



# Physical Education Policy

Policy Creation and Review	
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# Contents Page

	<b>Page</b>
1. Vision	3
2. Aims and Objectives	3
3. Teaching and Learning Style	5
4. Physical Education Curriculum Planning	6
5. The Foundation Stage	6
6. Links with other subjects	7
7. Teaching P.E. to children with Special Educational Needs	7
8. Equality	7
9. Assessment and Recording	8
10. Resources	8
11. Health and Safety	9
12. Monitoring and Review	9
13. Extra-Curricular Activities	10
<b>Appendix</b>	
1. P.E. Curriculum Overview	11

## 1. Our Vision (3 I's - Intent, Implementation and Impact)

### **Purpose (Intent):**

At New City, we believe physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. We aim to deliver a high-quality, broad and balanced PE curriculum intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies. In addition to developing the fundamental skills and competence to excel in a wide range of physical activities and allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. We also strive to give our pupils the opportunity to participate in a variety of competitive sports during their school life, giving them the prospect of understanding what competition feels like, what it is like to be part of a team and to be able to both win and lose with equal grace. We hope that, through all the sporting opportunities and physical activity we offer, our pupils will potentially develop a love and passion for sport and a healthy lifestyle and continue this into their later lives.

### **Aims (Implementation):**

- Deliver an inclusive PE curriculum ensuring pupils of all abilities access the range of activities we offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives.
- Present opportunities for pupils to take on leadership roles in which they can build character and embed values such as fairness and respect. By emphasising leadership, we hope our pupils will learn the importance of communication, organisation, team work, resilience, perseverance and a respect for rules.
- Opportunities to compete in a variety of competitions, during school time or by representing the school at various events. In turn, allowing pupils to develop greater confidence, team work and learn to win or lose with grace and sportsmanship.

### **Outcomes (Impact):**

Pupils demonstrate high levels of enjoyment and enthusiasm, are proud of their achievements and have a strong desire to get involved and make

progress. They develop a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork and communication in addition to building self-esteem.

## 2. Aims and Objectives

We aim to be a school where physical education caters to the needs and aspirations of each pupil, and where every pupil has the opportunity to take part in sport. We aim to provide a broad and balanced P.E. curriculum to aid pupils increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

### **Physical development:**

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- To appreciate of the value of safe exercising.

### **Social and emotional development:**

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another
- To develop a sense of fair play.

### **Cognitive development:**

- To develop decision making and problem solving skills.

- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

**Spiritual, moral and cultural development:**

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - trying your best is just as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

### **3. Teaching and Learning Style**

Physical education is concerned with developing good quality performance and at the same time enabling every pupil to become independently active. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the pupils' knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/paired/group activities. We cater for the different strengths, needs and preferences of each child, using differentiated activities

where appropriate. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are pupils of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through using STEP differentiation:

- Space: modifying the space in which the activity is happening. E.g. increasing or decreasing the area, changing the distance or direction or adjusting personal and group space.
- Task: Modifying what is happening in the task. E.g. changing the rules or demands of the activity, changing the length of time, or changing the teaching cues.
- Equipment: Modifying the equipment pupils are using. E.g. changing the size of the target, the amount of equipment or the arrangement of the equipment
- People. Modifying the people that are involved in the task. E.g. pupils working alone, in pairs, in bigger or smaller team or as a leader or follower.

All pupils are encouraged to join clubs and extend their interest and involvement in sport. We encourage pupils to develop their creative and expressive abilities, through improvisation and problem-solving within sport. Pupils are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely aligned with our policy on Personal, Social and Health Economic Education (PSHE).

Through the government's Sports Premium funding, the school provides opportunities for pupils to work with outside specialist sport coaches to improve their ability as well as providing specialist equipment for the sports taught.

#### **4. PE Curriculum Planning**

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We

have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games, gymnastics and athletics as well as swimming and water safety.

We plan a range of activities that aim to provide pupils with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans. Class teachers complete a daily plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. These are handed in during weekly planning scrutinies.

We plan the PE activities so that they build upon the prior learning of the pupils. While there are opportunities for pupils of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

## **5. The Foundation Stage**

We encourage the physical development of our pupils in the Nursery and Reception classes as an integral part of their work. We relate the physical development of the pupils to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for pupils aged three to five years of age. We encourage the pupils to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## 6. Links with other Subjects

PE can link to other subjects, e.g. English, (recount/report/ instructions), Science (body parts/pulse rates) and Maths shape/position /directions/counting and graphical representation of data). Computing is also recognised as a potential tool for recording movements and actions to develop pupil's ideas as well as the appropriate use of audio visual and data logging equipment. It can also link to topic areas in History and Geography through looking at different dances in the topics covered.

## 7. Teaching P.E. to children with Special Educational Needs

At our school we teach PE to all pupils, regardless of ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupils different needs. Assessment against the National Curriculum allows us to consider each pupils attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and variation - so that we can take some additional or different action to enable the pupils to learn more effectively. This ensures that our teaching is matched to the child's needs.

The class teacher will work in conjunction with the SENCO, P.E Co-ordinator and the support teacher/assistant to ensure that the framework is appropriate to the needs of the pupils on the code of practise. The support teacher/assistant should be fully briefed beforehand, and the objective of the lesson clearly identified.

We enable pupils to have access to the full range of activities involved in learning PE. Where pupils are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 8. Equality

The pupils in our school represent many different cultures and faiths; to this end we aim to provide a P.E curriculum which is accessible to all our pupils. Materials should be chosen carefully, avoiding stereotypical images. All aspects of PE are taught in such a way as to include all pupils regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies. Lessons are planned to cater for each pupil's individual needs

## 9. Assessment and Recording

Teachers assess pupils' work in PE by making assessments as they observe them working during lessons. Regular opportunities are also provided for pupils' peer and self- assessment. They record the progress made by pupils against the learning objectives for their lessons. At the end of a unit of work, teachers put their assessment into Pupil Tracker. This information is used to plan the future work of each pupil. These records also enable the teacher to make an annual assessment of progress for each pupil, as part of the pupil's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

## 10. Resources

There is a wide range of resources to support the teaching of PE across the school. The resources needed are located in designated areas around the school. The bottom floor has a range of gymnastic apparatus and a climbing frame appropriate for all pupils. There is also a cupboard on top and bottom floors, which contains a range of equipment suitable for all lessons. The P.E. Co-ordinator and Sports Coach both have the code for this room. There is a store cupboard in the infant playground with a range of scooters for use by KS1 and KS2, the sports coach has the key for this. The three halls are used for timetabled PE lessons and teachers can also use the two playgrounds at these times. The lunch hall can also be used for P.E lessons. Teachers have access to literature via the co-ordinator and can rely on advice from the co-ordinator or sports coach. The pupils use the school playground for games and athletics activities and the local swimming pool for swimming lesson.

## 11. Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury. Teachers are aware of noise levels, and ensure that they are appropriate to the task and place (e.g. hall - awareness of classrooms around the edge and the task in hand) Talk should be focussed on the task.

We expect pupils to wear the correct PE kit. This should be:

- A plain white t-shirt
- Shorts or tracksuit trousers in blue or black
- Trainers or plimsolls
- Pupils will work in bare feet for all indoor and apparatus work

Pupils should not wear jewellery during PE lessons and long hair should be tied back.

As a school the health and safety of all our pupils during Physical Education is our priority. If pupils choose to wear a hijab, it must be; either black or navy blue; safely secured (but not pinned); a tight fitted 'pull on' hijab with ends tucked into the t-shirt (as not to be a hazard or a distraction). A properly secured hijab should be as safe as properly secured long hair.

When pupils take part in swimming lessons, they should have a kit consisting of:

- a swimming hat
- swimming trunks for boys
- full swimming costumes for girls
- a towel
- a bag to carry it all in
- NO goggles

Teachers and support staff involved in the lesson are expected to wear suitable clothing and footwear for teaching PE to be a role model for the pupils.

## **12. Monitoring and Review**

The monitoring of the standards of pupils work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Monitoring of Pupil Tracker is carried out each term and termly reports are produced by the Coordinator; findings and actions are shared with the whole school. The PE subject leader gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. This is then used to help construct the following year's subject development plan.

## **13. Extra-Curricular Activities**

Our extra-curricular programme, at the end of the school day, compliments and supplements the range of activities covered in curriculum time. It reflects a breadth and balance across many areas of activity. The content aims to be varied - including competitive and non-competitive; team and individual based clubs appropriate for all pupils.

The school sends details of the current club activities to parents at the beginning of each term. We follow a range of inter-school fixtures, tournaments and festivals. This complements the competitive element to team games and allows the pupils to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Focus:</b>	Travelling and Balance	Travel + Balance and Racket Skills	Body Shapes and Striking + Fielding Skills	Body Shapes + Balances and Invasion Skills	Balancing and Invasion Skills	Teamwork and Leadership
<b>Autumn 1</b>	1. <b>Gymnastics – Travelling Balancing Beanbags</b> 2.	1. <b>Gymnastics – Travelling and Balance Tennis (Racket Skills)</b> 2.	1. <b>Gymnastics – Body Shapes Cricket (Striking and Fielding Skills)</b> 2.	1. <b>Gymnastics – Body Shapes + Balancing/Counter Balancing, Netball (Invasion Games)</b> 2.	1. <b>Gymnastics – Balancing (Apparatus Work – Horse and Beam)</b> 2. <b>Basketball (Invasion Games)</b>	<b>Gymnastics – Sequence Development (Focus on Teamwork/Leadership)</b>
<b>Concepts and skills taught:</b>	<ul style="list-style-type: none"> <li>Move confidently and safely using change of speed, level and direction.</li> <li>Copy/create movement phrases with beginnings, middles and ends.</li> <li>Balance beanbags on different body parts – progress onto travelling whilst balancing beanbags.</li> </ul>	<ul style="list-style-type: none"> <li>Move confidently and safely using change of speed, level and direction.</li> <li>Copy/mirror/create balances and movement phrases.</li> <li>Improve coordination and control of body using equipment.</li> <li>To remember, repeat and link combinations of skills.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and experiment with body shapes (e.g. letters).</li> <li>Create and perform a short sequence of shapes on their own and with a partner.</li> <li>Develop batting and fielding skills.</li> </ul>	<ul style="list-style-type: none"> <li>Develop shapes into a gymnastics sequence using balance and counter balance.</li> <li>Working individually/in pairs/groups.</li> <li>Ball aim and control.</li> <li>Passing/receiving, marking/defending and shooting.</li> </ul>	<ul style="list-style-type: none"> <li>To develop shapes and partner balances accurately.</li> <li>To combine and perform gymnastic actions and shapes more fluently and effectively.</li> <li>To choose, combine and perform skills more fluently and effectively in games.</li> </ul>	<ul style="list-style-type: none"> <li>To create sequences that include a wide range of gymnastics actions, shapes and balances (on floor and apparatus).</li> <li>To adapt sequences by understanding, choosing and applying a range of compositional ideas.</li> <li>Use a variety of elements that they have learned over the course of their gymnastics lessons.</li> </ul>
<b>Focus:</b>	Movement and Aim + Control	Movement and Footwork	Movement + Coordination and Invasion Skills	Stamina and Invasion Skills	Sequences and Invasion Skills	Stamina and Control
<b>Autumn 2</b>	1. <b>Dance - The Magic Toys Beanbag Skills</b> 2.	1. <b>Life-Cycle Dances – Plants Football Skills (Dribbling/Travelling)</b> 2.	1. <b>Ballroom Dancing Netball (Developing Invasion Skills)</b> 2.	1. <b>Keep Fit Basketball (Developing/Consolidating Skills)</b> 2.	1. <b>Street Dance Football (Invasion Games)</b> 2.	<b>Box Fit</b>
<b>Concepts and skills taught:</b>	<ul style="list-style-type: none"> <li>Balance and movement</li> <li>Explore gymnastics actions and still shapes</li> <li>Show control and accuracy with the basic actions for underarm throwing and kicking.</li> <li>Understand the concepts of aiming and taking the beanbag to a good position for aiming.</li> </ul>	<ul style="list-style-type: none"> <li>Good quality movement (levels – high/middle/low)</li> <li>Understand the concept of aiming and taking the ball to a good position for aiming.</li> <li>Perform a range of kicking and gathering skills with control.</li> </ul>	<ul style="list-style-type: none"> <li>Unison/mirroring/complementing</li> <li>Coordination/direction</li> <li>Working individually/in pairs/groups</li> </ul>	<ul style="list-style-type: none"> <li>Control/direction/speed/stamina/beeep test.</li> <li>To develop the range and consistency of their passing and receiving skills.</li> <li>To develop their attacking and defending skills.</li> </ul>	<ul style="list-style-type: none"> <li>To create and structure motifs and phrases.</li> <li>To compose dances by using, adapting and developing steps.</li> <li>Understand and apply a range of tactics and strategies for defence and attack.</li> <li>To choose, combine and perform skills more fluently and effectively in a mini version of football.</li> </ul>	<ul style="list-style-type: none"> <li>To understand boxing stance and foot placement determine the effectiveness of offense, defence and footwork.</li> <li>To increase stamina through skipping, jogging and pad work.</li> <li>To perform the beep test at a faster rate.</li> </ul>
<b>Focus:</b>	Movement/Sequence and Throwing + Catching	Sequences + Apparatus and Early Ball Skills	Travel + Movement and Tennis Skills	Balance and Resilience	Canon + Unison and Striking + Fielding Skills	Resilience, Coordination and Control
<b>Spring 1</b>	1. <b>Gymnastics – Movement and Sequence (Small) Ball Skills – throwing/catching using bounce.</b> 2.	1. <b>Gymnastics – Sequences and Apparatus Netball (Early Ball Skills)</b> 2.	1. <b>Gymnastics – Travelling and Movement Tennis (Net and Wall)</b> 2.	1. <b>Gymnastics – Balance and Beam Cycling (Resilience)</b> 2.	1. <b>Gymnastics – Canon and Unison Softball (Striking and Fielding Games)</b> 2.	<b>Cycling – Obstacle Course</b>
<b>Concepts and skills taught:</b>	<ul style="list-style-type: none"> <li>Move confidently and safely in their own and general space, using change of speed and direction.</li> <li>Perform movement phrases using a range of actions and body parts.</li> <li>Throwing/catching (using bounce progressing to without).</li> </ul>	<ul style="list-style-type: none"> <li>Perform movement phrases with control and accuracy.</li> <li>Manage the space safely, showing good awareness of each other, mats and apparatus.</li> <li>Develop passing, receiving, aiming and shooting skills.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different methods of travelling using speed/levels and actions.</li> <li>Improve coordination and control of body using equipment.</li> <li>Consolidate and develop the range and consistency of skills.</li> </ul>	<ul style="list-style-type: none"> <li>Link shapes and balances into short sequences.</li> <li>Consolidate and improve the quality of body shapes and balances, and transfer these onto apparatus.</li> <li>Braking, pedalling and balance.</li> <li>Being able to cycle for longer, further and faster.</li> </ul>	<ul style="list-style-type: none"> <li>To perform movements in canon and unison and incorporate them into their sequences.</li> <li>To make use of changes in speed, level and direction in their work and apply their own compositional ideas to the sequences they create.</li> <li>To use and adapt rules for softball, using their knowledge of the basic principles of batting and fielding.</li> </ul>	<ul style="list-style-type: none"> <li>Braking, pedalling and balance.</li> <li>Being able to cycle longer, further and faster.</li> <li>Know how to perform an emergency stop.</li> <li>Use cycling skills learned through lessons to complete an obstacle course (riding through cones, around objects and making sharp turns).</li> </ul>
<b>Focus</b>	Coordination	Movement + Coordination and Early Ball Skills	Stamina and Navigation	Coordination and Striking and Fielding Skills	Stamina and Striking + Fielding Skills	Balance, Footwork and Decision Making Skills
<b>Spring 2</b>	1. <b>Dance – Animals Football (Early ball skills)</b> 2.	1. <b>Dance – Colours and Moods Basketball (Early Ball Skills)</b> 2.	1. <b>Keep Fit Orienteering</b> 2.	1. <b>Dance – Salsa Softball (Developing/Consolidating Skills)</b> 2.	1. <b>Box Fit Cricket (Striking and Fielding Games)</b> 2.	<b>Fencing</b>
<b>Concepts and skills taught:</b>	<ul style="list-style-type: none"> <li>Explore movement ideas and respond imaginatively to stimuli.</li> <li>Explore, remember, repeat and link a range of actions with coordination.</li> <li>Understand the concept of tracking, and get in line with the ball to receive it.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple dance vocabulary to describe movement, dance phrases and expressive qualities.</li> <li>Respond to stimuli with a range of actions and begin to link colours to feelings and movement.</li> <li>Use a range of passing, receiving, aiming and shooting skills with control (progress onto travelling with ball).</li> </ul>	<ul style="list-style-type: none"> <li>Control/speed/stamina/weights.</li> <li>To hold a plan and orientate themselves successfully</li> <li>To solve simple challenges, using orienteering conventions.</li> <li>Teamwork/group work.</li> </ul>	<ul style="list-style-type: none"> <li>Control/direction/shape/speed.</li> <li>Unison/coordination/working in pairs.</li> <li>To consolidate and develop the range and consistency of their skills in striking and fielding games.</li> </ul>	<ul style="list-style-type: none"> <li>Stance/footwork/position/stamina</li> <li>To work together and take turns in different roles.</li> <li>Work as a team in small competitive games.</li> <li>To develop the range and consistency of their skills in striking and fielding games.</li> </ul>	<ul style="list-style-type: none"> <li>Learning and development of core footwork and balance skills.</li> <li>Learning and development of blade skills and correct use of distance and timing.</li> <li>Use of attacks, defence and preparations.</li> <li>Learning of elementary, tactical and decision making skills.</li> </ul>
<b>Focus</b>	Stamina and Coordination + Control	Floor Work and Coordination + Control	Striking + Fielding Skills and Throwing	Stamina and Positioning	Resilience and Stamina + Coordination	Invasion Game Skills
<b>Summer 1</b>	1. <b>Keep Fit Softball Tennis (Early net and wall skills)</b> 2.	1. <b>Gymnastics – Floor Work Tennis (Red/Yellow Balls)</b> 2.	1. <b>Rounders (Striking and Fielding Skills)</b> 2. <b>Athletics – Javelin and Shotput</b>	1. <b>Box Fit Athletics – Types of Jump</b> 2.	1. <b>Cycling Athletics – Running and Jumping</b> 2.	<b>Tag Rugby</b>
<b>Concepts and Skills taught:</b>	<ul style="list-style-type: none"> <li>Footwork/position</li> <li>Control/direction/speed/stamina</li> <li>Improve coordination and control of body using equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Improve control of body by creating shapes (e.g. bridges).</li> <li>Explore, remember, repeat and link a range of actions with coordination.</li> <li>Improve coordination using equipment.</li> </ul>	<ul style="list-style-type: none"> <li>To consolidate and develop the range and consistency of their skills in striking and fielding games.</li> <li>To use their bodies and equipment with greater control and coordination.</li> <li>To develop the accuracy of their throwing skills at targets.</li> </ul>	<ul style="list-style-type: none"> <li>Stance/footwork/position.</li> <li>Learn to jump and land safely and with control, using different jumps.</li> <li>Positioning/take off/action in air/landing.</li> </ul>	<ul style="list-style-type: none"> <li>Braking, pedalling and balance.</li> <li>Being able to cycle for longer, further and faster and through cones (mini obstacle course).</li> <li>To develop the consistency of their running techniques.</li> <li>To increase the number of techniques they use for jumping.</li> <li>To choose appropriate techniques for specific events.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the range and constancy of passing and receiving skills.</li> <li>Develop a broader range of techniques for attacking and defending.</li> <li>Understand and apply a range of tactics and strategies for defence and attack.</li> </ul>
<b>Focus</b>	Movement and Direction + Control	Stamina and Coordination + Control	Basic Cycling Skills and Stamina	Net and Wall Game Skills and Navigation	Net and Wall Game Skills and Throwing + Stamina/Control	Striking and Fielding Skills
<b>Summer 2</b>	1. <b>Dance – Weather and Seasons Athletics – Running and Jumping</b> 2.	1. <b>Keep Fit Athletics – Running and Jumping + Change of Direction</b> 2.	1. <b>Introduction to Cycling Athletics – Sprints and Relays</b> 2.	1. <b>Tennis (Net and Wall Games)</b> 2. <b>Orienteering (Obstacle Challenge, Crossing the Swamp, etc.)</b>	1. <b>Badminton (Net and Wall Games)</b> 2. <b>Athletics – Throwing Accurately + Relays</b>	<b>Rounders</b>
<b>Concepts and Skills taught:</b>	<ul style="list-style-type: none"> <li>Copy and explore basic body actions demonstrated by the teacher.</li> <li>Explore actions in response to stimuli</li> <li>Copy, watch and describe dance movements or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Footwork/position/skipping</li> <li>Types of jump</li> <li>Speed/direction/control</li> </ul>	<ul style="list-style-type: none"> <li>Braking, pedalling and balance.</li> <li>Footwork/position</li> <li>Control/direction/speed</li> <li>Practise running effectively, swinging arms and lifting knees high.</li> </ul>	<ul style="list-style-type: none"> <li>Use throwing, catching and racket skills in net games.</li> <li>Play net games on courts, competing against another team and scoring points.</li> <li>Follow a simple orienteering course around the</li> </ul>	<ul style="list-style-type: none"> <li>To control a shuttlecock with a racket and develop rallying skills with a partner.</li> <li>To use a range of tactics, choosing different shots to hit the shuttlecock into the court.</li> <li>To develop the accuracy and consistency of overarm</li> </ul>	<ul style="list-style-type: none"> <li>To develop the range and consistency of their skills in striking and fielding games.</li> <li>To use and adapt rules for rounders, using knowledge of the basic principles of batting and fielding.</li> </ul>

	<ul style="list-style-type: none"> <li>Speed/direction/footwork/position</li> </ul>			<p>school grounds.</p> <ul style="list-style-type: none"> <li>To choose and apply strategies and skills to meet the requirements of a task or challenge.</li> </ul>	<p>throwing.</p> <ul style="list-style-type: none"> <li>To increase the number of techniques used for throwing.</li> <li>To develop the consistency of their running action in relay events.</li> </ul>	<ul style="list-style-type: none"> <li>To choose and use a range of tactics and strategies when batting and fielding.</li> <li>Play games in teams.</li> </ul>
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