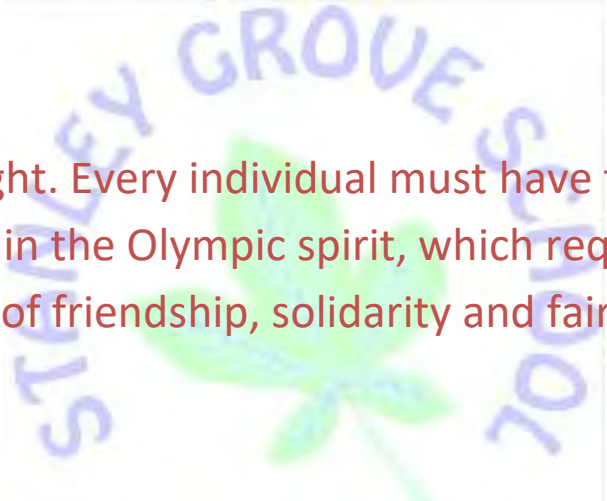


Stanley Grove Primary and Nursery School

Scheme of work for PE

Written by the teaching staff at Stanley Grove School



The practice of sport is a human right. Every individual must have the opportunity of practising sport, without discrimination of any kind in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.

We are trusted with Parents' most precious possessions...
... treasure them.

What our children say about PE.

- Dance is really good and my teacher helps me to get better at this (Year 2)
- I really like that we get the opportunity to do a range of sports in school (Year 4).
- I love the opportunity to take part in competitions against other schools (Year 6).
- I always feel proud when I get a medal recognising my achievements in assembly (Year 5)

Essentials for this subject:

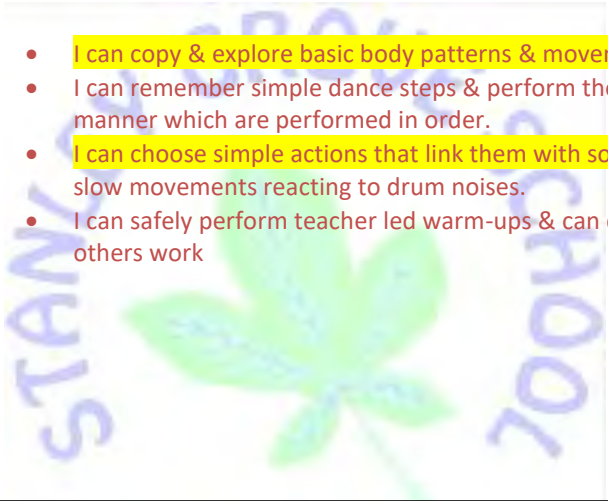
- All children must be given the opportunity to practice all areas of sport with support from their peers and adults.
- All children are able to say with confidence what they are good at and what they need to do to improve.
- All children acquire and develop a broad range of skills to enable them to be able to take part in a range of individual and team games with confidence.
- All children are physical activity for a sustained period of time.
- All children will be educated so that they can make informed decisions towards leading a healthy and active lifestyle.

PE

KS1

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

Year 1

Statutory requirements (National curriculum)	Stanley Grove's skills Essentials	Activities
<p><u>Dance</u></p> <p>Pupils should be taught to: Use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing] Change the rhythm, speed, level and direction of their movements. Create and perform dances using simple movement patterns, including those from different times and cultures. Express and communicate ideas and feelings.</p> <p>Dance Vocabulary: Copy, explore, imaginative, patterns, rhythm, speed, patterns, dance steps.</p>	 <ul style="list-style-type: none">• I can copy & explore basic body patterns & movements from a model.• I can remember simple dance steps & perform these in a controlled manner which are performed in order.• I can choose simple actions that link them with sounds & music e.g. slow movements reacting to drum noises.• I can safely perform teacher led warm-ups & can describe & discuss others work	<p>Dance In a box (KS1): Use Morning routines, Body parts and Funny Bones as part of your Dance coverage.</p>
<p><u>Gymnastics</u></p> <p>Pupils should be taught to: Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling] Choose and link skills and actions in short movement phrases create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed</p>	<ul style="list-style-type: none">• I can copy& explore basic actions with control & co-ordination (All Areas)• I can perform different body shapes including• I can perform at different levels.• I can perform a two footed jump beginning to show appropriate knowledge of landing.• I can use equipment safely.• I can balance with some degree of control.• I can link 2-4 simple gymnastic movement e.g. starting position, hop and a skip.	<p>Val Sabin Year 1 Unit D: Flight, Bouncing, jumping and Landing.</p> <p>Val Sabin Year 1 Unit F: Rocking and Rolling</p>

<p>Gymnastics Vocabulary: Copy, explore, basic actions, control & co-ordination, body shapes different levels, jump, landing, balance, link 2-3 simple gymnastic movement, position, hop, skip.</p>		
<p>Games</p> <p>Pupils should be taught to: Travel with, send and receive a ball and other equipment in different ways Develop these skills for simple net, striking/fielding and invasion-type games Play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.</p> <p>Games Vocabulary: Travel, jumping, running, sending, receiving, hand-eye co-ordination, basic ball control,</p>	<ul style="list-style-type: none"> • Can travel in a variety of ways including jumping and running. • I can show basic ball control which includes a number of throws • I am beginning to develop eye-hand co-ordination when passing or receiving a ball. • I can take part in sending and receiving activities which shows basic control. • I can talk about exercising, safety & short term effects of exercise 	<p>Year 1 sports to be covered Basketball, Rounders and Football</p> <p>Here activities should focus on getting the children to establish simple control and sending and receiving of the ball with a partner. Additionally, children should be working towards improving their motor and locomotion skills through varied activities.</p>
<p>Athletics</p> <p>Pupils should be taught to: Take part in games and competitions that call for speed, control and moderate endurance. Use running, jumping and throwing in single challenges and competitions.</p> <p>Athletics: Run, different speeds, jump, standing position, variety, throws.</p>	<p>Focus of Athletics for Year one here is utilising the skills of running, jumping and throwing in a competitive environment.</p> <ul style="list-style-type: none"> • I can run at different speeds. • I can jump from a standing position. • I can perform a variety of throws with basic control. <p>Summer term will involve the practising of Sports Day event skills linked to athletics.</p>	

PE

Year 2

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Activities
<p>Dance Pupils should be taught to: Use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing] Change the rhythm, speed, level and direction of their movements. Create and perform dances using simple movement patterns, including those from different times and cultures. Express and communicate ideas and feelings.</p> <p>Dance: Movements, pattern, rhythm, speed, direction Control, respond imaginatively, stimuli Instruction, appropriate vocabulary, simple dance routine, space</p>	<ul style="list-style-type: none"> • I can respond imaginatively to a variety of stimuli including types of music and instruction. • I can move my body in time to beat of music and begin to make changes depending on the type of music being played. • I can perform a dance sequence, as part of a small group, which includes moves that fits a theme, has some elements of repetition and lasts the required time. • I can say what I liked about another's performance. <p>When children are talking about their performance, they should be beginning to think about what they liked about another person's performance and what they may want to work on to improve their performance.</p>	<p>Dance In a box (KS1): Use Shadows, Emotions and Who am I? As part of your Dance coverage.</p> <p>Links to competitions Year 2 Dance Competition – Autumn 1 Oct/Nov. Out Together event</p>
<p>Gymnastics Pupils should be taught to: Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus. Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling] Choose and link skills and actions in short movement phrases create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts</p>	<ul style="list-style-type: none"> • I am beginning to select simple actions to construct basic sequences. • I can begin to alter my body shape so that I am able to perform a high, low and stretched out position such as an arc and a dish. • I can perform a simple routine that includes at least a starting position, a hold and a finishing position. • I can identify the difference between my performance & that of others • I understand the need for warm up & cool down, and also what is happening to my body during exercise 	<p>Val Sabin Year 2 Unit H: Parts High and Low. Use activities outlined in Unit to cover objectives effectively.</p> <p>Val Sabin Unit K: Linking Movements together. Children will link together those different aspects of floor and</p>

<p>in direction, level and speed.</p> <p>Gymnastics: simple actions, basic sequences, body shape, high, low, stretched-out position, arc, dish, routine, starting position, transition hold, finishing position.</p>		<p>apparatus skills to produce basic gymnastic sequences.</p>
<p>Games</p> <p>Pupils should be taught to:</p> <p>Travel with, send and receive a ball and other equipment in different ways.</p> <p>Develop these skills for simple net, striking/fielding and invasion-type games.</p> <p>Play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending.</p> <p>Games: develop spatial awareness, rules, games simple tactics, understanding, attacking,, defending.</p>	<ul style="list-style-type: none"> • I can display confidence to send the ball to others in a range of ways • I can begin to apply and combine a variety of skills to a game situation. • I am beginning to develop spatial awareness in a game situation. • I can begin to develop own games with my peers. • I can understand the importance of rules within games. • I can develop simple tactics and use these appropriately. • I can begin to understand the roles of attacking/defending within a game. <p>Skills seen in Year 2 should progressively build on from the simple control of passing and receiving a ball in Year 1. Year 2 children should be demonstrating a range of passes such as bounce/roll pass with a degree of control and beginning to think what type of pass may be the most appropriate for the game they are playing.</p>	<p>Year 2 sports to be covered</p> <p>Basketball, Benchball and Rounders</p>
<p>Athletics</p> <p>Pupils should be taught to:</p> <p>Take part in and design challenges and competitions that call for precision, speed, power or stamina.</p> <p>Use running, jumping and throwing skills both singly and in combination.</p> <p>Pace themselves in these challenges and competitions.</p> <p>Athletics: understanding, adjust, speed, distance, Jump, standing position, suitable degree, accuracy, perform, throws, control, co-ordinated movements, use equipment safely.</p>	<ul style="list-style-type: none"> • I can change speed and direction whilst running. • I can begin to have an understanding of why I may need to adjust my speed according to distance. • I can jump from a standing position with a suitable degree of accuracy. • I can perform a number of throws with control and co-ordinated movements. <p>Focus of Athletics will be on the skills needed for Sports Day in Summer term</p>	

PE

Lower KS2

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 successes.

Year 3

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Activities
<p>Dance Pupils should be taught to: Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.</p> <p>Dance Vocabulary: copy, remember, explore, repeat simple actions, vary Ideas, control & co-ordination, apply compositional sequences alone, describe similarities, differences suggestions, improvements use turns, travelling, develop, good technique balancing, show, flexibility</p>	<ul style="list-style-type: none"> • I can improvise dance movements on my own & with a partner • I can translate ideas from a variety of stimuli into movement. • I can compare, develop & adapt movement & motifs to create longer dance pieces. I can use dance vocabulary to compare & improve my work in relation to others. • I understand working safely, I recognise changes in my body and I can give reasons why PE is good for my health. 	<p>Dance in a box (KS2): Use Charleston and Jive as part of your Dance coverage. Links to vetted 'you tube clips' are provided in each pack to show the Dance visually.</p>
<p>Gymnastics Pupils should be taught to: Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p> <p>Gymnastics: improvise, create group situation, appropriate dance vocabulary, compare, translate ideas, variety of stimuli, movement, support, larger sequence, perform, adapting.</p>	<ul style="list-style-type: none"> • I can copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination • I can apply compositional ideas to sequences alone & with others • I can describe my own & others work noting similarities & differences through simple gymnastic vocabulary I can make suggestions for improvements • Uses turns whilst travelling in a variety of ways. • Beginning to develop good technique when travelling, balancing or using equipment. • Beginning to show some flexibility in movements. 	<p>Val Sabin Unit L: Stretching, Curling and Arching: Children should travel showing a range of stretched and curled shapes e.g. rolling, jumping and beginning of cartwheel activities (if appropriate). Demonstrate stretched and curled balance on different body parts.</p>

<p>Games</p> <p>Pupils should be taught to: Play and make up small-sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.</p> <p>Games: understand, tactics, composition Respond, vary, skills, Actions, idea, apply, adjusting position, communicate, use skills, sound degree, co-ordination, control, catch, movement, develop, support, competition, select apparatus, equipment.</p>	<ul style="list-style-type: none"> • I can understand tactics and composition and respond in a variety of ways. • I can vary the skills, actions and ideas I use and apply these to the right game situation e.g. adjusting position on a court. • I can begin to communicate with others during game situations. • I can use skills with a sound degree of co-ordination and control e.g. control and catch a ball with movement and increasing stability. • I can develop with minimal support own rules for new games. • I can work with others in a group situation to develop a number of games. • I can begin to understand the need for competition through controlled means. • I can begin to select those pieces of apparatus/equipment independently to meet the needs of the task given. • I can talk about reasons for warming up / why exercise is good for health. 	<p>Year 3 sports to be covered Badminton, Benchball and Rugby</p> <p>Rugby League programme resources cards are to be used when teaching the skills for Rugby. They can also be adapted to use with tennis.</p> <p>Links to competitions</p> <p>Year 3/4 Mini-tennis: Direct Entry (Summer 1) April/May</p> <p>Year 3/4 Badminton: Direct Entry (Summer 1) April/May</p>
<p>Athletics</p> <p>Pupils should be taught to: Take part in and design challenges and competitions that call for precision, speed, power or stamina. Use running, jumping and throwing skills both singly and in combination. Pace themselves in these challenges and competitions.</p> <p>Athletics Vocabulary: run, speed, appropriate, distance, sprinting, cross country, Perform, jump, accuracy throws, selection of equipment, use equipment safely, good degree.</p>	<ul style="list-style-type: none"> • I can run at a speed appropriate to the distance I am running e.g. sprinting or cross country. • I can perform a running jump with some accuracy. • I can perform a variety of throws using a selection of equipment e.g. nerf javelins, discs or shot pot. • I can use equipment safely and with a good degree of control. <p>Regardless of the sport children are taking part in, they should be able to understand the need for warm-ups and warm downs after an event and briefly explain why this is important.</p>	<p>Elevating Athletics (Primary 7-9 year olds).Use the sequence of lessons with suggested warm-ups and activities that cover the necessary objectives in the essential skills.</p> <p>Links to competition</p> <p>Year 3/4/5/6 Cross country: Out Together (Autumn 1) September.</p>

PE

Year 4

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Activates
<p>Dance Pupils should be taught to: Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.</p> <p>Dance Vocabulary: modify, performance, observation basic understanding, structure, body, vary dynamics, develop actions, partner, group, use movement, precision, control, accuracy, respond, stimuli, demonstrating, awareness, rhythm, spatial awareness change, sequence, self-evaluation, collaboratively</p>	<ul style="list-style-type: none"> I can demonstrates precision, control & fluency in response to stimuli I can vary dynamics & develop actions with a partner or as part of a group I continually demonstrate rhythm & spatial awareness I can modify my performance & that of others as a result of observation & basic understanding of the structure of the body Begin to change part of their dance sequence as part of self-evaluation. 	<p>Dance in a box (KS2): Use Quickstep and Paso Doble as part of your Dance coverage. Links to vetted 'you tube clips' are provided in each pack to show the Dance visually.</p>
<p>Gymnastics Pupils should be taught to: Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p> <p>Gymnastics: link ideas, Skills, techniques, control Precision, fluency, performing, basic, composition, performing complex sequences, develop strength, flexibility, describe, refine, improve, modify, creates, various body shapes, combine smoother sequences.</p>	<ul style="list-style-type: none"> I can link ideas, skills & techniques with control, precision & fluency when performing basic skills I understand composition by performing more complex sequences I can describe how to refine, improve & modify performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create smoother sequences. 	<p>Val Sabin Unit Q: Receiving Body weight: Children should develop skills that focus on transferring body weight to varying body parts, take weight on hands and thrust into different directions.</p> <p>Also see Val Sabin Unit R: Balance leading into change of Front and Direction.</p>
<p>Games Pupils should be taught to: Play and make up small-sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.</p>	<ul style="list-style-type: none"> I can vary the skills, ideas and actions and then links these in ways appropriate to the game that is being played. I can show confidence in using ball skills in various ways and begin to link these together e.g. dribbling, kicking, passing. I can use a variety of skills needed for the game in a co-ordinated, stable, fluent and controlled manner. 	<p>Year 4 sports to be covered Tennis, Football and Dodgeball</p> <p>Rugby League programme with resource cards. Including differentiation</p>

<p>Games Vocabulary: vary, skills, ideas, actions, links, game, confidence, using ball skills, various, link dribbling, kicking, passing, co-ordinated, stable, fluent, controlled manner, variety, competitive, demonstrating, understanding, tactics, create, knowledge and skills, suggestions, resources, equipment, differentiate, running, throwing, catching, jumping., attacking, defending.</p>	<ul style="list-style-type: none"> • I can take part in a variety of competitive games demonstrating a sound understanding of tactics. • I can create a number of games using my own knowledge and skills. • I can make suggestions as to what resources/equipment can be used to differentiate the game e.g. different sized balls equalling different points. • I can begin to make appropriate comments to improve my own and others work. • I can apply basic skills learnt to attacking and defending. • I can use running, jumping, throwing and catching together or independently. 	<p>for higher level skills. Follow set activities.</p> <p>Links to Competition Year 3/4 Mini-tennis: Direct Entry (Summer 1) April/May Year 3/4 Badminton: Direct Entry (Summer 1) April/May Year 4 Dodgeball: Out Together (Spring 2) March</p>
<p>Athletics</p> <p>Pupils should be taught to: Take part in and design challenges and competitions that call for precision, speed, power or stamina. Use running, jumping and throwing skills both singly and in combination. Pace themselves in these challenges and competitions</p> <p>Athletics: build, running, techniques, confidence, perform, jump, component, hop, skip, jump, triple jump, describe, athletic performance, demonstrate good degree, accuracy good control.</p>	 <ul style="list-style-type: none"> • I can begin to build a variety of running techniques appropriate to the activity and use these with confidence. • I can perform a running jump with more than one component e.g. hop, skip and jump from the triple jump. • I can describe good athletic performance using correct vocabulary. • I can demonstrate good degree of accuracy with throwing activities. • I can use equipment safely with good control. <p>Regardless of the sport children are taking part in, they should be able to understand and the need for warm-ups and warm downs after an event and explain why this is important.</p>	<p>Elevating Athletics (Primary 7-9 year olds). Use the sequence of lessons with suggested warm-ups and activities to cover the necessary objectives focusing on sprinting, hurdling, throwing, jumping and combining all of these skills.</p> <p>Links to competition Year 3/4/5/6 Cross country: Out Together (Autumn 1) September.</p>
<p>Swimming</p> <p>Pupils should be taught to: Pace themselves in floating and swimming challenges related to speed, distance and personal survival. Swim unaided for a sustained period of time over a distance of at least 25m. Use recognised arm and leg actions, lying on their front and back. Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].</p>	<ul style="list-style-type: none"> • I can jump in from poolside and submerge bending knees on landing. • I can sink, push away from wall on side and maintain a streamlined position. • I can push and glide on the front with arms extended and log roll onto the back. • I can push and glide on the back with arms extended and log roll onto the front. • I can travel on the front, tuck and rotate around the horizontal axis and return on the back. 	<p>I can statements/objectives to be covered by staff and the instructor whilst class at the swimming baths. This will be confirmed in the 'I can' swim checklist assessment.</p> <p>Data to be forwarded to School once a Classes swimming allocation has been completed.</p>

Swimming: jump, submerge, bending, landing, sink, push away, maintain, streamlined position, glide, extended, log roll, tuck, rotate, horizontal axis, recognised position, travel, technique competently, confidently, proficiently.

Use Wakefield Council Swimming assessment Certificates.

- I can fully submerge to pick up an object and return it with any recognised position.
- I can answer correctly 3 questions on the water safety code.
- I can travel at least 10 metres on the front or back choosing a recognised swimming technique such as the front crawl or backstroke.

If the children cover these objectives they will then move onto Year 5 objectives which include using a recognising swimming technique focusing on breathing technique.



PE

Upper KS2

Year 5

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Activities
<p>Dance Pupils should be taught to: Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.</p> <p>Dance Vocabulary: perform, create motifs, expression, variety of dance styles, accuracy, consistency, select, range of compositional skills, demonstrate ideas, suggest ways to improve quality of performance, knowledge & understanding, lead, warm up & demonstrate, safe practice, combine flexibility, technique, movement, create, fluent sequence, appropriately required style, stimulus, levels, ways of travelling, change of pace, complex vocabulary, compare, improve.</p>	<ul style="list-style-type: none"> • I can perform & create motifs in a variety of dance styles with accuracy & consistency • I can select & use a wide range of compositional skills to demonstrate ideas • I can suggest ways to improve quality of performance showing sound knowledge & understanding • I can lead my own warm up & demonstrate all round safe practice • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus e.g. levels, ways of travelling and motifs • Beginning to show a change of pace and timing in their movements. • Use more complex vocabulary to describe how to improve and refine their performances. 	<p>Dance in a box (KS2): Use Samba and Line Dancing as part of your Dance coverage. Links to vetted 'you tube clips' are provided in each pack to show the Dance visually.</p>
<p>Gymnastics Pupils should be taught to: Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p> <p>Gymnastics Vocabulary: flexibility, fluent sequence, style, levels, travelling, motifs, space, timing, perform, create, complex skills, accuracy, consistency, compositional skills, Innovate, analyse skills, complex vocabulary, improve, refine.</p>	<ul style="list-style-type: none"> • I can perform & create movement sequences with increasingly complex skills & displaying accuracy & consistency • I can select & use a wide range of compositional skills in complex sequences alone & in groups. I show an ability to innovate • I can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding • Links skills with control, technique and flexibility throughout performances. 	<p>Val Sabin Year 5 Unit T: Bridges and Unit V: Functional use of the Limbs. Here the units will focus on the children working towards more complex sequences linking bridge balances using travel, jump and turn and using travelling and rolling movements to create a sequence involving planned variations in the body shape.</p>

Games

Pupils should be taught to:

Play and make up small-sided and modified competitive net, striking/fielding and invasion games.

Use skills and tactics and apply basic principles suitable for attacking and defending.

Work with others to organise and keep the games going.

Games: vary the skills, ideas, actions, links these show confidence, co-ordinated, stable, fluent controlled manner, competitive games, understanding of tactics, knowledge, skills, attacking, defending, evaluate, own, running, jumping, catching .

- I can vary the skills, ideas and actions and then links these in ways appropriate to the game that is being played.
- I can show confidence in using ball skills in various ways and link these together e.g. dribbling, kicking, passing.
- I can use a variety of skills needed for the game in a co-ordinated, stable, fluent and controlled manner showing a good level of confidence.
- I can take part in a variety of competitive games demonstrating a good understanding of tactics.
- I can create a number of games using my own knowledge and skills.
- I can make confident suggestions as to what resources/equipment can be used to differentiate the game e.g. different sized balls equalling different points.
- I can apply basic skills learnt to attacking and defending more confidently.
- I can make appropriate comments which evaluate my own and others work in order to improve it.
- I can use running, jumping and catching together within a game together or independently.

Year 5 sports to be covered

Hockey, Tag Rugby, Cricket, Netball and Tennis

Use and adapt activities from **Rugby programme resource cards for Hockey** as activities are adaptable to any sport.

Links to competition

Year 5/6 Tag Rugby event: Out Together (Autumn 1) Oct/Nov

Year 5/6 Hockey event: Out Together (Spring 1) – February

Year 5/6 Hi 5 Netball event: Out Together (Spring 1) January.

Year 5 Mini Tennis event: Outwood Together (Summer 1) – May.

Year 5/6 Cricket event: Out Together (Summer 1) – May.

Athletics

Pupils should be taught to:

Take part in and design challenges and competitions that call for precision, speed, power or stamina.

Use running, jumping and throwing skills both singly and in combination.

Pace themselves in these challenges and competitions.

- I can begin to build a variety of running techniques appropriate to the activity and use these with confidence.
- I can perform a running jump with more than one component e.g. hop, skip and jump from the triple jump.
- I can begin to record others performances and evaluate these in order to make sensible suggestions for improvement.
- I can demonstrate good degree of accuracy with throwing activities.
- I can describe good athletic performance using correct vocabulary

Elevating Athletics (Primary) Use the folder with the separate areas to cover specific objectives and activities in relation to running, sprinting, throwing, jumping and combining these within competitive sports i.e. relay.

Links to competition

<p>Athletics Vocabulary: running, technique, running jump Component, hop, skip, Jump, record, evaluate, demonstrate, accuracy, throwing, athletic performance, correct vocabulary.</p>	<p>Regardless of the sport children are taking part in, they should be able to understand the need for warm-ups and warm downs after an event and explain giving reasons as to why this is important.</p>	<p>Year 3, 4, 5 & 6 Cross country event (Out Together event) Autumn 1 – September.</p> <p>Year 5/6 Olympics Day event: Out Together (Summer 2) June/July</p>
<p>Swimming</p> <p>Pupils should be taught to: Pace themselves in floating and swimming challenges related to speed, distance and personal survival. Swim unaided for a sustained period of time over a distance of at least 25m. Use recognised arm and leg actions, lying on their front and back. Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].</p> <p>Use Wakefield Council Swimming assessment Certificates</p> <p>Swimming Vocabulary: tuck (mushroom), changing shapes, push and glide, front crawl, leg kick action, butterfly, breaststroke, head first sculling, recognised stroke, back and roll, swim competently, confidently proficiently.</p> <p>Outdoor and adventurous Pupils should be taught to: Take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments Use a range of orienteering and problem-solving skills Work with others to meet the challenges</p> <p>Outdoor Adventurous Vocabulary: maps, diagrams, orientate, travel, solutions, challenge, prepare, physically, organisationally.</p>	<ul style="list-style-type: none"> • I can perform a tuck (mushroom) float for around 5 seconds. • I can perform a sequence of changing shapes (minimum of 3) whilst floating at the surface. • I can push and glide from the wall to the pool floor. • I can perform a front crawl leg kick action for a distance of 10 metres and return on back performing back crawl leg action (one item of equipment optional). • I can perform a butterfly leg kick action on the front or the back. • I can perform a breaststroke leg kick action on the front and return on the back with a breaststroke leg action. • I can perform head first sculling for a distance of 5 metres. • I can swim a recognised stroke (breaststroke, front crawl or backstroke) for a distance of 10 metres. • I can travel 5 metres on the back and roll in one continuous movement and vice versa. <p>These objectives will be covered along with those outlined in years 4.</p> <ul style="list-style-type: none"> • I can use maps and diagrams to orientate and travel around a simple course. • I can find solutions to problems and challenges independently and in group situations. • I can begin to prepare physically and organisationally for challenges, taking safety into account. 	<p>I can statements/objectives to be covered by staff and the instructor whilst class at the swimming baths. This will be confirmed in the 'I can' swim checklist assessment.</p> <p>Data to be forwarded to School once a Classes swimming allocation has been completed and used to be reported on the website.</p>

PE

Year 6

Statutory requirements (National curriculum)	Stanley Grove's Essentials	Activates
<p>Dance Pupils should be taught to: Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.</p> <p>Dance Vocabulary: perform, create, motives/styles, consistency, Confidence, select, compositional skills, demonstrate ideas. Suggest, improve quality, knowledge, lead, combine flexibility, technique, movements, fluent sequence, stimulus, level, travelling, motifs.</p>	<ul style="list-style-type: none"> I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. I can select & use a wide range of compositional skills to demonstrate ideas I can suggest ways to improve quality of performance showing strong knowledge & understanding. Adapts sequences to include a partner or a small group. I can lead a group to produce a Dance influenced by a number of styles. I can gradually increases the length of sequence work with a partner to make up a short sequence using the floor, the mats and apparatus showing a high level of consistency, fluency and movement. I can perform difficult actions with an emphasis on extension, clear body shape and changes in direction. 	<p>Children should now be starting to produce their own series of Dance pieces influenced by a range of genres and places in the world i.e. African, Brazilian and Spanish. Also, children should start to recognise how they can work on their piece to improve it further.</p>
<p>Gymnastics Pupils should be taught to: Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p> <p>Gymnastics: plan, perform, precision, control, fluency, movement, variations, speed, levels, sequences, length, floor, mats, consistency, improve, refine, extension, body shape, direction.</p>	<ul style="list-style-type: none"> I can perform & create movement sequences with some complex skills & displaying accuracy & consistency I can select & use a wide range of compositional skills in both simple and complex sequences alone & in groups. I show the ability to refine my individual and group performance. I can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding I can lead my own warm up & demonstrate all round safe practice 	<p>Val Sabin Year 6 Unit X: Partnerwork, Matching and Mirroring and Unit Y: Synchronisation and Cannon. Children should be going beyond the straight forward mirroring by devising mirrored sequences which includes children completing the sequences side by side, asymmetrical balances and the using all 4 balances with travelling, jumping and turning movements.</p>
<p>Games Pupils should be taught to: Play and make up small-sided and modified competitive net,</p>	<ul style="list-style-type: none"> I can vary the skills, ideas and actions and then links these in ways appropriate to the game that is being played. 	<p>Year 6 sports to be covered Football, Netball and Tag Rugby</p>

striking/fielding and invasion games.

Use skills and tactics and apply basic principles suitable for attacking and defending.

Work with others to organise and keep the games going.

Games: skills, ideas, action, confidence, dribbling, kicking, passing, possession, demonstrate, co-ordination, stability, fluidity, controlled manner, competitive games, tactics, evaluate, apply, attacking, defending, running, jumping, catching.

- I can show confidence in using ball skills in various ways and link these confidently together e.g. dribbling, kicking, passing.
- I can maintain possession of balls during game situations.
- I can maintain possession of the ball in games situations.
- I can consistently use skills which demonstrate a strong level of co-ordination, stability, fluidity and controlled manner e.g. passing the ball with the right amount of power whilst moving.
- I can participate in a range of competitive games demonstrating a strong understanding of tactics and applying these at the right time.
- I can evaluate my own and others competitive game so that it can be modified when needed.
- I can confidently apply my skills to a number of situations involving both attacking and defending.
- I can show an awareness of when to use running, jumping and catching together or in isolation within an activity or game situation.

Links to competition

Year 5/6 Tag Rugby event: Out Together (Autumn 1) Oct/Nov

Year 5/6 Hockey event: Out Together (Spring 1) – February

Year 5/6 Hi 5 Netball event: Out Together (Spring 1) January.

Year 5/6 Cricket event: Out Together (Summer 1) – May.

Athletics

Pupils should be taught to:

Take part in and design challenges and competitions that call for precision, speed, power or stamina

Use running, jumping and throwing skills both singly and in combination

Pace themselves in these challenges and competitions

Athletics Vocabulary: running, perform, running jump, component, hop, skip, jump, record, evaluate, improvement, accuracy, athletic.

- I can begin to build a variety of running techniques appropriate to the activity and use these with confidence.
- I can perform a running jump with more than one component e.g. hop, skip and jump from the triple jump.
- I can begin to record others performances and evaluate these in order to make sensible suggestions for improvement.
- I can demonstrate good degree of accuracy with throwing activities.
- I can describe good athletic performance using correct vocabulary.

Regardless of the sport children are taking part in, they should be able to explain in detail why both warm-ups and warm-downs are important when engaging in physical activity. Children will be able to state with confidence which parts of the body may be effected if these are not done.

Elevating Athletics (Primary) Use the folder with the separate areas to cover specific objectives and activities in relation to running, sprinting, throwing, jumping and combining these within competitive sports.

Links to competition

Year 3, 4, 5 & 6 Cross country event (Out Together event) Autumn 1 – September.

Year 5/6 Olympics Day event: Out Together (Summer 2) June/July

Outdoor and adventurous

Pupils should be taught to:

Take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments

Use a range of orienteering and problem-solving skills

Work with others to meet the challenges

Outdoor Adventurous: use, interpret, maps, logically think activities, choose, apply strategies, discuss, work, demonstrate.

- I can use maps and diagrams to orientate and travel around a simple course
- I can respond when a task or environment changes and a challenge increases
- I can begin to plan sensible responses to physical challenges or problems
- I can recognise the physical demands made by a task
- I can identify successful aspects of a task
- I can choose and perform skills and strategies effectively
- I can find solutions to problems and challenges independently and in group situations.
- I can adapt strategies when necessary and suggest ways to improve.
- I can work well in a group/team, where roles and responsibilities are understood
- I can prepare physically and organisationally for challenges, taking safety into account

It may be an ideal opportunity for these objectives to be covered 'cross curricular' with Geography and Maths carrying out activities such as orienting and mapping.

Local Links: Planning and carrying out an orientation trip in the local area e.g. round Nostell Priory in Summer term.

It must be noted that 'essentials' are the skills that we expect the children to be working towards achieving in each year group. You need to make sure that you also consolidate the previous year's essentials as part of your lessons.

The activities listed above for each area of the PE curriculum are there to support your teaching of the objectives that need to be covered in your year group. Nonetheless, you only need to use these as a guide if you feel that you can cover the objectives using different activities.

You will find the resources such as Dance in a box, Val Sabin and The Rugby League programme in the PE cupboard. Please ensure that these are put back once you have finished with them so others can use.