task</p> <p>Key skills: Retrieve and stop a ball using different parts of the body. Move in different directions. Choose the most appropriate way to send a ball towards a target. Defend their target. Understand simple tactics to outwit a partner/small team when attacking or defending i.e. selecting an appropriate pass, looking one way passing the other, keeping on the move to mark a goal/target, moving into the pathway of a ball to intercept. Understand why we warm up. Use space well e.g. move into a space or jump to stop catch or strike a ball. Control and make decisions when playing with balls of various sizes & shapes. Roll & throw underarm/overarm to a partner Receive balls of various sizes and shapes from a partner. Bounce & catch on the spot and on the move. Strike & receive the ball with a foot & hit a ball with a bat when playing with a partner. Understand simple tactics to outwit a partner/small team when attacking or defending i.e. selecting an appropriate pass, looking one way passing the other, keeping on the move to mark a goal/target, moving into the pathway of a ball to intercept. <i>Pupils should begin to know that physical exercise and time outdoors can help people to be mentally healthy and happy.</i></p> <p>Key Vocab: Intercept, tracking a ball, rolling, underarm, throwing, free space, own space, opposite team, quiet, slow, small, calm</p>	<p>Moving Along (Dance) see Core Task</p> <p>Key skills: Link together movements to create a movement phrase. Start and finish at the same point – safely. Understand how to stretch safely. Understand safe working space. Respond appropriately to a variety of stimuli through movement. Move with appropriate actions and timing in response to stimuli. Move spontaneously showing some control and co-ordination. Move with confidence when e.g. walking, hopping, jumping, and landing. Move with rhythm in the above actions. Move in time with music. Co-ordinate arm and leg actions e.g. march and clap. Respond to own work and that of others when exploring ideas, feelings and preferences. <i>Pupils should begin to know that being inactive can make someone unhealthy.</i></p> <p>Key Vocab: level, body control, composition, sequence, repeat, style, space, safe Inactive, risks, inactive, unhealthy</p>	<p>Honey Pot (Athletics) see Core Task</p> <p>Key skills: Show differences in running at speed and jogging. Run for 1 minute. Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot). Show control at take-off and landing. Perform combinations of the above. Describe different ways of running and jumping Explain what is successful or how to improve. <i>Pupils should know that they can speak to an adult in school if they have any worries about their health.</i></p> <p>Key Vocab: Running, jogging, sprinting, forwards, backwards, sideways, strides, fast, slow, score, rules, speed, direction, relay, straight, curved, worries</p>
<p>Planning to meet the needs of all children should be based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:</p> <ul style="list-style-type: none"> • The size of the area in which a pupil works: smaller spaces until pupils develop spatial awareness and control over themselves and equipment; larger spaces to challenge more able pupils. • Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability. • Resources, e.g. different equipment for different levels of ability across the key stages. • Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed. • Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence. 						

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Y2	<p>Piggy in the Middle (Games) see Core Task Key skills: Develop a range of throwing and catching for different contexts. Throw a variety of distances. Dodge and swerve. Make tactical choices. Change their intended action in response to their opponent. Create and follow a scoring system. Make up simple rules with others to make the game enjoyable and challenging. Keep to rules so that they and others enjoy an activity. Adapt activities using their own ideas of how to make the game easier /harder/more enjoyable by using STEP i.e. changing the space/task/equipment/people. Begin to recognise what they and others can do well. Feel changes in their heart rate. <i>Pupils should begin to know the importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. walking or cycling to school or other forms of regular, vigorous exercise.</i> Key Vocab: Heartbeat swerve, dodge, slalom, mental wellbeing, physical health, regular exercise, routines, vigorous</p>	<p>Gone Fishing (O&A) see Core Task Key skills: Work with friends to plan and share ideas and select appropriate equipment for the task. Recognise what they can and cannot do in a problem solving task, in pairs and small groups. Comment on how they went about tackling a task. Discuss how to follow trails and solve problems. <i>Pupils should begin to know some routines and habits that they can develop to maintain good mental health.</i> Key Vocab: Discuss, work together, plan and do, challenges, problem solving, talk about, habits</p>	<p>How Does It Feel? (Dance) see Core Task Key skills: Move confidently and safely in their own and general space, using change of speed, level and direction. Remember and perform movement phrases using a range of body actions and body parts. Compose and link movement phrases to make simple dances with clear beginning, middles and ends. Use own ideas to create a dance. Use imagination in dance activities. Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo. Show control of movement when using: Actions (WHAT) – travel, stretch, twist, turn, jump. Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others. Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions. Interacts with a partner e.g. holding hands, swapping places, meeting and parting Dynamics (HOW) – slowly, quickly, with appropriate expression. <i>Pupils should develop their knowledge about what they can do daily to help them to be mentally and physically healthy.</i> Key Vocab: Gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue, forwards, backwards, sideways, near, far, in, out, on the spot, own, middle and end, fast, strong, gentle</p>	<p>Gymnastics – Unit 2 see Core Task Key skills: Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. Link a body shape or a balance to a travelling action. Teach 2 actions to a partner. Perform these together. Explore and develop their range of gymnastic movement and actions on the floor and apparatus. Use their imagination to find different ways of using apparatus by performing combinations of movements, balances and body shapes. Create a gymnastic sequence which includes a balance, a travelling action, a jump and a roll. Record their sequence. Choose, use and vary simple compositional ideas in a sequence they create and perform. Make shapes in the air when jumping and landing with control e.g. star shape and tuck shape (knees to upright chest, not chest down to knees). Further develop understanding of safe working space. Lift move and place equipment safely. Recognise and describe what their body feels like during different types of activity. <i>Pupils should develop their knowledge about the benefits of physical exercise and time outdoors on mental wellbeing and happiness.</i> Key Vocab: Hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn, fast, twisted, curled, wide, narrow, medium, backwards, sideways, zigzag, angular, sides, under, through, towards, in front, behind, over</p>	<p>Mini Tennis 1 (Games) see Core Task Key skills: Find different ways to use a racquet to hit a ball. Retrieve and stop a ball. Catch a ball that has been bounced. Be a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with control Feed a ball to a partner. Learn how to intercept the ball before it bounces twice. Take part in warm up activities and know why we warm up. Receive and hit a ball with a bat when playing with a partner. <i>Pupils should develop their understanding that being inactive can contribute to being unhealthy.</i> Key Vocab: Catch, tracking or following the movement of a ball, aiming, speed, direction, controlling, scoring, rally, feed</p>	<p>Colour Match (Athletics) see Core Task Key skills: Explore throwing a variety of equipment from a variety of positions. Select the best technique for different throwing situations. Select the best equipment for a throwing task. Evaluate the success of their choices. Perform a range of throwing actions e.g. rolling, underarm, overarm. Throw into targets. Recognise when and why their breathing gets faster. Recognise and understand what happens to their bodies when they cool down. <i>Pupils should know when and how to ask for help, and how to help others, with their feelings, mental and physical health.</i> Key Vocab: Beanbags, quoits, large balls, tennis balls sitting, kneeling and standing, oxygen, technique, cooling down and warming up</p>
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Y3	<p>3 Touch Ball (Games) Key skills (see Core Task): Use different techniques for sending and receiving a ball. Send and receive a ball with hands, feet, racquet and/or bat with increasing accuracy to a target, space or team mate. With others, decide and try out different ideas/tactics to outwit an opponent in defence and attack. Know how running around helps to build up stamina. <i>Pupils should develop their knowledge of the importance of creating good habits in relation to taking exercise, e.g. walking or cycling to school, a daily mile or other forms of regular, vigorous exercise.</i> <i>They should know that good exercising habits should be maintained.</i> Key Vocab: Selecting, sending, receiving, positions, intercept, space, possession, control, tactics, stamina, mile</p>	<p>Partner Work (Gymnastics) Key skills (see Core Task): Use upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). Improvement from KS1. Travel with a partner; move away from and together on the floor and on apparatus. Use mirroring and matching. Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus. Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. Control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner. Perform the full forward and backward rolls. Maintain quality when performing with their partner. Describe their performance and suggest improvements. Know some stretching exercises and some simple strength exercises that can be used as a gymnastic warm up. <i>Pupils should know some routines and habits that they can develop to maintain good mental health.</i> <i>Pupils should begin to know that mental wellbeing is a normal part of daily life, in the same way as physical health.</i> Key Vocab: Apparatus, sequence, theme, mirroring, matching, level, direction, control, accuracy, fluency, clarity, quality, performing, routines, mental wellbeing</p>	<p>Run the Loop (Games) Key skills (see Core Task): Have the skills needed to be hitter, fielder and bowler. Retrieve the ball and send it back to the bowler. Know the changes in their body during and after exercise. Identify which parts of the body they will use for the games and therefore need to warm up. <i>Pupils should be able to identify healthy and unhealthy choices, e.g. in relation to exercise and sleep.</i> Key Vocab: Space, techniques, position, fielder, rules, fairness, vary, fluently, strike, intercepting</p>	<p>Round the Clock (Dance) Key skills (see Core Task): Demonstrate different dance actions – travel, turn, gesture, jump, & stillness. Show co-ordination, control and strength (Technical Skills). Exaggerate their movements. Change the speed of their movement, the rhythm of their movements, and add a turn and a jump to their movement phrase. Copy, repeat and remember movement, developing movement memory. Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting. Compare and comment on their own and others work. Evaluate experiences and outcomes and set goals for their own development Introduce the concept of being 'ready to perform'. <i>Pupils should know the positive effects of having regular exercise and developing good habits on physical and mental health.</i> Key Vocab: Imaginatively, stimuli, original, lead, control, fluency, expressively, composing, dance phrases, positive effects</p>	<p>Safely Across (O&A) Key skills (see Core Task): Listen to each other's ideas when planning a task. Select appropriate equipment/route/people to solve a problem successfully. Choose effective strategies change your ideas if they are not working. Recognise that some outdoor adventurous activities can be dangerous. Recognise how to keep themselves and others safe. Follow rules to keep themselves and others safe. <i>Pupils should know that the choices that people make in their daily lives can affect their health, e.g. not getting enough exercise, sleep, rest or fresh air.</i> <i>Pupils should know the negative effects of not having regular exercise and developing good habits on physical and mental health.</i> Key Vocab: Safety, responsibility, communication, challenges, problem solving, plan in groups, plan-do-think about-try again, review</p>	<p>Off Up and Away (Athletics) Key skills (see Core Task): Consistently hit a target with a range of implements. Understand that some implements will travel further than others. Use a variety of styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus). Throw further with greater accuracy in a variety of ways. Recognise when they have improved. Carry out stretching and warm-up safely. <i>Pupils should know what can help people to make healthy choices and what might negatively influence them.</i> <i>They should know how and where to get help and advice.</i> Key vocab: Run, catch, hop, skip, step, direction; forwards, backwards, sideways, throw: high, low, far, near, straight, aim, drop, bounce, fast, medium, slow, safely, negatively, advice</p>
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Y4	<p>Target Baggers (Games) Key skills (see Core Task): Select a ball that they can send and receive. Throw at a target with precision. Move to try to intercept a ball. Use space well by finding and moving into a free space/passing to team mates when they are in a good space. Identify what they and others have done well. Select different positions in the team based on strengths of players. Work collaboratively. Create scoring systems. <i>Pupils should develop their knowledge of the importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily mile or other forms of regular, vigorous exercise.</i> Key Vocab: Court, target, net, defending, making it difficult for an opponent, tactics, scoring points</p>	<p>Indian Delight (Dance) Key skills (see Core Task): Create dance phrases and dances. Structure a dance phrase, connecting different ideas to ensure fluency showing a clear beginning, middle and end. Perform their dance to an audience showing confidence. Understand and use simple dance vocabulary – see overview – to identify strengths and areas of improvement. Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content Demonstrate dynamic qualities – speed, energy & continuity. Demonstrate use of space – levels, directions, pathways & body shape. Show musicality. Select appropriate movement material showing an idea/thought/feeling. Show focus and projection. Show an awareness of different dance styles and traditions. Know that every time we use muscles our body uses energy. <i>Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health.</i> Key Vocab: Order, timing, speed, direction, heels, step slides, turns, diagonal pathways, gestures, patterns, linking, improvising</p>	<p>On the Attack (Games) Key skills (see Core Task): Select equipment that they can send, receive and travel with. Adapt and make up rules to suit the equipment/space/targets used. Keep to the rules so that they and others enjoy and are challenged. Use a range of defence and attacking skills in invasion, net/wall, striking/fielding type games e.g. those described in core tasks to prepare them to play mini versions of traditional games. Explain the tactics they have used. Keep possession of the ball. Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot. Link what happens to their heart and breathing during different activities. Create and teach a warm-up to another group and to evaluate each other's. <i>Pupils should identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally.</i> Key Vocab: Selecting, equipment, send, receive, travel, range, techniques, position, intercept, consistency control speed plan adapt, rules, explain, tactics</p>	<p>Balancing Act (Gymnastics) Key skills (see Core Task): Balance on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. Transfer body weight into or out of balances fluently so that other actions can be performed. Balance with a partner: facing, beside, behind and on different levels. Balance on floor and apparatus knowing which body parts are the safest to use. Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Must move apart to finish. Sequence should contain 4 elements and must travel in an “L” shaped pathway. Demonstrate control of straight, star and tucked shapes, performed from a bench. Can leap forward in stag jump, taking off from one foot and landing on the other, on floor and on a bench. Add a quarter or half turn into a jump from apparatus before landing on the floor. Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action. Know which parts of the body need to be supple and strong for gymnastics. Lift, carry and use apparatus safely. Use space safely. <i>Pupils should know the benefits of physical exercise and time outdoors on mental wellbeing and happiness.</i> Key Vocab: Balance, sequence, devise, level, speed, direction, accurately, control, smoothly, varying</p>	<p>Where Am I? (O&A) Key skills (see Core Task): Co-operate to share roles within a group. Take responsibility for a role within the group Recognise symbols on a map. Orientate simple maps and plans. Follow a route. Find their way back to a base point. Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail). Review what went well. <i>Pupils should develop their knowledge about the risks associated with an inactive lifestyle (including obesity).</i> Key Vocab: Maps, diagrams, symbols, scale, orienteering, orientate, controls, plan-do-think-about-try again, review, obesity</p>	<p>Faster Higher Further (Athletics) Key skills (see Core Task): Run smoothly at different speeds. Choose different styles of running for different distances. Pace and sustain their effort over longer distances. Choose different styles of jumping for different challenges. Perform combinations of jumps e.g. hop, step, jump showing control and consistency. Watch and describe specific aspects of running, jumping and throwing e.g. what arms and legs are doing. Recognise and record how the body works in different types of challenges. With guidance, set realistic targets of times to achieve over a short and longer distance. Do this for jumping (distance and height) and throwing. <i>Pupils should know what good physical health means and should be able to recognise early signs of physical illness.</i> <i>They should know how and when to seek support if they are worried about their physical or mental health.</i> Key Vocab: Sprint, jog, pace, throw action, power, stamina, speed, safety, relay, time, measure, record</p>
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Y5	<p>Calling the Shots (Games) Key skills (see Core Task): Select different positions in the team. Understand and keep to the rules of the game to enable the game to flow and keep players safe. Pass, control, dribble and shoot with accuracy and fluency while on the move. Make decisions quickly in a game. Change tactics/roles as necessary for the success of the whole team. Know that different warm-up activities prepare their body for playing invasion games. <i>Pupils should know the importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily mile or other forms of regular, vigorous exercise.</i> Key Vocab: Selecting, appropriate, rules, opponents, tactics, controlling, shooting, decisions, possession, dribbling, passing, positions</p>	<p>Acrobatic Gymnastics Key skills (see Core Task): Take more responsibility for warming up. Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Sequence should include changes of direction and level and show mirroring and matching shapes and balances. Perform a range of balances with control, showing good body tension including - •symmetrical and asymmetrical balances on own and with a partner. •taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from). •a range of acrobatic balances with a partner on the floor and on different levels on apparatus. Perform a range of gymnastic actions safely Show good body tension and extension. Use different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet. Use symmetry and asymmetry throughout the rolling actions. Make symmetrical and asymmetrical shapes in the air. Jump along, over and off apparatus of varying height with control in the air and on landing. Comment on performances and suggest improvements. Know some stretches for the major areas of the body. <i>Pupils should know the importance and benefits of sleep.</i> <i>They should know healthy sleep strategies and how to maintain them.</i> Key Vocab: Sequence, balance, acrobatic, adapting, direction, speed, tension, extension</p>	<p>What’s So Funny? (Dance) Key skills (see Core Task): Respond to a variety of stimuli. Explore and experiment with movement ideas and possibilities. Show an awareness of different dance styles, traditions and aspects of their historical/social context. Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content. Create longer and challenging dance phrases and dances. Perform their dance to an audience showing confidence and clarity of actions. Show focus, projection, sense of style and musicality (Expressive Skills). Demonstrate a wide range of dance actions – travel, turn, gesture, jump, & stillness. Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact Use choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse). Refine, repeat and remember dance phrases and dances. Describe, interpret and evaluate dance using appropriate language. Compare and comment on their own and others work. Understand and use dance vocabulary to identify strengths and areas for improvement Understand how to warm up and cool down safely. <i>Pupils should know the importance of sleep and how it contributes to a healthy lifestyle.</i> Key Vocab: Character, props, costumes, narrative, describe, analyse, interpret, evaluate, gesture, communicate, unison, canon, repetition, action and reaction, question and answer, mobilise joints, diet</p>	<p>Zone Cricket (Games) Key skills (see Core Task): Use a range of techniques to hit the ball. Use a range of techniques to field the ball. Explain the tactics they have used. <i>Pupils should know the benefits of being outdoors and in the sun for physical and mental health.</i> Key Vocab: Batting, fielding, wicket, feeder, innings, keeper, score</p>	<p>Crystal Star Challenge (O&A) Key skills (see Core Task): Plan before starting an orienteering challenge. Use a map to find their way between check points. Draw their own maps and plans and set trails for others to follow. Use the eight points of the compass to orientate themselves. Choose efficient approaches to challenges. Carry out peer and self-assessment confidently and fairly. Understand the importance of dressing appropriately when working outdoors. Recognise and talk about the dangers of tasks. Recognise how to keep themselves and others safe. <i>Pupils should know how a lack of sleep can be detrimental to physical and mental health.</i> Key Vocab: Listening, contributing, cooperating, checkpoints, control, coordination, physical, transferring, self-assessment, detrimental</p>	<p>3 Jump Challenge (Athletics) Key skills (see Core Task): Demonstrate a range of jumps showing control, power and consistency at both take-off and landing. Select appropriate jumps to help them travel further. Increase the distance they jump. Use a run-up. Put together a combination of jumps. Identify the main strengths of a performance of self and others. Identify parts of the performance that need to be improved Know which muscles they use when jumping and how to strengthen these. Begin to lead the warm-up. <i>Pupils should know how and when to seek support including which adults to speak to in school if they are worried about their health.</i> Key Vocab: Isolation, combination, further, increases, distance, run up, bend, propel</p>
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Y6	<p>Tag Rugby (Games) Key skills (see Core Task): Attack and defend effectively. Attempt to outwit an opponent using agreed tactics. Agree on their own rules to suit equipment. Apply principles of team play to keep possession. <i>Pupils should know and understand the importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily mile or other forms of regular, vigorous exercise.</i> Key Vocab: Possession, re-possession, defenders, attackers, covering, supporting, team play</p>	<p>Group Dynamics (Gymnastics) Key skills (see Core Task): Take the lead in warming up safely and effectively. Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Sequence should demonstrate different ways of working within a group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing. Travel in time with a partner, move away from and back to a partner. Travel on a variety of pathways, levels and speeds. Take more weight on hands when progressing bunny hop into hand stand. Travel sideways in a bunny hop and develop into cartwheeling action. Perform a wide range of pair balances. Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control. Explain what works well and what needs improving. Set up apparatus combinations and to undertake preliminary safety checks. <i>Pupils should know and understand that mental health is just as important as physical health and that both need looking after.</i> Key Vocab: Counter balance, counter tension, part weight bearing, unison, canon, composer, choreographer, groin, hamstring, calves</p>	<p>Fitness Routines (Dance) – unit of teachers devising Key skills: Select appropriate movement material Explore, improvise and combine ideas from different styles of movement Copy, repeat and remember complex movement, developing movement memory Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size & body shape Perform with accuracy, control and timing. Link sections fluently. Evaluate experiences and outcomes and set goals for their own development. Use key vocabulary to describe their performance. Prepare a small group of their peers for movement. <i>Pupils should know the characteristics and mental and physical benefits of an active lifestyle.</i> Key Vocab: Dynamics, extension, timing, control, levels, fluency</p>	<p>Wide Attack (Games) Key skills (see Core Task): Pass and shoot with control, fluency and accuracy. Work well as a team and support each other. Use the width of the pitch effectively. Reflect on own and others’ performance to help improve personal and team skills and performance. Understand own and others’ strengths and weaknesses and how to choose the most competent person for a specific role within the team. Demonstrate the confidence and competence to successfully take part in the range of games/mini versions of invasion, net/wall, striking/fielding games. Understand the transference of skills from one type of game to another and apply appropriately. Recognise the fitness and health benefits of playing invasion games. Suggest a cool-down. <i>Pupils should know and understand the benefits of physical exercise and time outdoors on mental wellbeing and happiness.</i> Key Vocab: Organise anticipate, feint, acceleration, dodge, swerve, strategy, support, outwit</p>	<p>Distance Challenge (Athletics) Key skills (see Core Task): Sustain their pace over longer distances. Perform relay change overs. Perform a range of warm-up exercises specific to running for short and longer distances. Explain how warming up affects performance. Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus. Understand that some implements will travel further than others. Organise small groups to SAFELY take turns when throwing and retrieving implements. Describe why some athletic activities can improve, strength, power or stamina. Set realistic targets for self, of times to achieve over a short and longer distance, when jumping for distance or height and when throwing over an increasing distance. Describe some of the risks associated with athletic events and suggest some measures or rules that could be used to ensure safety when participating. <i>Pupils should know the risks associated with an inactive lifestyle (including obesity).</i> Key Vocab: Race, run up, position of feet on last stride, pacing, stamina, strength and speed=power, suppleness, safety and rules, relay take over area, time, measure, record, set targets</p>	<p>Electric Fence (O&A) Key skills (see Core Task): Listen, contribute ideas and cooperate with others. Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Plan and share roles within the group based on each other’s strengths. Transfer ideas and skills to new challenges. Implement and refine strategies. Change roles or ideas if they are not working. Work increasingly well in groups where roles and responsibilities are understood. Recognise what went well and why, what you would do differently next time. <i>To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.</i> <i>To identify where they and others can ask for help and support with mental-wellbeing in and outside of school.</i> <i>To know the importance of asking for support from a trusted adult.</i> Key Vocab: Keeping self and others safe, plan strategies and approaches, plan - do – think about – try again, review, team work, collaborate, roles and responsibilities</p>
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