

## CURRICULUM MAP: Physical Education

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>ATHLETICS</b></p> <p>Throwing and catching</p> <p>-Can stand momentarily on one foot when shown.</p> <p>-Can catch a large ball.</p> <p>-Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p><b>Key Knowledge</b></p> <p>-Use their arms to help balance by holding them out.</p> <p>- Hands open to catch. Keep eyes on the ball as it approaches.</p> <p>-Understand that the direction they apply force is the direction that the object will travel e.g. kicking the ball at a slant towards the left is where it will go.</p>	<p><b>ATHLETICS</b></p> <p>Throwing and Catching</p> <p>Applying the skills in a range of activities.</p> <p>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.</p> <p><b>Key Knowledge</b></p> <p>-Hands together to catch a ball and making sure they keep their eye on the ball.</p> <p><b>-Throw</b> a large ball underarm into the air to self-catch or at a target. The ball should be thrown straight upwards. The action begins with the elbow bent in line with the body and the ball being held in the palm of the hand. The arm is swung back slightly then accelerates forward, releasing the ball when the palm of the hand is facing upwards or at the target,</p> <p>- Knees bent and legs shoulder width apart.</p> <p>-Running and jumping together – over hurdles.</p>	<p><b>ATHLETICS</b></p> <p>Throwing and Catching</p> <p>Applying the skills in a range of activities.</p> <p>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.</p> <p><b>Key Knowledge</b></p> <p><b>- Throw/hit/roll</b> a variety of sized balls/beanbags underarm into the air to self-catch or at a partner. (Under arms, over arm and rolling).</p> <p><b>Roll</b> =step forward with the foot opposite to the ball-hand (hand holding the ball). This is followed by bending of the knees as the ball-hand swings forward in a downward arc to release the ball. Underarm rolling is used in games such as Bowling, Boccia and Boules.</p> <p>-Hands together to catch a ball and knees bent.</p>	<p><b>ATHLETICS</b></p> <p>-Develop flexibility, strength, technique, control and balance [for example, through Athletics and Gymnastics].</p> <p>-Use running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Key Knowledge</b></p> <p>-A range of throwing techniques (underarm, <b>over arm</b>, putting and hurling), throw at a target or a partner receiving with hands, feet and stick. <b>Overarm</b> = During preparation, throwing arm swings backward and upward. Elbow moves close to ear level, leading the throw. A forward step is taken with the foot opposite to the throwing arm. During the throw, body <b>rotates</b> to face forward and body weight transfers from back foot to front foot. Elbow straightens before <b>release</b>, with throwing arm reaching forward and downward in follow-through. This throw is most commonly used in sports for throwing far and for making quick accurate passes (e.g. basketball, netball).</p>	<p><b>ATHLETICS</b></p> <p>-Develop flexibility, strength, technique, control and balance [for example, through Athletics and Gymnastics].</p> <p>-Use running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Key Knowledge</b></p> <p>-A range of throwing techniques with increased control (<b>underarm</b> and <b>over arm</b>), throw at a <b>target</b> or a partner <b>receiving</b> with hands, feet and stick.</p> <p>Keep eye contact with your partner or target. The ball should be facing the directions you want it to travel. Adapt the power based on the distance.</p> <p>-Travel with a ball to a target. Keep your eye on the <b>target</b>, holding the ball.</p>	<p><b>ATHLETICS</b></p> <p>-Develop flexibility, strength, technique, control and balance [for example, through Athletics and Gymnastics].</p> <p>-Use running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Key Knowledge</b></p> <p>-A range of throwing techniques with increased <b>control</b> and <b>accuracy</b>.</p> <p>-Travel with a ball to a target (when sending and receiving) with agility, control and <b>spatial awareness</b> =keeping your eye on the ball and the target. Adapting power to determine how far you want the ball to go.</p>	<p><b>ATHLETICS</b></p> <p>-Develop flexibility, strength, technique, control and balance [for example, through Athletics and Gymnastics].</p> <p>-Use running, jumping, throwing and catching in isolation and in combination.</p> <p><b>Key Knowledge</b></p> <p>-Travel with a ball to a target (when sending and receiving) with agility, control, speed, accuracy and a developing understanding of spatial awareness.</p>

<p><b><u>FUNDEMENTAL SKILLS/ DANCE</u></b></p> <p>-Beginning to move rhythmically. -Enjoys joining in with dancing and ring games. -Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p><b><u>Key Knowledge</u></b> - Join a range of different movements together e.g. by running, skipping, hopping etc. -Change the speed of their actions e.g. by slowing some down and speeding others up. -Change the style of their movements e.g. inspired by dinosaurs etc. -Create a short movement phrase which demonstrates their own ideas. Movement phrase = a series of movements linked together to make a distinctive pattern.</p>	<p><b><u>DANCE</u></b></p> <p>-Perform dances using simple movement patterns.</p> <p><b><u>Key Knowledge</u></b> -Perform dances as a class using <b>simple movement patterns</b> and repeated sequences. Copy and repeat actions = by using <b>mirroring</b> or watching the action first then repeating. <b>Mirroring</b> = one person moves and the other follows/copies as if he/she was a mirror. This develops <b>communication</b> and <b>creativity</b>. -Vary the <b>speed</b> of their actions = slowing down some movements and speeding others up e.g. this could depend on the <b>action</b> or the <b>music</b>. -Begin to <b>improvise</b> independently to create a simple dance.</p>	<p><b><u>DANCE</u></b></p> <p>-Perform dances using simple movement patterns.</p> <p><b><u>Key Knowledge</u></b> -Perform dances as a class, in groups and pairs, using <b>simple movement patterns</b>, repeated sequences and creating their own basic routines. - Copy, remember and repeat actions = allow enough time for <b>repetition</b> so the routine can be remembered. - Create a short <b>motif</b> inspired by a <b>stimulus</b>. <b>Motif</b> = recurring theme or idea e.g. using a piece of music as a <b>hook</b>, this could be related to an <b>emotion</b> or an <b>event</b>. <b>Stimulus</b> = a thing or event that evokes a reaction (incentive) -Change the <b>speed</b> and <b>level</b> of their actions. = some movements may be low to the floor, midway with knees bent or high up by making their body as tall as possible. -Use simple <b>choreographic devices</b> such as: <b>Unison</b> = when a group of dances perform the same <b>choreography</b> at the same time.</p>	<p><b><u>DANCE</u></b></p> <p>-Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Key Knowledge</u></b> -Begin to improvise individually or with a partner to create a simple dance. -Create <b>motifs</b> from different <b>stimuli</b>. e.g:  <ul style="list-style-type: none"> <li>Using words such as forgiving, excitement, frustration, surprise etc.</li> <li>Using a piece of music</li> <li>Photographs, postcards, extracts from a poem, play or book.</li> </ul> -Begin to compare and adapt movements and <b>motifs</b> to create a larger sequence. -Use simple dance vocabulary to <b>compare</b> and <b>improve</b> work such as <b>levels, unison, mirroring, rhythm, sequence, extension, control, expression and speed</b>.</p>	<p><b><u>DANCE</u></b></p> <p>1 class each term as the other class is swimming)</p> <p>-Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Key Knowledge</u></b> -Identify and repeat the <b>movement patterns</b> and actions of a chosen dance style e.g. <b>animals, Roman, or Egyptian inspired etc</b>. -<b>Compose</b> a dance that <b>reflects</b> the chosen dance style = choosing actions carefully e.g. animal moves such as crawling etc. -Confidently <b>improvise</b> individually or with a partner. -<b>Compose</b> longer dance <b>sequences</b> in a small group e.g. using <b>mirroring, unison, canon, levels, repeating sequences</b> etc.</p>	<p><b><u>DANCE</u></b></p> <p>-Perform dances using a range of movement patterns. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Key Knowledge</u></b> -Respond to a variety of <b>stimuli</b> showing a range of actions performed with <b>control, unison, canon and fluency</b>. -Identify and <b>repeat</b> the <b>movement patterns</b> and actions of a chosen dance style e.g. Charleston, rock and roll etc. -<b>Compose</b> dances that reflect the <b>chosen dance style</b>. -Show a change of <b>pace</b> and <b>timing</b> in their movements. -Develop an <b>awareness</b> of their use of <b>space</b>.</p>	<p><b><u>DANCE</u></b></p> <p>-perform dances using a range of movement patterns. -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Key Knowledge</u></b> -Perform a variety of dance styles with <b>accuracy, unison, canon</b> and consistency. -Identify and repeat the movement patterns and actions of a chosen <b>dance style</b> e.g. WWII -<b>Compose</b> individual, partner and group dances that <b>reflect</b> the <b>chosen dance style</b> e.g. creating a <b>narrative</b>. - Use <b>dramatic expression</b> in dance movements and <b>motifs</b>. <b>Dramatic expression</b> = to <b>express/imitate</b> emotion, character, and narrative action through movement e.g. using their <b>facial expression</b>, pausing their movements or creating quick, sharp and precise movements etc. -Perform with confidence, using a range of movement patterns.</p>
<p><b><u>GAMES</u></b></p> <p>-Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><b><u>Key Knowledge</u></b> -understands that they turn their bodies to change direction as they move.</p>	<p><b><u>GAMES</u></b></p> <p>-Participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Key Knowledge Dodgeball:</u></b> -Basic rules of <b>Dodgeball</b> = Two teams start on <b>opposing</b> sides of a court. Three dodgeballs are lined up on the <b>centre</b> line and players from each team race to retrieve them at the start of the game.</p>	<p><b><u>GAMES</u></b></p> <p>-Participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Key Knowledge Dodgeball:</u></b> -Tactics for attacking and defending – focus on a person and <b>aim</b> the ball at them.</p>	<p><b><u>GAMES</u></b></p> <p>-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.</p> <p><b><u>Key Knowledge</u></b> -Hold the Hockey stick correctly = hands should remain <b>apart</b> and <b>strong</b> with the <b>left-hand firm</b> at the</p>	<p><b><u>GAMES</u></b></p> <p>-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.</p> <p><b><u>Key Knowledge Hockey:</u></b> -Control the ball by moving it around obstacles.</p>	<p><b><u>GAMES</u></b></p> <p>-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.</p> <p><b><u>Key Knowledge Hockey:</u></b> -Develop basic team games. -Basic rules.</p>	<p><b><u>GAMES</u></b></p> <p>-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.</p> <p><b><u>Key Knowledge Hockey:</u></b> -Strategy with attacking and defending by using team work,</p>

<p>- Run faster and slower in order to move around obstacles e.g. slowing down when they get closer.</p>	<p>A game then proceeds with both sets of players trying to take the opposition's players out of the game, either by <b>striking</b> them (below the shoulders) with a ball they have thrown before it <b>bounces</b>, or by catching a ball thrown by an opponent – a successful catch also allows the <b>defending</b> team to regain a player that has previously been taken out of the game. A game lasts for a maximum of 3 minutes and a team can win a game by eliminating all the opposition players within the 3 minute time period or having more players remaining on their side of the court at the end of 3 minutes. -Throwing/ rolling the ball <b>underarm</b> to hit a target/partner (see <b>Athletics</b> Key Knowledge). <b>Rounders:</b> -Basic rules of 3 ball Rounders = The <b>batsmen</b> has 3 balls to throw (no bat). Once they have thrown all 3, they run around the <b>posts</b> to complete a '<b>rounder</b>'. This game is modified to concentrate on the skill and technique of underarm, over arm throwing and catching. -Underarm throw focus (see <b>Athletics</b> Key Knowledge).</p>	<p><b>-Throwing/ rolling the ball underarm</b> to hit a <b>moving target</b>. (see <b>Athletics</b> Key Knowledge) <b>Rounders:</b> -Setting up 3 ball rounders with the correct <b>equipment = rounders balls and posts</b>. <b>-Over- arm throw</b> (long distance) and <b>under arm</b> (short distance) = see <b>Athletics</b> Key Knowledge.</p>	<p>top of the grip and the right-hand loosely holding midway down the stick (at the end of the grip). Fingers should be <b>curled</b> round the stick. -Pass a ball correctly to a partner and stop the ball = Hold the stick with the <b>flat side facing outwards</b>, ready to <b>receive, hit or stop the ball</b>. Use a <b>push pass</b> to send the ball to a partner. This is where the stick pushes the ball, leaving the stick and travelling to a set place. Look at the target when passing the ball. <b>Stop = To stop</b> the ball, keep hold of your hockey stick. The stick should remain low to the ground. Keep your <b>knees bent</b> and, as the ball <b>approaches</b>, allow the stick to <b>absorb</b> some of the pace on the ball. Keep looking at the ball.</p>	<p>The ball will move in the direction that the stick is facing e.g. twisting the stick to move the ball to the left/ right. Keeping the ball close to the stick will ensure greater control. -Basic attacking and defending= marking a player by sticking to them or attacking by moving forward in a <b>clear space</b>. <b>Rounders</b> -Rules of Rounders = The game starts with <b>batsmen</b> taking it in turns to face a ball thrown by the <b>bowler</b> and, following a successful hit, attempting to move between <b>bases</b> to complete a '<b>rounder</b>' (when reaching <b>4<sup>th</sup> post before the next ball or a ½ rounder at 2<sup>nd</sup> post</b>). The <b>batter</b> must hold the <b>post</b> until moving on. A rounders' pitch includes <b>four bases</b> – a player can stop at any of the first three between plays in order to avoid being <b>run out</b>. If a <b>fielder</b> catches the ball whilst the batter reaches it then they are out. A batsman must run regardless of whether they strike the ball. A <b>fielding player</b> can also prevent a batsman from scoring by <b>catching</b> their shot before it bounces. -How to hit a Rounders' ball correctly/ hold the bat = You can hold the bat with one or two hands, <b>wrapping</b> your fingers and thumb around it. Stand side on to the <b>bowler</b>, holding the bat behind you. Keep your weight over your back leg. Watch the ball throughout. As the ball gets closer, begin to swing your bat forward. <b>Transfer your weight</b> to your front leg, leaning into the <b>swing</b> as you make contact with the ball. Run to each post holding the bat.</p>	<p>-Passing the ball with increasing accuracy, control and speed. <b>Netball:</b> -Different passes e.g. <b>Bounce pass</b> =A bounce pass can be one or two-handed. Hold the ball at <b>chest height</b>. Make sure your fingers are pointing towards the floor of the court. Stand with one of your feet forward so you can bend your knees as you make the pass. <b>Release</b> the ball from waist height. Use the power from your arms and knees as you push the ball forward. <b>Aim</b> the ball just over halfway between you and the receiver. <b>Extend</b> your arms as you make the pass to keep the ball on the right path. <b>Shoulder pass</b> =Shoulder passes are thrown one-handed so make sure you've got a steady grip on the ball. <b>Control</b> it with both hands and bring it up to shoulder level. Place your throwing hand behind the ball with your fingers spread. You will get more power if you move your opposite foot in front of your body. To get maximum power behind this pass, you need to fully straighten your arm when you throw the ball. Remember your whole arm, right down to your fingertips, must follow through the throw. Aim to point your fingers in the same direction as the pass. Keep your head up and your eye on the <b>receiver</b>. <b>Chest pass</b> =Your hands should form a <b>W</b> behind the ball. Bring your thumbs together in the <b>centre</b> with your fingers comfortably spread out. When making a pass, <b>step forward</b> with one foot. This will help you get energy from the floor as you push through with the ball. Keep your <b>elbows close</b> to</p>	<p>communication and spatial awareness. <b>Netball:</b> -Accuracy and control with the different passes. -Greater understanding of the rules and positions = All positions have <b>designated areas on court</b> below: <b>GS</b> – allowed in their attacking goal third and shooting circle <b>GA</b> – allowed in the centre third, attacking goal third and the shooting circle <b>WA</b> – allowed in the centre third and attacking goal third, but not the shooting circle <b>C</b> – allowed in all thirds but neither shooting circle <b>WD</b> – allowed in the centre third and defensive goal third, but not the shooting circle <b>GD</b> – allowed in the centre third, defensive goal third and the shooting circle <b>GK</b> – allowed in their defensive goal third and shooting circle -Understanding of <b>footwork</b> and <b>pivot</b> = If a player catches the ball with only one foot on the ground then that foot is called the <b>landing foot</b>. A player can then choose to step with the other foot, lift the landing foot and throw the ball before the landing foot returns to the ground. Or they can <b>pivot</b> on the landing foot and move the other foot any number of times - depending on how flexible the player is! But they are NOT allowed to move or hop on the landing foot until they have thrown the ball. -Some strategy within teams e.g. based on passing to people in a space, moving forward, <b>positioning</b> etc. <b>Rounders:</b> -Strategy – using <b>2<sup>nd</sup> post</b> effectively = once <b>retrieving</b> the ball being able to use <b>2<sup>nd</sup> post</b> to <b>stump</b> people out as this is where they can score points. -Setting up the Rounders' game/ keeping score =</p>
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				<p>-Throwing – Underarm or over arm (see <b>Athletics</b> Key Knowledge).</p>	<p>your body and push through with the ball. As you release the ball, straighten your arms and fingers. Keep your wrists pointed upwards to help fully extend your arms. Keep your eye on the receiver. If you're catching the ball, move towards not away from it.</p> <p>-Basic understanding of the rules = The standard netball games features 7 players on each side although games can go ahead with a team having a minimum of 5 <b>players</b>. If a player moves into a <b>position</b> that they shouldn't be in, they will be deemed to be offside. Players cannot hold the ball for more than <b>three seconds</b>. Players cannot take more than 1.5 steps when in possession of the ball. A goal is scored in netball when the ball is passed to a player in the <b>goal third</b> who shoots the ball through their opponent's goal ring. Only the <b>Goal Shooter</b> or <b>Goal Attack</b> can score goals in netball and they must be within the <b>semi-circle</b> when they shoot for a goal to be given.</p> <p><b>Rounders:</b></p> <p>-Catching whilst moving = whilst running or jogging keep your eye on the ball. Move back or forward according to where the ball looks like it will land. Arms up with hands open ready.</p> <p>-How to <b>bowl underarm</b> = holding the ball in your dominant hand, <b>swing</b> your arm back. Lean back onto the same side leg as your bowling arm. Swing your arm forward while <b>transferring your weight</b> onto your opposite-side leg to step forward. <b>Release</b> the ball about <b>waist height</b>, aiming for the <b>backstop's hands</b>.</p> <p>-<b>Spatial awareness</b> of team mates.</p> <p>-Greater understanding of the positions – <b>fielders, batter,</b></p>	<p><b>1 rounder</b> when reaching <b>4<sup>th</sup> post</b> without stopping and <b>½ a rounder</b> for reaching <b>2<sup>nd</sup> or 3<sup>rd</sup> post</b> in one hit.</p> <p>Equipment to set up = <b>4 posts, bats and rounders' balls.</b></p>
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					<b>bowler, base men and a back stop.</b>	
<p><b><u>GYMNASTICS</u></b></p> <p>– using equipment safely -Experiments with different ways of moving. -Jumps off an object and lands appropriately. -Travels with confidence and skill around, under and over and through balancing and climbing equipment. -Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p><b><u>Key Knowledge</u></b> -Lands safely by bending their knees. -Different ways of moving e.g. skipping, hopping, jumping, stepping, running, crawling etc.</p>	<p><b><u>GYMNASTICS</u></b></p> <p>-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.</p> <p><b><u>Key Knowledge</u></b> -Basic <b>balances</b> and <b>rolls</b>: <b>log roll, pencil jump</b> and how to balance on four points. <b>Log roll</b> = Lie down on the floor and put your arms and legs out straight. Keep your arms and legs together and your body in a stiff <b>position</b>. Roll from back to front then front to back. <b>Pencil jump</b> = Take off with two feet. Use your arms to swing up. Make a <b>stretched</b> shape (arms and legs straight) in the air. <b>Extend</b> and stretch through to your fingers and toes. Keep your toes <b>pointed</b> in the air. <b>Land</b> on two feet with your arms forward for balance.</p>	<p><b><u>GYMNASTICS</u></b></p> <p>-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.</p> <p><b><u>Key Knowledge</u></b> -<b>Log roll, pencil/ star jump, teddy bear roll</b>&amp; how to balance on four/ three <b>points</b>. <b>Star jump</b> = take off with two feet. Make a wide-starred shape with your arms and legs in the air. <b>Extend</b> and <b>stretch</b> through to your fingers and toes. Land on two feet with your arms forward for balance. <b>Teddy bear roll</b> = Sit with your legs <b>straight</b> apart. Hold the back of your knees. Roll back on to one shoulder. Roll across to the other shoulder. Sit back up and keep your legs straight. Start and finish in a <b>straddle position</b>. -Hand to land <b>safely</b> = Make sure you have a clear space to jump into and use a <b>mat</b> when jumping off an <b>apparatus</b>. When landing make sure children bend the knees landing <b>gently</b> 'into' the floor with their feet together.</p>	<p><b><u>GYMNASTICS</u></b></p> <p>-Develop flexibility, strength, technique, control and balance [for example, through <b>Athletics</b> and Gymnastics] -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Key Knowledge</u></b> -How to <b>link</b> several movements together: <b>log roll, teddy bear roll, forward roll, pencil/star/straddle jump</b>, and balance on four/three/two <b>points</b>.) <b>Forward roll from standing= stretch</b> both arms up towards the ceiling, <b>bend</b> your knees and place your hands on the mat, shoulder width apart. Push off the ground with your feet, <b>tucking</b> your chin into your chest so the back of your head makes contact with the mat. Keep your back <b>rounded</b> and legs together as you roll over. Reach your arms forward over the top of your knees and <b>parallel</b> to the floor as you push off the ground with your feet to come back up into a standing <b>position</b>. <b>Stretch</b> your arms up straight above your head to show that you have finished the move, <b>Straddle jump</b> = take off with two feet. Make a wide-starred shape with your legs</p>	<p><b><u>GYMNASTICS</u></b></p> <p>-Develop flexibility, strength, technique, control and balance [for example, through <b>Athletics</b> and Gymnastics] -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Key Knowledge</u></b> -Link and perform more complex sequences in a pair or small groups -use a variety of equipment within a sequence. <b>Log roll, teddy bear roll, forward roll, pencil/star/straddle jump</b>, and balance on four/three/two <b>points</b>.) <b>Forward roll from standing= stretch</b> both arms up towards the ceiling, <b>bend</b> your knees and place your hands on the mat, shoulder width apart. Push off the ground with your feet, <b>tucking</b> your chin into your chest so the back of your head makes contact with the mat. Keep your back <b>rounded</b> and legs together as you roll over. Reach your arms forward over the top of your knees and <b>parallel</b> to the floor as you push off the ground with your feet to come back up into a standing <b>position</b>. <b>Stretch</b> your arms up straight above your head to show that you have finished the move, <b>Straddle jump</b> = take off with two feet. Make a wide-starred shape with your legs in the air</p>	<p><b><u>GYMNASTICS</u></b></p> <p>-Develop flexibility, strength, technique, control and balance [for example, through <b>Athletics</b> and Gymnastics] -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Key Knowledge</u></b> -Link several movements together: <b>log roll, teddy bear roll, forward roll, pencil/star/straddle/pike/tuck jump</b>, hold a balance for a set time on four/three/two/one points. <b>Pike jump</b> = Take off from the <b>apparatus</b> with two feet. Keep your legs straight and raise them up to your chest to make the <b>pike shape</b> in the air. Land on two feet with your arms forward for balance. <b>Tuck jump</b> = Take off from the <b>apparatus</b> with two feet. Bring your knees up to your chest to make the tuck shape in the air. Land on two feet with your arms forward for balance.</p>	<p><b><u>GYMNASTICS</u></b></p> <p>-Develop flexibility, strength, technique, control and balance [for example, through <b>Athletics</b> and Gymnastics] -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b><u>Key Knowledge</u></b> Link several movements together with control and coordination individually or with a partner/group work using a range of previously learnt rolls and jumps (see each year groups' Key Knowledge) and hold a balance for an increased period of time on four/three/two/one points. Link movements using balances, turns, different types of movements e.g. <b>skipping, hopping</b>.</p>

			in the air by opening them wide. <b>Extend</b> your arms over your legs creating a <b>wide v shape</b> . Land on two feet with your arms forward for balance.	by opening them wide. <b>Extend</b> your arms over your legs creating a <b>wide v shape</b> . Land on two feet with your arms forward for balance.		
			<p><b><u>OUTDOOR &amp; ADVENTUROUS ACTIVITY</u></b></p> <p>- take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b><u>OUTDOOR &amp; ADVENTUROUS ACTIVITY</u></b></p> <p>- take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b><u>Key Knowledge</u></b> -Begin to use a map to complete an orienteering course. -Map of the school site.</p>	<p><b><u>OUTDOOR &amp; ADVENTUROUS ACTIVITY</u></b></p> <p>- Orienteering - take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b><u>Key Knowledge</u></b> -Begin to use a compass for navigation e.g. knowing where North, South, East and West are.</p>	<p><b><u>OUTDOOR &amp; ADVENTUROUS ACTIVITY</u></b></p> <p>- Orienteering - take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b><u>Key Knowledge</u></b> -create their own map/ orienteering course for others -Complete maps within a given time.</p>
				<p><b><u>SWIMMING &amp; WATER SAFETY</u></b></p> <p>-Swim competently, confidently and proficiently over a distance of at least 25 metres. -Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -Perform safe self-rescue in different water-based situations.</p> <p><b><u>Key Knowledge</u></b> -Basic breaststroke legs: <b>Breaststroke leg kick</b> takes place under the water and begins with the legs in an <b>extended position</b> with feet together. The knees <b>bend</b> to bring the <b>heels towards the bottom</b> and the <b>feet flex</b> into an outward turned position at the same time (<b>penguin feet</b>). With the feet now turned outwards, they <b>accelerate</b> in a curved pathway, with the soles of the feet exposed to the water to provide propulsion. The feet then snap together and the legs finish together to form a <b>streamlined shape</b> with toes pointed.</p>	<p><b><u>Fencing</u></b></p> <p>-develop fundamental fencing skills – learn correct stance, footwork, and basic attack and defence techniques. -improve physical abilities – build coordination, balance, agility, and reaction speed through fencing activities. -demonstrate respect and sportsmanship</p> <p><b><u>Key Knowledge</u></b> -how to stand in the correct fencing position (<b>en garde</b>). -how to move forwards and backwards with balance and control. -the name of simple fencing moves like lunge, parry and riposte. -the basic rules of fencing and how to score a point safely. -why we wear protective equipment and how to use it properly. -how to show respect and fairness to my opponent during fencing.</p>	

**'Bend, feet out, scissors and snap'** – simple cycle to help the children remember the leg actions.

-Front crawl breathing:

The children **breathe** after **3 arm pulls**, therefore they should be breathing to **opposite sides** each time.

There should be a **breath** out into the water as the arm pulls through and the **head rolls** to the side ready to take a **breath** in. Breathe inwards quickly as the arm **recovers** over the water surface and the **face rolls** back into the water as the hand enters.

The **ear and cheek should remain** in the water as a breath is taken.

-Perform a safe self-rescue: by throwing a ball **underarm** to the casualty and asking them to kick to the side.