

Physical Education at Holy Trinity CE Primary

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic & creative intellectual activity.” J F Kennedy

Our curriculum **intent for Physical Education** is that every child will:



- take part in two hours of planned physical activity a week
- experience high quality teaching from teachers at Holy Trinity and sports coaches
- develop the fundamental physical skills of agility, balance and coordination
- apply these skills within a wide range of sports
- have additional opportunities for physical activity within curriculum hours and outside of curriculum hours
- be inspired to lead and support others
- be well informed to make exercise a part of their healthy lifestyle now and in the future
- exhibit the School Games values of passion, self-belief, determination, respect, teamwork and honesty

Implementation of the Physical Education Curriculum at Holy Trinity

Holy Trinity is committed to ensuring all children have full access to high-quality physical education and sport. We use sports coaches as well as our teachers to deliver two hours of curriculum P.E. every week. In addition to two hours a week, classes participate in extra physical activity such as working towards a daily mile and 5-a-Day.

The Curriculum consists of the following areas:

- Dance
- Gymnastics
- Games, including invasion, net & wall, striking and fielding
- Athletics
- Outdoor and Adventurous Activities
- Swimming

Also, children take part in house competitions termly, and weekly sporting challenges run by our house captains.

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Gymnastics	Gymnastics	Dance	Dance	Invasion Games	Striking and Fielding
	Tennis	Tennis	Fundamentals	Ball Skills	Athletics	Fitness
Year 2	Gymnastics	Gymnastics	Dance	Dance	Athletics	Fitness
	Fundamentals	Ball Skills	Team Building	Invasion Games	Tennis	Tennis
Year 3	Gymnastics	Gymnastics	Dance	Dance	Swimming	Rounders
	Tag Rugby	Football	Tennis	Tennis	Cricket	Athletics

Year 4	Gymnastics	Gymnastics	Dance	Dance	Swimming	Rounders
	Tag Rugby	Football	Hockey	Netball	Cricket	Athletics
Year 5	Gymnastics	Gymnastics	Dance	Dance	Athletics	Golf
	Tennis	Tennis	Dodgeball	Handball	Cricket	Rounders
Year 6	Gymnastics	Gymnastics	Dance	Dance	Athletics	Rounders
	Dodgeball	Handball	Tennis	Tennis	Cricket	OAA (inc. residential)

Swimming

Our pupils in Y3 and 4 attend swimming lessons at St. George's, Ascot, which are led by Frogs and Friends instructors. Our aim is for all pupils to be able to swim the required 25 metres by the time they leave in Year 6 and promote participation outside of school. Pupils follow a series of lessons in which they develop different swimming strokes, as well as building their water confidence and water safety skills.

Outside of Curriculum Hours

We offer a wide range of sports clubs before school, during lunchtimes and after school. These include the following:

- Football
- Netball
- Rounders
- Athletics
- Fencing
- Martial Arts
- Basketball
- Zumba

The Impact of the Physical Education Curriculum at Holy Trinity

Pupils experience a wide range of competitive and non-competitive physical activity and sporting opportunities both within curriculum hours, and outside of them through before and after school clubs as well as through links to community clubs.

Pupils leave Holy Trinity having found a love for keeping active and for a sport that they can build upon in secondary school and beyond. Many pupils leave having had experience of leading teams, which they can extend further should they wish to follow that pathway at their future years.

How does Physical Education fit into our School Vision?



PE links/actions:

- Our pupils receive 2 hours of high quality curriculum P.E. / Sport delivered weekly by teachers and sports coaches.
 - Our pupils have access to outside curriculum hours sports clubs.
 - Our pupils have access to lunch time sports clubs available.
 - Our Year 6 house and vice captains have regular and varied opportunities to lead sporting activities.
 - Our pupils participate in Inter-house sports competitions.
 - Our high quality P.E. / Sport lessons are inclusive for all.
 - Celebration of participation in matches and competitions regularly included on newsletter and in assemblies.
 - Risk assessments for all activities.
 - P.E. / Sport is used to develop the physical, cognitive, creative, personal and social skills of our pupils.
 - P.E. / Sport contributes positively to our pupils' mental and physical health, encouraging positive and healthy lifestyle choices for their futures.
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- Provide more CPD opportunities for staff in P.E. & Sport
 - Staff to work alongside confident / expert teachers and sports coaches to increase confidence.
 - Continue to promote and model the physical and mental health benefits of P.E. / Sport.
 - Offer staff opportunities to be active and lead healthy lifestyles.
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- Ensure our pupils have access to high quality equipment during lessons.
 - Ensure our pupils have access to high quality equipment during break and lunch times.
 - Ensure our environments (hall, playgrounds and field) remain in good condition.
 - Our pupils have regular opportunities in addition to curriculum lessons to take part in physical activity.
 - Be aware of new sports that would engage and inspire pupils.
 - Increase displays of P.E. / Sport across the school and on webpages.
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- Strong link with Charters through regular participation in inter-school competitions.
 - Football league participation within cluster.
 - Netball league participation within cluster.
 - Strong links with other P.E. / sport subject leaders across the local cluster
 - Links with schools outside of cluster, such as Papplewick.
 - Sign post our pupils and their parents to sports clubs and holiday clubs through newsletter and flyers.
 - Our pupils in upper key stage 2 go on high quality residential trips.

Holy Trinity CE Primary School
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Holy Trinity CE Primary Physical Education overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	- Introduction to rules in the hall - Learning to change and organise belongings - Looking at different way of moving around the hall - Looking at ways of moving on mats and on benches. - Learning how to jump and land safely. - 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. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.		- 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.		- Running longer distances to boost fitness - Learning to run in straight lines down a track - Learning to tag each other in preparation for Sports day - Listening to instructions and following the rules for carousel at Sports day - Developing our throwing of a tennis ball, vortex and javelin. - Developing our jumping of hurdles and high jump.	
Year 1	Gymnastics Pupils will be able to: - Explore basic shapes – straight, tuck, straddle and pike - Perform balances making their body tense, stretched and curled - Explore barrel, straight and forward roll progressions - Explore shape jumps, including jumping off low apparatus Pupils will know: - They can improve their shapes by extending parts of their body - Balances should be held for 5 seconds - They can use different shapes to roll - Landing on the balls of their feet helps them to land with control Vocabulary: action, control, direction, level and speed. Net/Wall Games - Tennis Pupils will be able to: - Explore hitting a dropped ball with a racket. - Throw a ball over a net to land into the court area - Explore sending a ball with hands and a racket - Use the ready position to move towards a ball Pupils will know:		Dance Pupils will be able to: - Copy, remember and repeat actions to represent a theme. - Create their own actions in relation to a theme. - Explore varying speeds to represent an idea. - Explore pathways within their performance. - Begin to explore actions and pathways with a partner. - Perform on their own and with others to an audience. Pupils will know: - that actions can be sequenced to create a dance. - That they can create fast and slow actions to show an idea. - That there are different directions and pathways within space. - That when dancing with a partner, it is important to be aware of each other and keep in time. - That standing still at the start and at the end of the dance lets the audience know when they have started and when they have finished. - That if they use exaggerated actions, it helps the audience to see them clearly. Vocabulary: balance, beat, copy, fast, level, pathway, pose, and timing. Fundamentals Pupils will be able:		Invasion Games Pupils will be able to: - Explore sending and receiving with hands and feet to a partner. - Explore dribbling with hands and feet. - Recognise good space when playing games. - Explore changing direction to move away from a partner. - Explore tracking and moving to stay with a partner. Pupils will know: - To look at their partner before sending the ball. - That moving with a ball is called dribbling. - That being in a good space helps them to pass the ball. - That being able to move away from a partner helps their team to pass them the ball. - That staying with a partner makes it more difficult for them to receive the ball. - That tactics can help them when playing games. - That rules help us to play fairly. Vocabulary: attacker, defender, dodge, goal, mark, track Athletics Pupils will be able to: - Explore running at different speeds. - Develop balance whilst jumping and landing. - Explore hopping, jumping and leaping for distance.	

‘I know that there is nothing better for people than to be happy and to do good while they live.’ Ecclesiastes 3:12

Physical Education at Holy Trinity CE Primary School

- To use the centre of the racket for control
- To use an underarm throw to feed to a partner
- That throwing / hitting to their partner with not too much power will help them to return the ball
- That using a ready position will help them to move in any direction
- That tactics can help us to be successful when playing games.
- That rules help us to play fairly

Vocabulary - net, racket, ready position, track, underarm

- To explore changing direction and dodging.
- To discover how the body moves at different speeds.
- To move with some control and balance.
- To explore stability and landing safely.
- To demonstrate control in take off and landing when jumping.
- To begin to explore hopping in different directions.
- To show co-ordination when turning a rope.
- To use rhythm to jump continuously in a French rope.

Pupils will know:

- That bending my knees will help me to change direction.
- That if I swing my arms, it will help me to run faster.
- That looking ahead will help me to balance.
- That landing on my feet helps me to balance.
- That landing on the balls of my feet helps me to land with control.
- That I should hop with a soft bent knee.
- That I should use the opposite arm to leg when I skip.
- That jumping on the balls of my feet helps me to keep a consistent rhythm

Vocabulary - dodge, jog, ready position, skip, swing

Ball Skills

Pupils will be able:

- To roll and throw with some accuracy towards a target.
- To begin to catch with two hands.
- To catch after a bounce.
- To track a ball being sent directly.
- To explore dribbling with hands and feet

Pupils will know:

- To face my body towards my target when rolling and throwing underarm to help me to balance.
- To watch the ball as it comes towards me.
- To move my feet to get in the line with the ball.
- That moving with a ball is called dribbling.

Vocabulary - control, ready position, soft, swing, track, underarm

- Explore throwing for distance and accuracy.

Pupils will know:

- That if I swing my arms, it will help them to run faster.
- That landing on the balls of their feet helps them to land with control.
- That if they bend their knees, it will help them to jump further.
- That stepping forward with their opposite foot to hand will help them to throw further.
- That rules help us to play fairly.

Vocabulary - control, further, leap, overarm, quickly, time, underarm, walk

Striking and Fielding

Pupils will be able to:

- Explore striking a ball with their hand and equipment.
- Develop tracking and retrieving a ball.
- Explore technique when throwing over and underarm.
- Develop co-ordination and technique when catching.

Pupils will know:

- That the harder they strike, the further the ball will travel.
- That throwing the ball back is quicker than running with it.
- Which type of throw to use to throw over longer distances.
- To watch the ball as it comes towards them.
- That tactics can help them when playing games.
- That rules help us to play fairly.

Vocabulary - batter, batting, bowl, bowler, fielder, fielding, hit, out, overarm, ready position, track, underarm.

Fitness

Pupils will be able to:

- Change direction whilst running.
- Explore balancing in more challenging activities with some success.
- Explore co-ordination when using equipment.
- Explore running at different speeds.
- Explore exercises using their own body weight.

			- Explore moving for longer periods of time and identify how it makes them feel. Pupils will know: - That bending their knees will help them to change direction. - That looking ahead will help them to balance. - That using the opposite arm to leg at the same time helps them to perform skills such as running and throwing. - That if they swing their arms, it will help them to run faster. - That exercise helps them to become stronger. - That when they move for a long time it can make them feel hot and they breathe faster Vocabulary - active, bones, brain, breathing, calm, exercise, healthy, heart, memory, mood, muscles, quick, strong
Year 2	Gymnastics Pupils will be able to: - Explore using shapes in different gymnastic balances - Remember, repeat and link combinations of gymnastic balances - Explore barrel, straight and forward rolls and put into sequence work - Explore shape jumps and take off combinations Pupils will know: - Some shapes link well together - Squeezing my muscles helps me to balance - There are different teaching points for different rolls - Looking forward will help me to land with control Vocabulary: link, pathway, pike, sequence, straddle, tuck Fundamentals Pupils will be able to: - Running – demonstrate balance when changing direction. Clearly show different speeds when running. - Balancing – demonstrate balance when performing movements.	Team Building Pupils will be able: - To begin to plan and apply strategies to overcome a challenge. - To follow and create a simple diagram/map. - To work co-operatively with a partner and a small group. Pupils will know: - That listening to each other's ideas might give us an idea we hadn't thought of. - That the map tells us what to do. - That using encouraging words when speaking to a partner or group to help them to trust me. - How to verbalise when I am successful and areas that I could improve. - How to follow and apply simple rules. Vocabulary - communicate, map, successful, include, solve, support Invasion Games Pupils will be able to: - Develop sending & receiving with increased control. - Explore dribbling with hands and feet with increasing control on the move.	Athletics Pupils will be able to: - Develop the sprinting action. - Develop jumping, hopping and skipping actions. - Explore safely jumping for distance and height. - Develop overarm throwing for distance. Pupils will know: - That running on the balls of their feet, taking big steps and having elbows bent will help them to run faster. - That swinging their arms forwards will help them to jump further. - That they can throw in a straight line by pointing their throwing hand at their target as they let go of the object. - How to follow simple rules when working with others. Vocabulary - aim, distance, far, height, landing, sprint, take off Tennis Pupils will be able to: - Develop hitting a dropped ball over a net. - Accurately underarm throw over a net to a partner.

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- Jumping – demonstrate jumping for distance, height and in different directions.
- Hopping – demonstrate hopping for distance, height and in different directions.
- Skipping – explore single and double bounce when jumping in a rope.

Pupils will know:

- Running – that putting weight into the front of their feet helps them to stop in a balanced position. Know that running on the balls of their feet, taking big steps and having elbows bent will help them to run faster.
- Balancing – that squeezing their muscles helps them to balance
- Jumping – that swinging their arms forwards will help them to jump further.
- Hopping – that if they look straight ahead it will stop them from falling over when they land
- That they should swing opposite arm to leg not help them to balance when skipping without a rope

Vocabulary - hurdle, speed, sprint, take-off, weight

Ball Skills

Pupils will be able to:

- Roll, throw and kick a ball to hit a target.
- Develop catching a range of objects with two hands. Catch with and without a bounce.
- Consistently track and collect a ball being sent directly.
- Explore dribbling with hands and feet with increasing control on the move.

Pupils will know:

- that stepping with opposite foot to throwing arm will help me to balance.
- to use wide fingers and pull the ball into my chest to help to securely catch.
- that it is easier to move towards a ball to track it than chase it.
- to keep my head up when dribbling to see space/opponents.

Vocabulary - collect, prepare, receive, release, touch

- Explore moving into space away from others.
- Develop moving into space away from defenders.
- Explore staying close to other players to try and stop them getting the ball.

Pupils will know:

- To control the ball before sending it.
- To know that keeping my head up will help me to know where defenders are.
- To know that moving into space away from defenders helps me to pass and receive a ball.
- To know that when my team is in possession of the ball, I am an attacker and we can score.
- To know that when my team is not in possession I am a defender and we need to try to get the ball.
- To know that standing between the ball and the attacker will help me to stop them from getting the ball.
- To understand and apply simple tactics for attack and defence.
- How to score points and follow simple rules.

Vocabulary - attack, opponent, send, teammate, defend, possession, shoot, goalkeeper, receive, tactic

Dance

Pupils will be able to:

- Accurately remember, repeat and link actions to express an idea.
- Develop an understanding of dynamics.
- Develop the use of pathways and travelling actions to include levels.
- Explore working with a partner using unison, matching and mirroring.
- Develop the use of facial expressions in their performance.

Pupils will know:

- that sequencing actions in a particular order will help them to tell the story of their dance.
- that they can change the way they perform actions to show an idea.
- that they can use different directions, pathways and levels in their dance.
- that using counts of 8 will help them to stay in time with their partner and the music.

- Explore underarm rallying with a partner catching after one bounce.
- Consistently use the ready position to move towards a ball.

Pupils will know:

- To watch the ball as it comes towards them to help them to prepare to hit it.
- To place enough power on a ball to let it bounce once but not too much so that their partner can't return it.
- That sending the ball towards their partner will help them to keep a rally going.
- That using a ready position helps them to react quickly and return a ball.
- That applying simple tactics makes it difficult for their opponent.
- How to score points and follow simple rules.

Vocabulary - against, defend, quickly, receive, return, trap

Fitness

Pupils will be able to:

- Demonstrate improved technique when changing direction on the move.
- Demonstrate increased balance whilst travelling along and over equipment.
- Perform actions with increased control when co-ordinating my body with and without equipment.
- Demonstrate running at different speeds.
- Demonstrate increased control in body weight exercises.
- Show an ability to work for longer periods of time.

Pupils will know:

- Using small quick steps helps them to change direction.
- That they can squeeze their muscles to help them to balance.
- That some skills require them to move body parts at different times such as skipping
- That they take shorter steps to jog and bigger steps to run.
- That strength helps them with everyday tasks such as carrying our school bag.
- That they need to run slower if running for a long period of time.

Vocabulary - speed, sprint, steady, time, tired

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		- that using facial expressions helps to show the mood of their dance. - that if they practice their dance, their performance will improve. Vocabulary: created, dynamics, expression, matching, mirroring, perform, speed and unison.	
Year 3	Invasion Games – Tag Rugby and Football Pupils will be able to: - Explore sending and receiving abiding by the rules of the game. - Explore dribbling the ball abiding by the rules of the game under some pressure. - Develop moving into space to help their team. - Develop movement skills to lose a defender. - Explore shooting / scoring actions. - Develop tracking opponents to limit their scoring opportunities. Pupils will know: - That pointing their hand / foot to their target on release will help them send a ball accurately - that spreading out as a team, they will move defenders away from each other - their role as an attacker and defender - that using simple tactics will help their team to achieve an outcome - the rules of the game and begin to apply them Vocabulary - accurate, opposition, referee, tournament, communicate, intercept, pitch, teamwork, control, invasion, receiver, technique Gymnastics Pupils will be able to: - Explore matching and contrasting shapes - Explore point and patch balances and transition smoothly into and out of them - Develop the straight, barrel and forward roll - Develop stepping into shape jumps with control Pupils will know:	Net & Wall Games – Tennis Pupils will be able to: - Explore returning a ball using shots such as the forehand and backhand. - Explore rallying using a forehand. - Consistently use and return to the ready position in between shots. Pupils will know: - That pointing the racket face/their hand where they want the ball to go and turning their body will help them to hit accurately. - That hitting towards their partner will help them to return the ball easier and keep the rally going. - That moving to the middle of their court will enable them to cover the most space. - That using simple tactics will help to achieve an outcome e.g. if they spread out, they can cover more space. - The rules of the game and begin to apply them Vocabulary - backhand, control, court, forehand, opposition, react, competition, co-operation, face, opponent, rally, tactic Dance Pupils will be able to: - Create actions in response to a stimulus individually and in groups. - Use dynamics effectively to express an idea. - Use direction to transition between formations. - Develop an understanding of formations. - Perform short, self-choreographed phrases showing an awareness of timing.	Swimming Pupils will be able to: - Explore and develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. - Begin to explore front crawl breathing technique. - Explore techniques for personal survival to include survival strokes such as sculling and treading water. Pupils will know: - That lifting their hips will help them to stay afloat whilst swimming. - That turning their head to the side to breathe will allow them to swim with good technique. - That treading water enables them to keep upright and in the same space. - That the water should be clear of swimmers before entering. Vocabulary - backstroke, breaststroke, floating, front crawl, handstand, huddle, sidestroke, sinking, stroke, surface, technique, treading water, water safety Striking and Fielding – cricket and rounders Pupils will be able to: - Begin to strike a bowled ball after a bounce with different equipment. - Explore bowling to a target and fielding skills to include a two-handed pick up. - Use overarm and underarm throwing in game situations. - Catch with some consistency in game situations. Pupils will know:

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	- How to use body tension to make their shapes look better - They can make balances look interesting by using different levels - The safety precautions when performing more difficult rolls - They can change the take off and shape of their jumps to make them more interesting - If they use different levels it will help to make their sequence look interesting Vocabulary - body tension, extend, landing position, patch, contrast, flow, match, point, take-off	Pupils will know: - that sharing ideas with others enables their group to work collaboratively and try ideas before deciding on the best actions for their dance. - that all actions can be performed differently to help to show effect. - that they can use space to help their dance to flow. - that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. - that they can use timing techniques such as canon and unison to create effect. - that if they show sensitivity to the music, their performance will look more complete. Vocabulary - canon, explore, extend, feedback, formation and interact	- That striking to space away from fielders will help them to score. - To look at where a batter is before deciding what to do. - To communicate with teammates before throwing them a ball. - That being balanced before throwing will help to improve the accuracy of the throw. - To know to move their feet to the ball. - That using simple tactics will help their team to achieve an outcome e.g. they will spread out to deny space. - The rules of the game and begin to apply them. Vocabulary - accuracy, caught out, grip, no ball, run out, short barrier, strike, technique, tournament, umpire, wicket Athletics Pupils will be able to: - Develop the sprinting technique and apply it to relay events. - Develop technique when jumping for distance in a range of approaches and take off positions. - Explore the technique for a pull throw. Pupils will know: - That leaning slightly forwards helps to increase speed. - That leaning their body in the opposite direction to travel helps to slow down. - That if they jump and land quickly it will help them to jump further. - That the speed of the movement helps to create power. - The rules of the event and begin to apply them. Vocabulary - accuracy, baton, event, personal best, power, relay, speed, strength, technique
Year 4	Invasion Games – Tag Rugby and Football Pupils will be able to: - Develop passing techniques appropriate to the game with increasing success. - Catch and receive a ball with hand / feet with increasing success - Link dribbling the ball with other actions and change direction whilst dribbling with some control - Develop moving into space to help their team	Dance Pupils will be able to: - Respond imaginatively to a range of stimuli related to character and narrative. - Change dynamics confidently within a performance to express changes in character. - Confidently use changes in level, direction and pathway. - Use action and reaction to represent an idea.	Swimming Pupils will be able to: - Demonstrate increased technique in a range of strokes, swimming over a distance of 25m. - Demonstrate improved breathing technique in front crawl and explore underwater breaststroke breathing technique over a distance of 25m.

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- Change direction to lose an opponent with some success
- Develop defending one on one and begin to intercept

Pupils will know:

- Cushioning a ball will help them to control it when receiving it.
- That dribbling is an attacking skills which helps them to move towards a goal or away from defenders
- That moving into space will help their team keep possession and score.
- When to pass and when to try to score
- When to mark and when to attempt to win the ball
- That applying attacking tactics will help to maintain possession and score tries
- That applying defending tactics will help to deny space, gain possession and stop goals.
- The rules to be able to manage their own game

Vocabulary - accelerate, delay, limit, offside, pressure, tackle, cushion, deny, momentum, onside, protect, timing, decision, gain, obstruct, option, support

Gymnastics

Pupils will be able to:

- Develop the range of shapes they use in their sequences
- Develop strength in bridge and shoulder stand
- Develop control and fluency in individual and partner balances
- Develop straight, barrel, forward and straddle roll and perform them with increased control
- Develop control in performing and landing rotation jumps

Pupils will know:

- How shapes can be used to improve their sequence
- Inverted movements are actions in which their hips go above their head
- How to keep themselves and others safe when performing partner balances
- They can keep the shape of my roll using body tension
- They can control their landing by landing toes first, looking forward and bending their knees
- If they use different directions it will help make their sequence look interesting

- Perform complex dances that communicate narrative and character well, performing clearly and fluently.

Pupils will know:

- That some actions are better suited to a certain character, mood or idea than others.
- That some dynamics are better suited to a certain character, mood or idea than others.
- That space can be used to express a certain character, mood or idea.
- That some relationships are better suited to a certain character, mood or idea than others.
- That being aware of other performers in their group will help us to move in time.
- That they can select from a range of dance techniques to translate their idea.

Vocabulary - action and reaction, order, phrase, represent, structure, flow, performance, relationships and rhythm

Invasion Games - Hockey and Netball

Pupils will be able to:

- Develop passing techniques appropriate to the game with increasing success.
- Catch and receive a ball with increasing success.
- Link dribbling the ball with other actions and change direction whilst dribbling with some control.
- Develop moving into space to help their team.
- Change direction to lose an opponent with some success.
- Develop defending one on one and begin to intercept

Pupils will know:

- that cushioning a ball will help them to control it when receiving it.
- that protecting the ball as they dribble will help them to maintain possession.
- that moving into space will help their team keep possession and score goals.
- when to pass and when to shoot.
- when to mark and when to attempt to win the ball.
- that applying attacking tactics will help to maintain possession and score goals.
- that applying defending tactics will help to deny space, gain possession and stop goals.

- Be comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.

Pupils will know:

- That keeping their legs together for crawl helps them to stay straight in the water.
- That pulling harder through the water will enable them to travel the distance in fewer strokes and travel faster.
- That breathing out with a slow consistent breath enables them to swim for longer before needing another breath.
- That breathing every three strokes helps to balance their stroke and allows them to practise breathing on both sides.
- What to do if they fall in the water.
- The water safety rules.

Vocabulary - alternate, buoyancy, continuously, exhale, inhale, rotation, sculling, submerge, survival

Striking and Fielding – cricket & rounders

Pupils will be able to:

- Develop batting technique with a range of equipment.
- Develop bowling with some consistency, abiding by the rules of the game.
- Use overarm and underarm throwing with increased consistency in game situations.
- Begin to catch with one and two hands with some consistency in game situations.

Pupils will know:

- That using the centre of the bat will provide the most control and accuracy.
- That it is easier to field a ball that is coming towards them rather than away so set up accordingly.
- That keeping their elbow high and stepping with their opposite foot will help to increase the power.
- How to track the ball as it is thrown to help to improve the consistency of catching.
- That applying attacking tactics will help to score points and avoid getting out.
- That applying defending tactics will help to deny space, get opponents out and limit points.
- An understand the rules to be able to manage their own game

	Vocabulary - bridge, inverted, perform, shoulder stand, fluidity, momentum, rotation, stability, wrist grip	and understand the rules to be able to manage their own game. Vocabulary - accelerate, delay, limit, offside, pressure, cushion, deny, momentum, onside, protect, tackle, decision, gain, obstruct, option, support, timing	Vocabulary - compete, cushion, decision, limit, momentum, pressure, retrieve Athletics Pupils will be able to: - Develop an understanding of speed and pace in relation to distance. - Develop power and speed in the sprinting technique. - Develop technique when jumping for distance. - Explore power and technique when throwing for distance in a pull and heave throw. Pupils will know: - That they need to pace themselves when running further or for a long period of time. - That a high knee drive, pumping their arms and running on the balls of their feet gives them power. - That transferring weight will help them to jump further. - That transferring weight will help them to throw further. - And understand the rules to be able to manage their own events. Vocabulary - heave, launch, measure, official, officiate, pace, record, stamina, stride, transfer of weight.
Year 5	Net/wall Games – Tennis Pupils will be able to: - Develop the range of shots used in a variety of games. - Develop the range of serving techniques appropriate to the game - Use a variety of shots to keep a continuous rally. - Demonstrate effective footwork patterns to move around the court Pupils will know: - Which skill to choose for the situation - That serving is how to start a game or rally and use the rules applied to the activity for serving - That playing the appropriate shot will help keep the rally going. - That control is more important than power to keep a rally going - That using small, quick steps will allow me to adjust my stance to play a shot	Invasion Games – Handball Pupils will be able to: - Develop control when sending & receiving under pressure. - Dribble with some control under pressure. - Explore moving to create space for themselves and others in their team. - Use a variety of techniques to lose an opponent e.g. change of direction or speed. - Develop tracking and marking with increased success. - Explore intercepting a ball using one and two hands. Pupils will know: - That not having a defender between themselves and a ball carrier enables them to send & receive with better control. - That dribbling in different directions will help to lose a defender. - That by moving to space even if not receiving the ball will create space for a teammate.	Athletics Pupils will be able to: - Apply fluency and co-ordination when running for speed in relay changeovers. - Effectively apply speeds appropriate for the event. - Explore technique and rhythm in the triple jump. - Develop technique and power in javelin and shot put. Pupils will know: - That taking big consistent strides will help to create a rhythm that allows them to run faster. - That keeping a steady breath will help them when running longer distances. - That if they drive their knees high and fast, they can build power and therefore distance in their jumps. - How to transfer their weight in different throws to increase the distance. - Apply rules in a variety of events using official equipment.

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- The need for tactics and identify when to use them in different situations - To apply rules in a variety of net and wall games whilst playing and officiating Vocabulary - adjust, create, groundstroke, readjust, situation, baseline, cushion, non-dominant, release, sportsmanship, communicate, dominant, option, serve, technique, consecutive, grip, pressure Gymnastics Pupils will be able to: - Perform shapes consistently and fluently linked with other gymnastic actions - Explore progressions of a cartwheel - Explore symmetrical and asymmetrical balances - Develop control in the straight, barrel, forward, straddle and backward roll - Select a range of jumps to include in sequence work Pupils will know: - Shapes underpin all other skills - Sometimes they need to move slowly to gain control and other times they need to move quickly to build momentum - How to use contrasting balances to make their sequences look interesting - They need to work within their own capabilities and this may be different to others - They can use jumps to link actions and changing the shape of the will make my sequence look interesting - If they use different pathways, it will help them to make their sequence look interesting Vocabulary - asymmetrical, canon, cartwheel, decide, extension, identify, mirroring, observe, performance, quality, stable, symmetrical, synchronisation, transition	- The need for tactics and identify when to use them in different situations. - And apply rules in a variety of invasion games whilst playing and officiating. Vocabulary - angle, close down, drive, situation, stance, ball carrier, create, maintain, sporting behaviour, barrier, dominant, rebound, sportsmanship Target Game – Dodgeball Pupils will be able to: - Demonstrate clear technique and accuracy when throwing at a target. - Demonstrate good technique and consistency in catching skills. - Develop a wider range of striking techniques and begin to use them under pressure. Pupils will know: - To aim low to make it difficult for an opponent to catch. - To stay towards the back of the court area to give themselves more time to catch. - The need for tactics and identify when to use them in different situations. - To understand and apply rules in a variety of target games whilst playing and officiating. Vocabulary - align, fake, officiate, situation, angle, force, par, stance Dance Pupils will be able to: - choreograph dances by using, adapting and developing actions and steps from different dance styles. - confidently use dynamics to express different dance styles. - confidently use direction and patterning to express different dance styles. - confidently use formations, canon and unison to express a dance idea. - perform dances expressively, using a range of performance skills, showing accuracy and fluency. Pupils will know:	Vocabulary - approach, changeover, consistent, dominant, drive, field, force, javelin, momentum, shot put, track Striking and fielding – cricket and rounders Pupils will be able to: - Explore defensive and driving hitting techniques and directional batting. - Develop over and underarm bowling technique. - Develop long and short barrier and two handed pick up. - Demonstrate good technique when using a variety of throws under pressure. - Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. Pupils will know: - That stance is important to allow them to be balanced as they hit. - That backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. - Where to throw the ball in relation to where a batter is. - When to use a close catch technique or deep catch technique. - The need for tactics and identify when to use them in different situations. - And apply rules in a variety of striking and fielding games whilst playing and officiating. Vocabulary - backing up, close catch, deep catch, long barrier, situation, stance Golf Pupils will be able to: - Demonstrate clear technique and accuracy when throwing at a target. - Develop a wider range of striking techniques and begin to use them under pressure Pupils will know: - That aligning their body and equipment before striking will help them to be balanced. - The need for tactics and identify when to use them in different situations.
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		- that different dance styles utilise selected actions to develop sequences in a specific style. - that different dance styles utilise selected dynamics to express mood. - that space relates to where their body moves both on the floor and in the air. - that different dance styles utilise selected relationships to express mood. - what makes a performance effective and know how to apply these principles to their own and others' work. - that if they use dance principles it will help them to express an atmosphere or mood Vocabulary - choreograph, collaboratively, motif, quality, choreography, genre, posture, transition.	Understand and apply rules in a variety of target games whilst playing and officiating. Vocabulary - align, angle, officiate, par, situation, stance
Year 6	Target Game – Dodgeball Pupils will be able to: - Throw with increasing control under pressure - Catch with increasing control under pressure Pupils will know: - Who to throw at and when to throw in order to get opponents out - That they need to make quick decisions on if to catch or if to dodge the ball - How to create and apply a tactic for a specific situation or outcome - Apply and use rules consistently whilst playing and officiating. Vocabulary - abide, appropriate, collaborate, anticipate, assess, trajectory Invasion Game – Handball Pupils will be able to: - Send and receive using a range of techniques with increasing control under pressure - Dribble consistently using a range of techniques with increasing control under pressure - Move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others	Net & Wall Games – Tennis Pupils will be able to: - Demonstrate increased success and technique in a variety of shots. - Serve accurately and consistently. - Successfully apply a variety of shots to keep a continuous rally. - Demonstrate a variety of footwork patterns relevant to the game I am playing. Pupils will know: - The appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if they have just moved their opponent to the back of the court. - To begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. - How to play different shots depending on if a rally is co-operative or competitive. - That using the appropriate footwork will help them to react to a ball quickly and give them time to prepare to play a shot. - When to apply some tactics for attacking and/or defending. - To apply and use rules consistently in a variety of net and wall games whilst playing and officiating. Vocabulary - abide, appropriate, direct, doubles, footwork, limit, opposing, placement, prepare, recover, service, stance, thrust	Athletics Pupils will be able to: - Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. - Develop power, control and technique in the triple jump. - Develop power, control and technique when throwing discus and shot put. Pupils will know: - That they need to prepare their body for running and know the muscle groups they will need to use. - That a run up builds speed and power and enables them to jump further. - That they need to prepare their body for throwing and know the muscle groups they will need to use. - And apply rules in events that pose an increased risk. Vocabulary: discus, explosive, fling, grip, maximum, meet, pattern, phase, release, rhythm, stance, strategy. Striking and Fielding – cricket and Rounders Pupils will be able to: - Strike a bowled ball with increasing accuracy and consistency. - Use a wider range of fielding skills with increasing control under pressure.

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- Confidently change direction to lose an opponent - Use a variety of defending skills (tracking, interception) in game situations. Pupils will know: - To make quick decisions about when, how and who to pass to - Choose the appropriate skill for the situation under pressure - That transitioning quickly between attack and defence will help their team to maintain or gain possession - How to create and apply a tactic for a specific situation or outcome - To apply and use rules consistently whilst playing and officiating Vocabulary – abide, appropriate, assess, ball side, consecutive, consistently, contest, definite, dictate, draw, extend, react, transition, turnover Gymnastics Pupils will be able to: - Combine and perform gymnastic shapes more fluently and effectively - Develop control in progressions of a cartwheel, bridge and shoulder stand - Explore counter balance and counter tension - Develop fluency and consistency in the straddle, forward and backward roll - Combine and perform a range of gymnastic jumps more fluently and effectively Pupils will know: - Which shapes to use for each skill - Spreading their weight across a base of support will help me to balance - Where and when to apply force to maintain control and balance - They can use momentum to help me to roll and where that momentum comes from - Taking off from two feet will give them more height and therefore more time in the air - If they use changes in formation, it will help to make their sequence more interesting	Dance Pupils will be able to: - show controlled movements which express emotion and feeling. - explore, improvise and combine dynamics to express ideas fluently and effectively on their own, with a partner or in a small group. - use a variety of compositional principles when creating their own dances. - demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance. Pupils will know: - that actions can be improved with consideration to extension, shape and recognition of intent. - that selecting a variety of dynamics in their performance can help to take the audience on a journey through their dance idea. - that combining space and relationships with a prop can help them to express their dance idea. - how a leader can ensure their dance group performs together. - know that if they keep in character throughout, it will help them to express an atmosphere or mood that can be interpreted by the audience. Vocabulary - aesthetic, inspiration, rehearse, express, mood, stimulus, freeze frame, refine, style	- Consistently demonstrate good technique in throwing skills under pressure. - Consistently demonstrate good technique in catching skills under pressure. Pupils will know: - That the momentum and power for striking comes from legs as well as arms. - Which fielding action to apply for the situation. - Consistently make good decisions on who to throw to and when to throw in order to get batters out. - That accuracy, speed and consistency of throwing and catching will help to limit a batter's score. - And apply some tactics in the game as a batter, bowler and fielder. - Apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating. Vocabulary - abide, appropriate, assess, collaborate, consecutive, consistently OAA Pupils will be able to: - Pool ideas within a group, selecting and applying the best method to solve a problem. - Orientate a map efficiently to navigate around a course with multiple points. - Inclusively communicate with others, share job roles and lead when necessary. Pupils will know: - that being able to solve problems is an important life skill. - Why having good navigational skills are important. - That good communication skills are key to solving problems and working effectively as a team. - With increasing accuracy, reflect on when and how they are successful at solving challenges and alter their methods in order to improve. - The rules and think creatively to solve the challenge whilst abiding by the rules. Vocabulary - adhere, approach, contribute, determine, evaluate, inclusive, location
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Vocabulary - aesthetics, competent, contrasting, counter balance, counter tension, engage, execution, flight, formation, handstand, progression, refine, structure, vault

National Curriculum: Physical Education

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.

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

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Physical Education at Holy Trinity CE Primary School

- 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

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.