

Physical Education, Physical Activity and School Sport Policy

September 2021

At The Baird we believe that physical activity and competition contribute to the social, emotional, mental and physical development of our pupils. We provide a high-quality opportunity for physical activity through our PE curriculum, which is taught by teachers whose subject knowledge is supported and developed by qualified sports coaches, external providers and the PE Subject Leader. We offer a broad range of extra-curricular opportunities, both during break-times and after school, to ensure that all pupils have an opportunity to experience a range of physical activities.

We actively promote healthy lifestyles and physical activity, encouraging our pupils to engage in physical activity whenever possible e.g. through offering brain breaks on our outdoor gym or through engaging in forest school-based activities.

Aims

Our aims are:

- To provide high quality Physical Education (PE)
- To provide a broad, diverse range of physical activities
- To teach our pupils the importance of a healthy lifestyle
- To give all pupils the chance to take part in competitive sport
- To use sport and PE to develop the skills necessary to achieve our academy values
- To increase physical activity levels in line with national targets
- To reduce obesity

The Baird will achieve these aims through:

- A progressive curriculum for PE, PSHE and Science
- Well maintained resources
- Regular CPD to ensure that all PE and sport is taught at the highest level
- Regular opportunities to take part in competitive sport, in school and out of school
- Using the Primary PE and Sports Premium to improve pupils' participation in PE and sport
- A broad range of after-school clubs which are free to encourage participation for all pupils
- A commitment to ensure that all PE and sport is accessible to all our pupils
- An expectation that all staff will be positive role models for our pupils
- Engaging playtime and lunchtime activity that focuses on physical activity
- Engaging parents in the importance of healthy lifestyles, through social media, newsletters, family activity sessions and parent workshops

Implementation

Physical Education (PE)

To promote high-quality teaching of PE, the academy commits the School Sport Premium to funding a Sports Coach. This highly skilled member of staff provides CPD opportunities for teachers through team-teaching and professional dialogue. In addition, he delivers a wide range of sport opportunities which aim to increase our pupil's physical activity in reduce obesity.

Our PE curriculum which can be found detailed below in Appendix 1 is progressive and uses the aims of the National Curriculum (Appendix 2) as a starting point. We believe that pupils are more likely to achieve these aims if they experience success and develop competence in PE. For this reason, developing competency sits at the heart of our PE curriculum.

Pupils are taught both substantive and disciplinary knowledge. To ensure they develop competence in PE we believe pupils should be taught about the following elements:

- Motor competence
- Rules, strategies and tactics
- Healthy participation

Lessons are planned and taught to facilitate knowledge across these three areas. Within EYFS and KS1 pupils focus on developing fluency in their movements to enable them to develop specialised motor competence. More time is given to instruction, practise and feedback to secure this motor competence.

EYFS Curriculum

In EYFS, activities to support learning and physical activity are planned daily, in line with the areas of 'Physical Development' and 'Creative Development' from the Early Learning Goals. Pupils in EYFS have constant access to the outside area where there are opportunities for physical activity and they have one PE session a week.

KS1 and KS2 Curriculum

Within KS1 and 2, pupils are taught 2 hours of PE a week which are set out as follows:

- One session follows the REAL PE 'Jasmine' scheme which is designed to *'create positive relationships with physical activity for life'* through their *'unique, child centred approach'*. Using the 'core real PE' program, children work through 6 areas designed to support their physical, social, cognitive, creative, health and fitness and personal skills. Each lesson follows a clear path with support, challenge and assessment opportunities clearly explained.
- One session focuses on a termly key sporting area – gymnastics, dance, athletics, fielding and striking, attacking and defending and outdoor and adventurous activities (OAA). Although OAA is not in the National Curriculum for KS1, we have chosen to include it in our curriculum to continue to develop the skills and knowledge learned through 'risky play' in EYFS and to develop teamwork, resilience, executive functioning skills and problem solving.

Provision

The PE curriculum is taught by class teachers, with the exception of swimming which is taught by external swimming instructors. Swimming lessons are provided for pupils in Year 4.

In the sports focused lesson, class teachers are accompanied by a specialist PE HLTA who is a qualified coach with a broad knowledge and experience of teaching a range of sports. This specialist PE HLTA is funded through our Primary PE and Sports Premium funding to develop teachers' confidence and ability to deliver the best PE lessons.

Resources

The Baird has two school halls which can be used for PE, both are fitted with the necessary IT to allow for sound and access to an interactive whiteboard. The smaller of the halls is equipped with portable and fixed apparatus for gymnastics. There is also a large playground which has goals, netball and basketball hoops and a field which is marked for athletics.

Resources for PE are stored in a well-organised cupboard. These and the areas set aside for PE, are checked regularly by teaching staff and the facilities manager and repaired or replaced as necessary. Annually, specific sports equipment is checked by an external inspector and findings are reported and addressed.

The curriculum and all resources linked to the REAL PE scheme are available electronically and provided in school.

Assessment

The REAL PE scheme has a built-in assessment tool which promotes self and peer reflection in each session and a chance for pupils to track their 'personal best' from the beginning to the end of a unit. It also has resources for each teacher to assess their pupils against each cog in the scheme (applying physical, social, creative, cognitive, health and fitness and personal) over the year and another to assess their 'fundamental movement skills' across the year.

Monitoring and Evaluation

- Monitoring by subject leader and SLT - PE is monitored regularly by senior staff to ensure that provision is appropriate and the teaching is 'good' or better. The monitoring is recorded on 'Perspective' as part of our curriculum monitoring cycle.
- Playtime and lunchtime provision of physical activity is also monitored by the Senior Leadership Team and changes made / training provided where required.
- Obesity Data – each year, the pupils in Reception and Year 6 take part in the NHS Height and Weight measurement project. We use data on obesity to inform our plans for physical activity going forward. We also make sure that information and data linked to obesity is shared with all stakeholders, including parents through social media and the Academy newsletter.
- Pupil Voice – pupils complete external (Active Lives: Sport England) and internal pupil voice yearly to inform staff of: their views of the PE provision, how much physical activity they take outside of school and which types of physical activities they would like to have offered in break-times and after-school clubs, their views on competitive sport and ideas for future competitive events.

Staff CPD

Through lesson observations, areas for development are identified and coaching is provided. Staff attend regular CPD, provided by the subject leads and external providers, to improve their knowledge and practice and to raise awareness of current research and changes.

The Sports Coach also provides regular CPD for staff on an ongoing basis.

Physical Activity

At The Baird Primary Academy, we believe that physical activity is an important part of maintaining good health and we encourage our pupils to aim for an average of at least 60 minutes of moderate intensity physical activity a day across the week (in line with NHS guidelines for children aged 5-18). This exercise should be a mix of aerobic exercise and exercises that strengthen muscles and bones.

Pupils are encouraged to participate in physical activity at playtimes and lunchtimes and at key times throughout the day e.g. through the use of the outdoor gym or climbing frame areas.

Breaktimes and Lunchtimes

At playtimes, the playgrounds are zoned with one member of staff responsible for an activity in each zone. Activities offer a broad range of options from dance with music to football to circus skills. Classes also have access, on a rota, to a climbing area, an outdoor gym and a nature garden area. Adults model physical activity and encourage participation.

After School Clubs

The Baird offers a wide range of clubs which promote physical activity. These are offered both free, run by our PE HLTA and chargeable, run by external providers. These change on a termly basis and may include:

- Multi Sports
- Football
- Dodgeball
- Netball
- Gymnastics
- Dance

Active Travel

Staff, pupils and their families are encouraged to travel to school on foot, scooter or bicycle. The Academy engages with national and local initiatives that promote active travel including 'Walk to School Week' and 'Best the Street'.

The Academy has ample parking for scooters and bikes (both for staff and pupils) and all children are encouraged to walk, scoot or ride to school.

Educational Visits

Where possible, the Academy strives to build learning and activities linked to the local area into the curriculum. This enables us to take the pupils out of school to explore the local area on foot, which reduces the cost of using

transport and makes the trips more affordable to all families. We hope that by exposing the children to the things that can be explored locally on foot, it will encourage them to spend more time out of doors at home.

School Sport

The Baird Primary Academy is keen to give every child a chance to take part in competitive sport. We believe that there are many social skills which can be developed through taking part in competitive sport including building self-esteem, higher standards of achievement, dealing with disappointment, teamwork and handling pressure. This also offers our pupils the opportunity to engage with the local community and other schools.

Sports Premium

The Primary PE and Sports Premium Strategy Report is available to read on the Academy website.

Health and Safety

It is not only a legal requirement but also the Academy's firm belief that risks to health and safety should be controlled wherever possible through risk assessments. These are conducted in the Academy, on a regular basis and cover all identified risks to our pupils, staff, buildings, grounds, daily routines and all Academy events.

Equal Opportunities

All PE, physical activities and competitive sporting activities are designed to be inclusive and cater for different ability levels. Pupils are encouraged to attend sports clubs within the academy and local community. Where necessary, staff will research local opportunities and support parents with accessing them.



Physical education programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils 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]
- perform safe self-rescue in different water-based situations.

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Appendix 3 – Progression in Sport document

Year group	Gymnastics	Dance	Athletics	Striking and fielding	Attacking and defending	Outdoor and Adventurous Activities
1	<ul style="list-style-type: none"> • To explore movement actions with control and link them together with flow. • To explore gymnastic actions and shapes. • To explore travelling on benches. • To explore movement actions with control, and to link them together with flow. • To choose and use simple compositional ideas by creating and performing sequences. • To repeat and link combinations of gymnastic actions. 	<ul style="list-style-type: none"> • To change direction during travelling moves. • To link travelling moves that change direction and level. • To link moves together. • To use a variety of moves. • To explore basic body patterns and movements to music. • To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music. 	<ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running 	<p>Throwing and Catching (field games)</p> <ul style="list-style-type: none"> • To learn skills for striking and fielding games. • To practise basic striking, sending and receiving. • To use throwing and catching skills in a game. • To practise accuracy of throwing and consistent catching. • To strike with a racket or bat. • To play a game fairly and in a sporting manner. • To use fielding skills to play a game 	<p>Ball Skills</p> <ul style="list-style-type: none"> • To master basic sending and receiving techniques. • To develop balance, agility and co-ordination. • To master basic sending and receiving skills. • To develop balance, agility and co-ordination.: • To master basic sending and receiving techniques • To develop balance, agility and co-ordination. • To master basic sending and receiving as well as developing balance agility and co-ordination. • To make use of coordination, accuracy and weight transfer. • To develop receiving skills. 	<p>OAA is not in the KS1 curriculum but we have decided to put it in our KS1 curriculum to aid development of:</p> <ul style="list-style-type: none"> *teamwork * resilience *self-confidence *executive functioning skills * risk assessment and management * problem solving *fundamental movement skills *simple tactics <p>Through</p> <ul style="list-style-type: none"> * risky play (See EYFS guidance) *competitive and cooperative physical activities

	<ul style="list-style-type: none"> • To link combinations of movements and shapes with control. 	<ul style="list-style-type: none"> • To practise taking off from different positions. • To complete an obstacle course with control and agility 		<ul style="list-style-type: none"> • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. 	<ul style="list-style-type: none"> • To use ball skills in game based activities 	
Year group	Gymnastics	Dance	Athletics	Striking and fielding	Attacking and defending	Outdoor and Adventurous Activities
2	<ul style="list-style-type: none"> • To remember and repeat simple gymnastic actions with control. • To balance on isolated parts of the body using the floor and hold balance. • To develop a range of gymnastic moves, particularly balancing. • To link together a number of gymnastic actions into a sequence. 	<ul style="list-style-type: none"> • To explore different levels and speeds of movement. • To compose and perform simple dance phrases. • To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve timing. • To work to music, creating 	<ul style="list-style-type: none"> • To run with agility and confidence. • To learn the best jumping techniques for distance. • To throw different objects in a variety of ways. • To hurdle an obstacle and maintain effective running style. 	Throwing and Catching (field games) <ul style="list-style-type: none"> • To learn skills for playing striking and fielding games. • To position the body to strike a ball. • To develop catching skills. • To throw a ball for distance. • To practise throwing skills in a circuit. 	Ball Skills <ul style="list-style-type: none"> • To use hand-eye coordination to control a ball. • To catch a variety of objects. • To vary types of throw. • To kick and move with a ball. • To develop catching and dribbling skills. • To use ball skills in a mini festival. 	<p>OAA is not in the KS1 curriculum but we have decided to put it in our KS1 curriculum to aid development of:</p> <ul style="list-style-type: none"> *teamwork * resilience *self-confidence *executive functioning skills * risk assessment and management *fundamental movement skills * problem solving *simple tactics <p>Through</p>

	<ul style="list-style-type: none"> • To explore ways of travelling around on large apparatus. • To choose and use a variety of gymnastic actions to make a sequence. 	<p>movements that show rhythm and control.</p> <ul style="list-style-type: none"> • To work to music, creating movements that show rhythm and control. 	<ul style="list-style-type: none"> • To run for distance. • To complete an obstacle course with control and agility. 	<ul style="list-style-type: none"> • To play a game fairly and in a sporting manner. • To use fielding skills to play a game. 		<ul style="list-style-type: none"> * risky play (See EYFS guidance) *competitive and cooperative physical activities
Year group	Gymnastics	Dance	Athletics	Striking and fielding	Attacking and defending	Outdoor and Adventurous Activities
3	<ul style="list-style-type: none"> • To explore jumping techniques and link them with other gymnastic actions. • To explore jumping techniques and to link them with other gymnastic actions. • To select and adapt gymnastics actions to meet the task. • To work with a partner or a small group to create a sequence that 	<ul style="list-style-type: none"> • To explore dance movements and create patterns of movement. • To work with a partner to create dance patterns. • To perform a dance with rhythm and expression. • To use knowledge of dance to create a story in small groups. • To 	<ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton. 	<p>Throwing and Catching (field games)</p> <ul style="list-style-type: none"> • To consolidate and develop a range of skills in striking and fielding. • To develop and investigate different ways of throwing and to know when it is appropriate to use them. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct technique for catching a ball and use it in a game. 	<p>Ball Skills</p> <ul style="list-style-type: none"> • To be aware of others when playing games. • To choose the correct skills to meet a challenge. • To perform a range of actions, maintaining control of the ball. • To perform a range of catching and gathering skills with control. • To master the basic catching technique. • To catch with increasing control and accuracy. 	<p>Health and fitness</p> <ul style="list-style-type: none"> *Recognise and describe the effects of exercise on the body. *Know the importance of strength and flexibility for physical activity. *Explain why it is important to warm up and cool down <p>Trails</p> <p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Problem-solving</p> <ul style="list-style-type: none"> * Identify and use effective communication to begin to work as a team. * Identify symbols used on a key.

	develops jumping skills. • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.	develop precision of movement. <ul style="list-style-type: none"> • To work co-operatively with a group to create a dance piece. • To perform in front of others with confidence. 	<ul style="list-style-type: none"> • To choose and understand appropriate running techniques. • To compete in a mini competition, recording scores. 	<ul style="list-style-type: none"> • To consolidate and develop a range of skills in striking and fielding. • To practise the correct batting technique and use it in a game situation. • To consolidate and develop a range of skills in striking and fielding. • To practise the correct technique for fielding and use it in a game situation. • To consolidate the throwing, catching and batting skills already learned. • To strike the ball for distance. • To know how to play a striking and fielding game competitively and fairly. 	<ul style="list-style-type: none"> • To master the basic throwing technique. • To throw and hit a ball in different ways (e.g. high, low, fast or slow). • To apply skills and tactics in small-sided games. • To identify and follow the rules of games. To choose and use simple tactics to suit different situations. • To react to situations in ways that make it difficult for opponents to win. 	Preparation and organisation <ul style="list-style-type: none"> *Begin to choose equipment that is appropriate for an activity. Communication <ul style="list-style-type: none"> *Communicate with others. Compete / perform <ul style="list-style-type: none"> *Begin to complete activities in a set period of time. *Begin to offer an evaluation of personal performances and activities Evaluate <ul style="list-style-type: none"> *Watch, describe and evaluate the effectiveness of a performance. *Describe how their performance has improved over time.
Year group	Gymnastics	Dance	Athletics	Striking and fielding	Attacking and defending	Swimming
4	<ul style="list-style-type: none"> • To identify and practise body shapes. • To identify and practise symmetrical and asymmetrical body shapes. 	<ul style="list-style-type: none"> • To identify and practise the patterns and actions of chosen dance style. 	<ul style="list-style-type: none"> • To select and maintain a running pace for different distances. • To practise throwing with 	Cricket / Rounders <ul style="list-style-type: none"> • To develop and investigate different ways of throwing, and to know when each is appropriate. 	Invasion - Football/Hockey <ul style="list-style-type: none"> • To keep possession of a ball. • To use ABC (agility, balance, co-ordination) techniques to keep 	<ul style="list-style-type: none"> *To develop basic pool safety skills and confidence in water. *To develop travel in vertical or horizontal position and introduce floats.

	<ul style="list-style-type: none"> • To construct sequences using balancing and linking movements. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. <p>Health and fitness</p> <p>* Describe how the body reacts at different times and how this affects performance. *Explain why exercise is good for your health.</p>	<ul style="list-style-type: none"> • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create an individual dance that reflects the chosen dancing style. • To create partnered dances that reflect the dancing style and apply the key components of dance. • To perform dance using a range of movement patterns. • To perform and evaluate own and others' work. 	<p>power and accuracy.</p> <ul style="list-style-type: none"> • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. <p>To utilise all the skills learned in this unit in a competitive situation.</p>	<ul style="list-style-type: none"> • To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. • To use hand-eye coordination to strike a moving and a stationary ball. • To develop fielding skills and understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting behaviour. 	<p>control of a ball in a competitive situation.</p> <ul style="list-style-type: none"> • To use accurate passing and dribbling in a game. • To identify and apply ways to move the ball towards an opponent's goal. • To learn concepts of attack and defence. • To play in a mini competition. <p>Short Tennis</p> <ul style="list-style-type: none"> • To become familiar with balls and short tennis rackets. • To get the ball into play. • To accurately serve underarm. • To build up a rally. • To build a rally, focusing on accuracy of strokes. • To play a variety of shots in a game situation and to explore when different shots should be played. Learning objective: 	<ul style="list-style-type: none"> * To develop push and glides, any kick action on front and back with or without support aids. *To develop entry and exit, travel further, float and submerge. * To develop balance, link activities and travel further on whole stroke. *To show breath control. Introduction to deeper water. *Treading water.
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	* Know some reasons for warming up and cooling down				• To play a competitive tennis game.	
Year group	Gymnastics	Dance	Athletics	Striking and fielding	Attacking and defending	OAA
5	<ul style="list-style-type: none"> • To identify and practise body shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. • To use and refine the following skills: flexibility, strength, balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement. • To use counterbalances and incorporate them into a sequence of movements. 	<ul style="list-style-type: none"> • To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create and perform an individual dance that reflects the chosen dance style. • To create partnered dances that reflect the chosen dancing style and apply the key components of dance. 	<p>To use correct technique to run at speed.</p> <ul style="list-style-type: none"> • To develop the ability to run for distance. • To throw with accuracy and power. <p>To identify and apply techniques of relay running.</p> <ul style="list-style-type: none"> • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • Learn how to 	<p>Cricket</p> <ul style="list-style-type: none"> • To develop skills in batting and fielding. • To choose fielding techniques. • To run between the wickets. • To run, throw and catch. • To develop a safe and effective overarm throw. • To learn batting control. • To use all the skills learned by playing in a mini tournament. 	<p>Invasion – Netball</p> <ul style="list-style-type: none"> • To demonstrate basic passing and receiving skills using a netball. • To develop an understanding and knowledge of the basic footwork rule of netball. • To use good hand/eye co-ordination to pass and receive a ball successfully. • To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. • To understand the importance of 'getting free' in order to receive a pass. • To understand how to make space by moving away and coming back and by dodging. • To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • To learn how to shoot. 	<p>Health and fitness</p> <p>* Know and understand the reasons for warming up and cooling down. *Explain some safety principles when preparing for and during exercise</p> <p>Trails - *Start to orientate themselves with increasing confidence and accuracy around an orienteering course. *Design an orienteering course that can be followed and offers some challenge to others.</p> <p>*Begin to use navigation equipment to orientate around a trail</p> <p>Problem-solving - * Use clear communication to effectively complete a particular role in a team. *Complete orienteering activities both as part of a team and independently. *Identify a key on a map and begin to use the information in activities</p> <p>Preparation and organisation - *Choose the best equipment for an outdoor activity.</p> <p>*Create an outdoor activity that challenges others.</p> <p>*Create a simple plan of an activity for others to follow.</p>

	<ul style="list-style-type: none"> • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences 	<ul style="list-style-type: none"> • To create group dances that reflect the dance style. • To perform a dance using a range of movement patterns. • To perform and evaluate own and others' work. 	<ul style="list-style-type: none"> use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive situation. 		<ul style="list-style-type: none"> • To understand the different positions in a netball team (five-a-side). • To recognise which positions are attacking and which are defending. <p>Tennis</p> <ul style="list-style-type: none"> • To identify and apply techniques for hitting a tennis ball. • To develop the techniques for ground strokes and volleys. • To develop a backhand technique and use it in a game. • To practise techniques for all strokes. • To use the scoring system and court for singles tennis. • To play a tennis game using an overhead serve and the correct selections of shots. • To understand and use doubles scoring in a tennis game. 	<ul style="list-style-type: none"> * Identify the quickest route to accurately navigate an orienteering course <p>Communication - *Communicate clearly and effectively with others.</p> <p>*Work effectively as part of a team.</p> <p>Compete / perform</p> <p>*Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. *Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>*Improve a trail to increase the challenge of the course.</p> <p>Evaluate</p> <p>* Choose and use criteria to evaluate own and others' performances. *Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>
Year group	Gymnastics	Dance	Athletics	Striking and fielding	Attacking and defending	Outdoor and Adventurous Activities
6	<p>To identify and practise gymnastic shapes and balances.</p> <ul style="list-style-type: none"> • To identify and practise symmetrical and 	<ul style="list-style-type: none"> • To identify and practise the patterns and actions in a street dance style. • To demonstrate an awareness of 	<ul style="list-style-type: none"> • To investigate running styles and changes of speed. • To practise throwing with power and accuracy. 	<p>Rounders</p> <ul style="list-style-type: none"> • To throw and catch under pressure. • To use fielding skills to stop the ball effectively. • To 	<p>Invasion – Rugby</p> <ul style="list-style-type: none"> • To understand the basic rules of tag rugby. • To work as a team, using ball-handling skills. • To pass and carry a ball using balance and coordination. 	<p>Health and fitness</p> <ul style="list-style-type: none"> *Understand the importance of warming up and cooling down. *Carry out warm-ups and cool-downs safely and effectively. *Understand why exercise is good for health, fitness and wellbeing. *Know ways they can become healthier

	<p>asymmetrical body shapes.</p> <ul style="list-style-type: none"> • To construct sequences using balancing and linking movements • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison. • To perform and evaluate own and others' sequences. 	<p>the music's rhythm and phrasing when improvising.</p> <ul style="list-style-type: none"> • To create a dance that represents a street dance style. • To create a dance as a group, using any street dance moves. • To create a dance as a group, using any street dance moves. • To perform and analyse own and others' performance. 	<ul style="list-style-type: none"> • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation. 	<p>learn batting control.</p> <ul style="list-style-type: none"> • To learn the role of backstop. • To play in a tournament and work as team, using tactics in order to beat another team. • To play in a tournament and work as team, using tactics in order to beat another team. 	<ul style="list-style-type: none"> • To use skills learned to play a game of tag rugby. • To apply rules and skills learned to a game. • To play in a mini tag rugby competition. <p>Tennis/Badminton</p> <ul style="list-style-type: none"> • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. • Understand how to serve the shuttle in order to start the game. • Recognise the difference between the low serve and the high serve. • To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. • To understand that the drop shot is an attacking shot, and why. • To know where the drop should be aimed for, for it to be most productive, and why. • To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and 	<p>Trails</p> <ul style="list-style-type: none"> *Orientate themselves with confidence and accuracy around an orienteering course when under pressure. *Design an orienteering course that is clear to follow and offers challenge to others. *Use navigation equipment (maps, compasses) to improve the trail. <p>Problem-solving</p> <ul style="list-style-type: none"> * Use clear communication to effectively complete a particular role in a team. *Compete in orienteering activities both as part of a team and independently. *Use a range of map styles and make an informed decision on the most effective. <p>Preparation and organisation</p> <ul style="list-style-type: none"> *Choose the best equipment for an outdoor activity. *Prepare an orienteering course for others to follow. *Identify the quickest route to accurately navigate an orienteering course. *Manage an orienteering event for others to compete in <p>Communication</p> <ul style="list-style-type: none"> *Communicate clearly and effectively with others when under pressure.
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					<p>principles within a doubles game, including tactics and strategies used.</p>	<p>*Work effectively as part of a team, demonstrating leadership skills</p> <p>Compete / perform</p> <p>*Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. *Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. *Listen to feedback and improve an orienteering course from it.</p> <p>Evaluate</p> <p>*Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>
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